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Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate**[A.C.A. § 6-15-1702(b)(3)(B)(1)]*
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *how is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)**[ESSA § 1116(e)(5)]*
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

The Parent Facilitator for Glen Rose Middle School is Cristy McClard. Families may contact her at cmclard@grbeavers.org or (501)332-3694. The GRMS Parent and Family Engagement Plan will be made available to the families and community through the student handbooks given at the time of registration, posted on the school website, and copies will be in the school office.

The Plan will be written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand, and appropriate for the age and grade of each child.

GRMS will distribute an information packet annually that will include a description of the Parent and Family Engagement Plan; recommended roles; ways for families to get involved; survey regarding volunteer interest; schedule of yearly planned activities; and regular, and meaningful system for parents/teachers to communicate. This plan is given to parents during registration each year.

GRMS will place a parent-friendly summary/explanation of the parent and family engagement plan online and as a supplement to the student handbook. The school will obtain parental signature acknowledging receipt of the Parental and Family Engagement Plan.

GRMS will offer a variety of meeting times such as morning, mid-day, and evening. We will also offer a variety of formats for meeting such as online Google Docs, Google Hangouts, or email. We will offer training for families on these types of formats as needed. Announcements concerning engagement information and activities will also be shared through school social media sites (Facebook and Instagram).

GRMS encourages a two-way and meaningful system of communication through emails, text messages, or communication apps such as Remind.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- **3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
 - *the value and utility of contributions of parents [Title I schools]*

- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]

All teachers are required to earn two hours of professional development every fourth year on Parental Engagement. Administrators are required to earn two hours of Parental Engagement professional development every fourth year. Teachers and administrators may attend Parental Engagement sessions through the local educational cooperatives, annual conferences, guest speakers presented by the district or online sources such as Arkansas Ideas.

Administrators will present training and open discussions with all staff at the beginning of each school year on the importance of working with parents and families to support student learning. These topics will be presented:

Parents play an integral role in assisting student learning

The value and utility of contributions of parents

How to reach out to, communicate with, and work with parents as equal partners

How to implement and coordinate parent programs and build ties between home and school

How to welcome parents into the school and seek parental support and assistance

How to provide information in a format, to the extent practicable, in a language the parents can understand. We will utilize our ESL coordinator for assistance with translations.

How to respond to parent requests for parent and family engagement activities

How to recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns

GRMS is not a Title I school.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*

[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*

[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*

- literacy training
- technology training, including education about copyright piracy and safe practices
- resources that describe or assist with the child's curriculum
- other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers
[ESSA § 1116(e)(2)]
- **4.4:** Involve parents of students at all grade levels in a variety of roles, including without limitation:
 - involvement in the education of their children
 - volunteer activities
 - learning activities and support classroom instruction
 - participation in School decisions
 - collaboration with the community
 - development of School goals and priorities
 - evaluating the effectiveness of the School-level Improvement Plan
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** How does the School promote and support responsible parenting? The School shall, as funds are available:
 - purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review
 - Create parent centers
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
 - role play and demonstration by trained volunteers
 - the use of and access to Department of Education website tools for parents
[<https://dese.ade.arkansas.gov>]
 - assistance with nutritional meal planning
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

GRMS will hold open house at the beginning of each year in August. During that time, parents and students are encouraged to meet their teachers, attend grade level specific training sessions on rules, curriculum, behavior requirements, and become familiar with the campus.

Parents will learn about the importance of monitoring their child's grades through the electronic system called Home Access Center (HAC). Students will be trained how to login and access their grades in HAC during the first month of school. Students and parents will be reminded of the login and password at the beginning of each year. Assistance with HAC will be provided to parents through on-site training, emails, phone calls, text messages, etc.

GRMS will hold two parent-teacher conferences each year (September and February). Teachers will be available for seven hours on those days to discuss student grades, behavior rules/issues, curriculum that is being used and/or upcoming projects and events.

Teachers will send home letters and/or share electronically (website, email, Google Classroom, Dojo, Remind, etc.) throughout the year explaining curriculum being used in each subject area and special projects, guest speakers, and/or programs that will be used to support learning (Accelerated Reading, Learn360, Mindplay, Sonday, Read 180 Universal, IXL, Animoto, etc.).

Parents will be provided student progress reports and explanations from ACT Aspire Summative and Interim Assessments. Parents will learn that the goal of our school is for all kids demonstrate growth in all academic areas each year. The main goal is for students to score Ready and/or Exceeding in all academic areas on the summative assessment each year. The explanations will describe how these assessments measure student learning and assist teachers in providing accurate support and enrichment for students to assist them in meeting the challenging State Academic Standards.

GRMS will provide assistance and instruction to parents of children served by the school in understanding these topics:

- Arkansas Academic Standards
- State and local academic assessments including alternate assessments
- Strategies parents can use to support their child's academic progress

- Partnering with teachers to support their child's academic achievements
- Incorporating developmentally appropriate learning activities
- Use of DESE website and tools for parents <https://dese.ade.arkansas.gov>
- Assistance with nutritional meal planning and preparation (provided by Chartwells) including role play and demonstration by trained volunteers

The district has a Parent Center with trained staff which provide materials and training to help parents work with their children to improve their child's achievement. We offer literacy and technology training (including education about the harms of copyright piracy), as appropriate to foster parent and family engagement.

