

Rogers New Technology HS
School Engagement Plan
2023/2024

1: Jointly Developed

RogersNTHS works with parents and students in multiple ways to establish the workings of an engagement plan that reflects and responds to the specific academic, community engagement, and socio-emotional needs of our students, families, and their community. A summary of events, structures, and tools used to facilitate the sharing and collection of information are shared below. These opportunities are designed to generate both formal and informal information that is used to improve the effectiveness of NT for all stakeholders.

1. During the school year, RogersNTHS provides a monthly experience for our seniors and their parents. This monthly opportunity includes an agenda and topics relevant to seniors, their parents, and their graduation plan. This also provides an opportunity to get information from parents as to what needs they have and how we can be responsive to those needs.
2. We also engage quarterly with our Hispanic parents through a PADRES program opportunity. This agenda driven process is relevant to our Spanish speaking community and focuses on helping parents navigate the public school setting and prepares parents for their roles as supporters of high school graduates.
3. Annually, the principal meets with representatives of the Friends of New Tech (FoNT) to review the information collected and review or adjust the plan and/or packet accordingly. Increase parent engagement in FoNT through the following action steps.

- a. Welcome and Encourage New Members: Create a welcoming atmosphere for new members and encourage them to participate in FoNT meetings and events. Provide them with information about the organization's mission, goals, and accomplishments.
- b. Schedule Meetings at Convenient Times: Schedule meetings at convenient times for parents, such as after school, in the evening, or on weekends. This will enable more parents to attend meetings and become involved in FoNT activities.
- c. Offer Volunteer Opportunities: Provide a range of volunteer opportunities for parents, such as chaperoning field trips, organizing events, or assisting with fundraising activities. This will enable parents to use their skills and interests to contribute to the success of the FoNT.
- d. Collaborate with School Administration: To ensure that FoNT activities align with school goals and priorities. This will enable parents to see the value of their involvement in FoNT activities.
- e. Recognize and Appreciate Volunteers: Recognize and appreciate the efforts of FoNT volunteers through verbal recognition, certificates, or small tokens of appreciation. This will encourage them to continue their involvement and motivate others to become involved.

2: Communication

RogersNTHS will utilize a variety of methods for communicating and distributing information to parents and families. These include the following:

1. Schedule no less than two (2) parent/teacher conferences per school year. One conference will be held in October and the other in February.

- a. b. Track individual student progress for graduation
 - b. c. Review 4-year academic plans
 - c. d. Confirm course selections for the upcoming school year
 - d. e. Provide an opportunity to discuss post-secondary plans with educational stakeholders
2. Use a variety of communication tools seeking to facilitate two-way interaction between parents and teachers that include but are not limited to conferences, phone calls, emails, text messages, websites (including ParentLink, Social Media), as well as letters. Ensure that communication is clear and concise.
3. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs by providing all families with a course description guide.
4. Provide continuous access to electronic grade reports via the Echo portal and regular absentee risk reports to parents. Provide support services and follow-up conferences as needed.
 - a. Echo allows for parents to view real-time grades for learners broken down by school wide learning outcome (SWLO).
 - b. Semester report cards will be sent to parents.
 - c. All parents will be offered training on how to access their student's grades electronically.
5. Disseminate information on school policies, discipline procedures, assessment tools and school goals. Include parents in any related decision-making process.
 - a. School goals will be reported by the principal at the beginning of the year orientation to parents.
 - b. Student handbooks will be distributed electronically to all students as part of the district beginning of the year process.
6. All communications are translated into Spanish and individualized phone calls and letters are sent to families in the corresponding language.
7. Activities planned throughout the year include:
 - a. Senior Rap Meetings (monthly)
 - b. PADRES Meetings (quarterly)
 - c. Back To School Night (annually in August)
 - d. Parent/Teacher Conferences (October)
 - e. PACK Conferences (February)
 - f. 9th Grade 'Welcome to the PACK Night' (March)
 - g. Awards Night (May)
8. Parent/Student Recruitment meetings take place, a minimum of 8 times per year, with four meetings for students and 4 meetings for both parents and students. These meetings are done on site at the middle schools and are conducted in both English and Spanish simultaneously.
9. The ECHO website is available to all parents & students via internet or phone connection and contains the email address of each staff member for quick connection between parties.
10. Administration collaborates with student leadership and with FoNT to coordinate parent volunteers for various activities both during and after school events.

3: Building Staff Capacity

Parents are a key part of the educational mechanism at RogersNTHS. The focus on parental inclusion by staff begins early in a New Tech teacher's experience and is revisited often. New Tech teachers and administrators illustrate this by facilitating real-time communication and information with parents and students. For example, ECHO - the RogersNTHS proprietary communication platform - includes a daily agenda, curation of all tasks and projects assigned, all learning activities undertaken by the student, the standards assessed, and grades are given. The daily agenda or teacher's lesson plan is made visible to parents and students at the beginning of each day/class. This allows parents and students to engage in real meaningful conversation at home. Instead of 'What did you do in school today' (which might elicit a 'nothing' response) the parent can ask more pointed and directed questions. These questions might be 'I see you learned about the Pythagorean theorem today in algebra. How did you respond to the driving question?' This allows parents to take a more directive approach while also maintaining the ability to be a partner with the school.

Teacher training concerning the building model for lesson delivery happens regularly. Since all lessons are delivered using a building-wide instructional model, parents can more fully participate in the educational process. They no longer have to worry about not knowing how the teacher delivers the content and what the teacher is looking to build (the School Wide Learning Outcomes).

RogersNTHS also makes available the school's process for resolving parent concerns. This is included in the online parent resources folder connected to ECHO as well as published in the handbook that each parent signs off on at the beginning of the school year.

4: Building Parent Capacity

Each year during our annual fall parent teacher conferences (held over a two day period), the principal hosts informational meetings with current parents. These meetings are held approximately four times over the two days and review with parents information provides updates to the instructional model and resources available to all parents. Other information includes the ACTAspire, ACT, PSAT tests, and others. In the spring, the recruiting team works with incoming 9th grade (current 8th grade) parents to ensure they have a strong understanding of the curricula associated with each content. This is followed up by multiple events designed to educate and inform both parents and students about courses within each curricular area.

These same events - parent informational sessions and recruitment nights - along with our PADRES nights for our Spanish speaking parents allow us to demonstrate to parents how they will engage with their child's learning using ECHO. This also includes lessons on what to look for and how to contact teachers for more information. Improving a child's achievement level requires assistance for both students and parents. We work to educate parents in their role and responsibility to their students. RogersNTHS often communicates with parents via automated phone calls, emails, and social media. Phone calls and emails are in the home language as recorded in eSchool. RogersNTHS also provides material to parents and students to support the online safety of all involved as well as assistance with nutritional meal planning.

There are many ways RogersNTHS includes both parents and our larger community in the work of the school. We host multiple curricular events with the express purpose of getting our community engaged with our students. Examples include parents and community members serving as resident experts in content areas, providing guidance about the inclusion of SWLOs to teachers as they design lessons, our annual Internship, Job, and Career Fair, the NT internship program and many more. In an effort to support parents in their primary role as caregivers, RogersNTHS is building an electronic space within ECHO to house documents and resources. These resources include any available resources the school is aware of from the Department of Elementary and Secondary Education (DESE).

There are a number of books available through the counselors or administrators' offices. When funds are available, NT has purchased the use of a parenting newsletter and made this information available.

5: Coordination

RogersNTHS has multiple staff members who focus on the introduction and utilization of community resources in the instructional program. Specifically, these resources have been utilized to help students navigate emotional needs related to having access to the classroom experience. The NT social worker, administrators, school counselors, and mental health counselors work in tandem with parents and students to ensure the individual needs of families are being addressed and met.

RogersNTHS also has a close relationship to NWACC, NTI, Arkansas Voc Rehab, and other organizations to help students transition into adult and postsecondary life. Examples include programs that allow students to earn an associates degree in addition to their high school diploma. For those who are wanting to experience college without the stress of pursuing an associates degree, we participate in the Early College Experience (ECE) or students can pursue a certification through NTI and one of its many programs. In addition, we provide the ACT WorkKeys NCRC exam for all seniors as well as certification opportunities in the medical and service fields, just to name a couple areas.

RogersNTHS learners have access to on-site mental health services through a third-party agreement with a local provider. That counselor has an office on-site and meets with learners regularly throughout the week.

Parents, staff members, community members and students participate as members of the Friends of New Tech (FoNT). The FoNT group serves as the PTO/PTA organization for our school. After participating in the PTO process for several years and completing a review, with membership, of the desired focus for our parent support group, we moved to our current model. This model allows three or more representatives to serve in the capacity of leadership. These representatives work directly with student leadership and building administration to ensure parents and staff are supported.

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.

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. (2 hours every 4 years with 2022 being a required year)

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]

√**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 incorporate the Engagement Plan into the School Improvement Plan.

[ADE Rules Governing Parental Involvement Section 3.02.2]

√**A.8:** 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
- 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.9:** 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.10:** 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.11:** The School understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.

[ESSA § 1116(a)(3)(A)]

√**A.12:** 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.13:** 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.14:** 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)]

References

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](#)

School Name:	Rogers New Technology HS
School Engagement Facilitator Name:	Abby Howe, Assistant Principal RNTHS
Plan Revision/Submission Date:	4/26/23
District Level Reviewer Name, Title:	Melody Sebastian, Fed. Prog. Director
District Level Approval Date:	May 17, 2023

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Abby	Howe	Assistant Principal
Bill	Magee	Counselor
Todd	Sisson	Teacher/Academic Facilitator
Kyle	Schoeller	Student Success Coordinator
Mikayla	Hopkins	Teacher/Academic Facilitator
Charity	Means-Burdess	Parent
Buffy	Scherer	Parent
Casey	Bazyk	Parent/Teacher
Chris	Daniels	Parent/Teacher
Audrey	Putnam	Teacher
Garth	Nelson	Teacher
Bryan	Poland	Teacher

(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.)