

Institute for the Creative Arts
1101 Riverfront Dr
Fort Smith AR 72901
(479) 434-2114

School Engagement Plan

1: Jointly Developed Expectations and Objectives

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)]

Required Components

Involve parents in the development of the school parent and family engagement plan.

Involve parents in the review, update, and improvement, at least annually, of the school parent and family engagement plan to meet the changing needs of parents and the school.

Ensure adequate representation of parents of participating children in the process in a variety of roles

The Institute for the Creative Arts is developing a Parent-teacher organization for the 24/25 school year.

The PTO will meet in November and March to set up times and ways for the parents to discuss any issues of concern that they have.

Ensure adequate representation of parents of participating children in the process in a variety of roles

The principal, parent facilitator, and volunteer coordinator represent the school on the committee.

The demographics of the committee are still to be determined as we are in our first year and are working to develop this committee.

Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents.

The committee will submit any parent comments to the district if needed.

Address opportunities for regular meetings if requested by parents.

The parent facilitator serves on all boards and will coordinate the input from The Parent-Teacher organization program and will address and plan opportunities for regular meetings if requested.

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, teachers, 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)]

Required Components

Make the school parent and family engagement plan available to families and the local community (post to school or district website by August 1)

- **Include contact information for the parent facilitator.**

Every family is given a hard copy or can access the digital copy of the school handbook, parent and family engagement plan, and an informational packet. These items are on our website. The handbook contains information about ICA's policies, procedures, recommended roles, and ways for parents and teachers to have regular, two-way, meaningful communication. The parent and family engagement plan includes the plan for the current school year, parent facilitator contact information, and volunteer coordinator contact information. The Parent-Teacher Organization (PTO) and parent facilitator produce the information packet. The packet includes a survey regarding

volunteer interests and a school calendar, and extracurricular activities for students and parents.

The Institute for the Creative Arts has a website at <https://www.icafortsmith.org/>. In addition to the handbook, parent-family engagement plan, and information packet, the website also contains information about our school's mission and history, school improvement plan, academics, faculty, events, extracurricular activities, policies, menus, grading system, and the school's safety guidelines. General homework resources, subject area resources, and educational resources and links for parents may be viewed at this address.

Ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand, and that the informational packet is appropriate for the age and grade of each child.

Our plan is available in both English and Spanish.

Distribute an informational packet annually to include (post to the school or district website by August 1)

- **Description of Parent and Family Engagement Plan**--The description of the Parent and Family Engagement Plan is addressed above.
- **Recommended roles**--Recommended roles are in the School-Parent Compact
- **Ways for a family to get involved in a variety of roles**--A variety of roles are contained in the volunteer survey concerning ways for families and parents to get involved in ICA and their child's education.
- **Survey regarding volunteer interests**--Volunteer survey is sent home in the information packet

Schedule of activities planned throughout the school year--

The schedule of activities planned throughout the school year is sent home in the information packet.

Regular, two-way, and meaningful system for parents/teachers to communicate

Parents are encouraged to connect and follow social media.

Email: info@icafortsmith.org

Facebook: Institute for the Creative Arts

Instagram: icafortsmith

Yearbook email: adewitt@icafortsmith.org

Teacher e-mail addresses are on the school's website. Parents and teachers frequently communicate through email, notes, text, phone calls, and Zooms as situations arise. Parents and teachers schedule conferences as needed.

Information is disseminated by the automated phone call system and the text message system.

Teachers use a learning management system called Google Classroom. These pages contain classroom information.

Teachers send home a class syllabus. Several teachers send home weekly/monthly updates of events in their classrooms.

The Institute for the Creative Arts utilizes a computer program called Home Access Center. This program has a parent viewer which allows parents to view student's grades.

The Institute for the Creative Arts schedules two parent-teacher conferences a year. Fall conferences for 2024 will be held on October 22st, and October 24th. Spring conference for 2025 will be held on March 18th, and March 20th. If this time doesn't fit a parent's schedule, they can meet with teachers at another arranged time.

An orientation to ICA for incoming Freshman Parents takes place each spring. Open House and the Title I meeting will be in August of every year. This meeting is an introduction to the school's teachers and content, the requirements of Title I and the school's participation as well as parents' rights to be involved. Other information obtained includes a report on the state of the school and an overview of the following: what students will be learning, how students are assessed, parental expectations, and parental involvement opportunities.

