

## Old High Middle School- 2025-2026 Arkansas Engagement Plan

### **1: Jointly Developed**

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

#### *Guiding Questions*

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*  
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
[ESSA § 1116(c)(3)]

1. Schedule regular Parent Involvement Meetings where parents are given a report on the state of the student and an overview of:

<https://bentonvilleschools.ar.sites.thrillshare.com/documents/departments/federal-programs/parent-%26-family-engagement-plans/339815>

a. What students will be learning; inform them of student expectations in each subject at each grade level and provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers (teachers/principal sessions).

b. What parents should expect for their child's education; distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments. (newsletters throughout the year)

c. How parents can assist and make a difference in his/her child's education (newsletters throughout the year)

d. Provide information on how to assist students with skills that need improvement (newsletters throughout the year)

e. Provide alternative methods for diverse students

f. Semester recruiting meetings for the process of becoming an IB candidate school in 2025-2026 and beyond which will include two Spring Semester Parent University Nights for future or current IB families

h. One informational IB parent meeting per semester for current families to see what we are doing and the how and why behind it

2. This is done through Open House (August 2025), Title I Parent Informational Night (October 2025) Parent Teacher Conferences (two nights in October 2025), Fall Book Fair (two nights in October 2025), Parent Teacher Conferences (two nights in February 2026), Spring Book Fair (two nights in February 2026), Pre-Ap Parent Night (April 2026), What's Next Night (May 2026), Game Night (Fall 2025) Maker's Space (Spring 2026)

## **2: Communication**

Describe how the School will communicate with and distribute information to parents and families.

### *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)(i)]
- **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)]

Goal: Communication between home and school is regular, two-way, and meaningful.

To conduct effective communication from school to home and from home to school about school programs and children's progress RBMS will:

1. Prepare Informational Packets including:
  - a. OHMS parental involvement plan
  - b. Recommended role of the parent, student, teacher, and school
  - c. Ways for parents to become involved in their child's education (PTO and Volunteers)
2. To encourage communication with parents, RBMS shall schedule no less than 2 parent-teacher conferences per school year.
3. The school may plan and engage in other activities determined to be beneficial to encourage communication with parents, such as:
  - a. Provide clear information about report cards and how grades are earned. Night focused on Standards Based Learning

- b. School newsletter/Team emails/newsletters sent home/school webpage/Twitter/Facebook/Instagram
- c. Families will be notified of students receiving awards and recognition.
- d. Families will be contacted regarding students having academic or behavior problems, as well as, positive student behavior and achievement.
- e. Teachers have access to telephones to communicate with parents during or after school.
- f. Teachers and administrators have email and/or a school website to communicate with parents.
- g. Parents have telephone numbers and/or email addresses of the school, principal, assistant principal, teachers, and counselors available and on the RBMS website.
- h. RBMS will develop, foster, and promote a responsive open door policy that is defined collaboratively by staff and families.
- i. RBMS will promote informal activities at which parents, staff, and community may interact. (Family/Parent Nights)
- j. RBMS will disseminate information clearly and specifically by using language that is understandable to all parents in a multi-method approach (newsletter, website, report cards, and weekly team emails/newsletters)
- k. Translate communications to assist non-English speaking parents as much as is feasible.

### **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); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B)(ii)]

1. Weekly newsletters from teachers to parents with sections dedicated to:

a: Informational resources for current curriculum and instruction

b: Opportunities for Engagement

c: Parenting Resources

2. In-Service for teachers dedicated to parental communication as being proactive not reactive.

3. School Core Beliefs centered on Family and Community engagement as the path to student success.

This is readdressed by both teachers and parents throughout the school year.

4. Multiple events throughout the school year where teachers and parents are involved both academically and socially along with parental capacity building activities.

5. Family surveys administered and results used to drive school operations. Teachers read these survey results to better their communication and refine expectations.

#### **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 Division of Elementary and Secondary 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)]

Goal: Parenting skills are promoted and supported. To promote student learning RBMS will:

1. Purchase parenting books, magazines, etc., regarding responsible parenting, through the school library and giving parents an opportunity to borrow the materials for review.
2. Create a parent center in the counseling center and school library.
3. Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting, such as:
  - a. Newsletters sent home per classroom and/or school
  - b. School website links resources (educational/parenting)
  - c. Parents can follow school on Twitter/Facebook/Instagram
  - d. Parenting books, magazines, etc. available for checkout
  - e. Provide families with information on child and adolescent development
  - f. Communicate with parents in an ongoing manner, using diverse methods all of which reflect a respect for parental and cultural differences
  - g. Inform parents of other opportunities to attend parenting training
  - h. Evening training for parents (academic, SEL, cyber security, etc.)
  - i. Monthly PTO Meetings with communication of these events and multiple opportunities to attend both in-person, virtually, or via teleconference.