Our school counselor, Christy Jackson, will help promote and support responsible parenting through the monthly newsletter, The Middle Years, which is posted on the school website. Parents will be made aware of this and other online parental resources.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families..

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - public preschool programs such as Head Start
 - organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers
 - wraparound services that allow families to send their children to school ready and able to focus on learning
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

GRMS will continually investigate and utilize community resources in the instructional program throughout the year. Some examples of community resources are: local credit union hosts The Reality Fair each year to reinforce daily math skills; local health department resources speak to students about dangers of vaping and electronic cigarettes; local businesses attend and support school career fairs; eighth graders are counseled on career readiness to help build a pathway for high school to be college and career ready.

The district has a parent resource center available on the elementary campus. Resources for the middle school parents and families will be purchased and made available through the center.

GRMS publishes a monthly newsletter, The Middle Years, on the school website to promote responsible parenting. GRMS library also has parental resources available for parents to checkout.

The district hosts an Alumni Reunion each year during July to promote and support an alumni advisory committee.

GRMS will work cooperatively with the Parental and Family Engagement Committee to support the formation of a Parent-Teacher Organization when interest is presented.

This Parent and Family Engagement Plan will be incorporated into the school's improvement plan.

6: Annual Title I Meeting (*Title I schools*)

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*

[ESSA § 1116(c)(1)]

GRMS is not a Title I School.

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*
 - *opportunities to volunteer*
 - *observation of classroom activities*

[ESSA § 1116(d)]
- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *Including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

The School Parent Compact will be jointly developed with parents and family members. The compact outlines how parents, school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop partnerships to help children achieve Arkansas' high standards (ESSA, Section 1116(d)).

GLEN ROSE MIDDLE SCHOOL

GRMS understands the importance of the school experience to every student and their role as educators and models. Therefore, the school staff agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State Academic Standards (required).
- Address the importance of communication between teachers and parents on an ongoing basis through: Parent-Teacher conferences twice a year (the compact shall be discussed as the compact relates to the individual child's achievement).
- Parents will receive frequent reports on their child's progress via phone, email, Remind, Dojo, text messaging, Home Access Center (HAC) to monitor the student's grades, etc.
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand (ESSA, Section 1116 (d) (1-2))
- Treat each child with dignity and respect
- Strive to address the individual needs of each student
- Acknowledge that parents are vital to the success of child and school
- Provide safe, positive and healthy learning environment

- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

PARENTS

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom and/or school activities
- Supporting their student's learning
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

STUDENTS

The student realizes the importance of education. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions
- Ask for help when needed
- Complete daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property

The compact requires signatures by all participants

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
 - *How is the School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

GRMS is not a Title I School.

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal

Required...your form will not save unless all boxes are checked.

☒ **A.1:**The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.

[ADE Rules Governing Parental Involvement Section 3.02.3]

☒ **A.2:**The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:

- The School Engagement Plan
- A parent-friendly explanation of the School and District's Engagement Plan
- The informational packet
- Contact information for the parent facilitator designated by the School.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]

☒ **A.3:**The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]

☒ **A.4:**The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly.

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

☒ **A.5:**The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

☒ **A.6:**The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:

- to help organize meaningful training for staff and parents,
- to promote and encourage a welcoming atmosphere, and
- to undertake efforts to ensure that engagement is recognized as an asset to the School.

[A.C.A. § 6-15-1702(c)(1)]

☒ **A.7:**The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..

[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

☒ **A.8:**The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.

[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

☒ **A.9:**The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.

[ADE Rules Governing Parental Involvement Section 3.02.2]

☒ **A.10:**The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child's education
- how a parent can assist and make a difference in his or her child's education.

[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

☒ **A.11:**Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

☒ **A.12:**The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

✓ **A.13:**The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

✓ **A.14:**The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

✓ **A.15:**The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[ESSA § 1116(c)(4)(C)]

School Information

School Name:	Glen Rose Middle School
School Engagement Facilitator Name:	Cristy McClard
Plan Revision/Submission Date:	8/2/2023
District Level Reviewer Name, Title:	Melissa Weatherford District Projects Coordinator
District Level Approval Date:	8/2/2023

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Brittany	Harben	Parent
Amber	Weatherford	Parent
Christi	Jackson	Counselor/GT
Crystal	Merideth	Literacy Aide
Magen	Hayes	Parent
Jenny	Burke	8th Grade Math

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

		Role (Teacher, Staff, Parent,
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First Name	Last Name	Student, or Community Member)

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

-Section 2 - Communication

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- ☐ Changes Required
☒ Compliance is Met
-

Comments:

Section 5 - Coordination

- ☐ Changes Required
☒ Compliance is Met
-

Comments:

Section 6 - Annual Title I Meeting

- ☐ Changes Required
☒ Compliance is Met
-

Comments:

Section 7 - School-Parent Compact

- ☐ Changes Required
☒ Compliance is Met
-

Comments:

Section 8 - Reservation of Funds

- ☐ Changes Required
☒ Compliance is Met
-

Comments:
