

# *Rogers New Technology High School*

## *PARENT & FAMILY ENGAGEMENT PACKET*

### *2024 – 2025*

#### **Jointly Developed...i.e. How does the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.**

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. RogerNTHS actually begins in the summer with a professional development experience related to engaging all stakeholders in the instructional process. Participants include teachers, administrators, business leaders, and parents. During this time, there is dialogue and activity focused on providing the best educational product for our community. Topics have included what skills, content, behaviors are necessary for our students to have or be taught that will allow them to be productive members of our communities (local, state, national)? This data/information is then used as a foundation for instructional planning during the school year.

2. We begin the school year with a parent/student 'Back to School' / Open House event. This event allows us to begin the process of building upon existing relationships as well as the opportunity to build new ones. During this event, we work with parents to gather information about their hopes for their children. Since RogersNTHS is a one-to-one building, we also use the time to begin training parents and students about the use of the computer and how parents can support their students in the learning process when technology is a ubiquitous part of the process.

3. 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.

4. 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.

5. 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.

#### **Communication...i.e. How will the School communicate and distribute information to parents and families.**

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. A purpose of this time can be to establish an opportunity for parents and educators to share information such as student strengths and learning preferences.
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, Facebook, and Twitter), as well as letters.
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)
  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.

**Building Staff Capacity...i.e. What activities will be used with school staff to build staff capacity to work with parents as equal partners?**

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 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 for 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 for 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.

**Building Parent Capacity...i.e. How will the school build the capacity of parents to play a role in their child's academic success?**

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 provide 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.

### **Coordination...i.e. How will the school coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families?**

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 associate's degree in addition to their high school diploma. For those who are wanting to experience college without the stress of pursuing an associate's 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.



Dear Parent:

In December 2015, former President Barack Obama signed the Every Student Succeeds Act into law. Parents continue to have the same rights as they did under “No Child Left Behind”. Under ESSA, parents have a right to know the professional qualifications of their children’s teachers(s). This letter is to inform you of your right to ask for the following information about each of your child’s classroom teachers:

Whether the state of Arkansas has licensed or qualified the teacher for the grades and subjects he or she teaches (Note: We are also required to send a notice to parents affected if the teacher is not fully licensed, so if you haven’t received such notice, your child’s teacher(s) is/are fully licensed.)

Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.

The teacher’s college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.

If any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child’s teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

Whether the paraprofessional has completed at least two years of study at an institution of higher education.

Whether the paraprofessional has completed an associate’s degree (or higher).

Whether the paraprofessional has met a rigorous standard of quality through our state’s certification procedure for determining the quality of paraprofessional staff.

Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

If you would like to receive specific information about your child’s teacher or paraprofessional, please visit our office at 500 West Walnut Street to fill out a Parent Request Form. A response will be mailed to you within ten working days from the date of the request. Our office is open from 7:30 a.m. to 4:30 p.m. Monday through Friday.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts.

Sincerely,  
Dr. Roger Hill  
Assistant Superintendent for Human Resources

10/7/2014 RogersNTHS Parent Involvement Survey

[Edit this form](#)

## RogersNTHS Parent Involvement Survey

Rogers New Technology HS continually works to strengthen partnerships between schools and families. In order to help us with this endeavor we work to collect information that will help guide our work with parents and parental involvement opportunities within schools. Please take a few moments to complete the following parent involvement survey.

Parent feel welcomed and valued when visiting the school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

Each family's ethnicity and culture is recognized and respected by school staff.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

Parents receive timely school communication and in many different ways.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

School communication with parents is always done in a consistent manner that is available for all parents.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

School communication and information is easy to understand and provided in a language parents can understand.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- No Opinion

Parents are provided regular reports of their child's educational progress.

- Strongly Agree
- Agree
- Disagree

Strongly Disagree

No Opinion

Parents are encouraged to communicate to school staff any concerns they may have related to their child's grade/academic progress.

Strongly Agree

Agree

Disagree

Strongly Disagree

No Opinion

Parents are encouraged to help with their child's education by providing home and community learning activities.

Strongly Agree

Agree

Disagree

Strongly Disagree

No Opinion

Volunteer parents are welcomed and appreciated by school staff.

Strongly Agree

Agree

Disagree

Strongly Disagree

No Opinion

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10/7/2014 RogersNTHS Parent Involvement Survey

The school provides information to parents about community organizations that support their child's learning.

Strongly Agree

Agree

Disagree

Strongly Disagree

No Opinion

Businesses and local community organizations are invited to partner with the school to support learning.

Strongly Agree

Agree

Disagree

Strongly Disagree

No Opinion

**Submit**

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**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.

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#### **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.

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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.

Each school in the Rogers Public School district coordinates with other organizations, businesses, and community partners to provide additional supports, services, and resources to families.

Each school in the Rogers Public School district will respond to the educational and personal success challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready. Also, we will coordinate any additional services needed with the district and/or state military liaison.

### **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](mailto: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](#)

<b>School Name:</b>	Rogers New Technology HS
<b>School Engagement Facilitator Name:</b>	Milton Martinez, Assistant Principal RNTHS
<b>Plan Revision/Submission Date:</b>	
<b>District Level Reviewer Name, Title:</b>	
<b>District Level Approval Date:</b>	

### Committee Members, Role

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

<b>First Name</b>	<b>Last Name</b>	<b>Role</b> <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Abby	Howe	Assistant Principal
Bill	Magee	Counselor
Todd	Sisson	Teacher/Academic Facilitator
Danya	Scheiderer	Assistant Principal
Mikayla	Hopkins	Teacher/Academic Facilitator
Charity	Means-Burdess	Parent
Misty	Smith	Parent
Casey	Bazyk	Parent/Teacher
Chris	Daniels	Parent/Teacher
Audrey	Putnam	Teacher
Garth	Nelson	Teacher

Bryan	Poland	Teacher
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(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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

**District Reviewer Responses**

**Section 1 - Jointly Developed**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 2 - Communication**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 3 - Building Staff Capacity**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 4 - Building Parent Capacity**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 5 - Coordination**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 6 - Annual Title I Meeting**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 7 - School-Parent Compact**

- Changes Required
- Compliance is Met

[Text box for responses]

**Section 8 - Reservation of Funds**

- Changes Required
- Compliance is Met

[Text box for responses]