## **5: Coordination**

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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**[ESSA §1116(e)(4)]*
- **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)]*

Goal: To recognize that community resources strengthen school programs, family practices, and student learning. To take advantage of community resources, RBMS shall:

1. Engage in activities that the school determines will use community resources to strengthen school programs, family practices, and student learning.
2. OHMS will utilize business and community group resources for school supplies and clothing for students in need.
3. Participate in Sharing and Caring, Snack Pack program, community speakers.
4. Tap into the expertise in the community for guest speakers for teacher in-service, parenting workshops, student assemblies, etc.
5. Old High Middle School 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 lifeready. Also, we will coordinate any additional services needed with the district and/or state military liaison.

### **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)]*

Through the use of weekly and monthly newsletters and personal emails to each family, we will inform

parents of:

- a. our Parental Involvement Plan
- b. parental rights under Title I
- c. Include an invitation to our Title I Parent Information Night in October 2025. On this evening we will highlight opportunities to serve at school, offer support on standards based grading information and parental support services both academically as well as a students personal success skills.

### **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)]

RBMS Staff will encourage and facilitate communication and encourage partnerships through the following:

1. All staff will share their contact information and best times for access through weekly emails and parent letters.
2. Minimum of two parent conferences each year where we require 100% attendance/parent contact.
3. In weekly emails, parents will have reminders of how to access student progress reports. Also, quarterly report cards will be printed and mailed to parents with detailed explanations on how to interpret data.
4. Volunteer sheet listing the interests and availability of volunteers for school staff members' use, specifically including:
  - a. Work closely with the PTO leadership.
  - b. Survey parents regarding their interests-PTO volunteer forms
  - c. Determine how frequently a volunteer would like to participate, including the option of just one time per year PTO
5. Include options for those who are available to help at home.

- a. Print statements attesting to the school district's commitment to parental involvement and distribute the statements to parents of students. (website)
  - b. Engage in other activities determined by the school to welcome parents in the school, such as:
    6. Volunteers, sign- in sheet available and Raptor check in/out
    7. Helping with homeroom events
    8. Plan a program in the spring to recognize volunteers
    9. Provide training for parents to become effective volunteers (Fall)
    10. Provide a welcoming, friendly atmosphere that encourages volunteerism
    6. Provide recognition and rewards (volunteer luncheon)
    7. Publish a community resource directory (RBMS Resource Brochure: in the front office or counseling center)
    8. Parent Nights:
      - Open House-(August 2025)
      - Title I Parent Informational Night (October 2025)
        - Game Night (Fall 2025)
        - Fall Book Fair-(two nights in October 2025)
      - Parent Teacher Conferences-(two nights in October 2025)
      - Spring Book Fair-(two nights in February 2026)
      - Parent Teacher Conferences-(two nights in February 2026)
      - Pre-AP Parent Night-(April 2026)
      - What's Next Night-(May 2026)
- All of these events and parental information will be posted and updated regularly through:
- A. Newsletters
  - B. PTO Monthly Meetings
  - C. School Website
  - D. Social Media Sites

**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)]

Title I funds for parental involvement will be used to promote parent and student engagement at

home with the focus on supporting school efforts for classroom learning.  
Parent surveys have indicated parents would like to see more individual student accomplishments be adequately acknowledged and celebrated.  
We use these funds to support materials for:  
1) Parent nights  
2) Materials (books, games, parent guides, etc) to support at home efforts with students.

### **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)(1-2)]
- **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
  - 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](mailto: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**

<b>School Name:</b>	Old High Middle School
<b>School Engagement Facilitator Name:</b>	Cassandra Hamaker
<b>Plan Revision/Submission Date:</b>	April 15, 2025
<b>District Level Reviewer Name, Title:</b>	Christie Jay, PhD
<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>
Eric	Hipp	Principal
Leslie	Lyons	Principal
Cassandra	Hamaker	Counselor, School Military

		Liaison, Parent Engagement Facilitator
Amanda	Pullen	Teacher and Parent
Tina	Hoisington	Title I Teacher
Jessica	Perez Vazquez	Teacher

**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](#)

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 visit our website [#EngagementMattersAR](#)