Report cards and mid-term grades are sent to parents on a scheduled basis. Dates for Progress Reports are to be determined by the district.

The Institute for the Creative Arts has a large Parent-Teacher Organization (PTO). Four PTSA meetings are held during the school year.

A Parent Resource Center is housed in the main office. Copies of the Parent and Family Engagement Plan are included in the center and materials to assist parents in their child's academic achievement, as well as materials that involve the growth and development of adolescence and related adolescent issues (drug use, depression, etc.)

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)]

The Institute for the Creative Arts values and understands the integral part parents play in student learning. Our teachers, principals, leaders, and parents know this and participate in obtaining materials for our parent resource center, participate in Open House, conduct a Title 1 meeting, hold PTO meetings, conduct parent/family engagement meetings, attend and notify parents of conferences, support Cafecito programs, plan parent nights, coordinate parent volunteer surveys and sessions.

ArkansasIDEAS connects K-12 educators with quality, ADE-approved professional development, and educational opportunities, as well as a wide range of training on multiple platforms, thousands of classroom resources, and state and national initiatives. Teachers at ICA have used this tool for training and continue to use this tool for training opportunities regarding Parent and Family Engagement.

1) Family & Community Engagement:

It is vitally important that we take deliberate, intentional steps toward creating a collaborative network of support for our students. Becoming partners in our advocacy for educating the whole child influences student success and strengthens relationships throughout the community.

2) Parental Involvement: Applications - Middle School/High School -PIB14010

We have none of these yet but will be working on them with the new PTO next year.

4) Parental Involvement: PTO

This professional development course features a panel of teachers and administrators discussing the challenges and unique requirements of parental involvement at the middle school level. What tools do middle schools have to reach parents? What is the role of a parent at this transitional age? Panelists also discuss the challenges of communicating with parents and students about sensitive social and developmental issues.

District Handbook page Community relations:

ICA understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, the school shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the school shall work to:

1. Involve parents, families, and the community in the development of the long range planning of the school;
2. Give the schools in the school the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards; State and local student assessments; how the school's curriculum is aligned with the state's academic standards and assessments; and how

parents, families, and the community can work with the school to improve students' academic achievement;

5. Provide parents and families with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parent and family engagement and provide literacy and technology training to parents.

6. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;

7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;

8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;

9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our school;

10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;

11. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

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)]

Schedule regular parent involvement meetings.

The Institute for the Creative Arts schedules two parent-teacher conferences a year. Fall conferences for 2024 will be held on October 22st, and October 24th. Spring conference for 2025 will be held on March 18th and March 20th. If this time does not fit a parent's schedule, they can meet with teachers at another arranged time.

ICA has a large Parent Teacher Organization (PTO). Four PTO meetings are held during the school year.

Provide parents with a description and explanation of the curriculum in use.

Provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

Open House and the Title I meeting will be in August of every year. This meeting is an introduction to the school's teachers and content, the requirements of Title I and the school's participation as well as parents' rights to be involved. Other information obtained includes a report on the state of the school and an overview of the following:

what students will be learning, how students are assessed, parental expectations, and parental involvement opportunities.

Parents rotate through their child's schedule at Open House and learn about the curriculum being taught by each teacher.

Provide parents with individual student academic assessment results and interpretation of those results.

Standardized test results are sent home, and the counselors serve as a resource to help parents interpret scores.

ICA high school schedules two parent-teacher conferences a year. Fall conferences for 2024 will be held on October 22nd, and October 24th. Spring conference for 2025 will be held on March 18th, and March 20th. If this time does not fit a parent's schedule, they can meet with teachers at another arranged time.

Report cards and mid-term grades are sent to parents on a scheduled basis. Dates for Progress Reports are determined by the district.

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, Title I, Part A requirements, strategies parents can use to support their child's academic achievements, incorporating developmentally appropriate learning activities, use of ADE website and tools for parents, assistance with nutritional meal planning and preparation, how parents of high school students can be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities, including role-play and demonstration by trained volunteers.

Open House and the Title I meeting will be in August of every year. This meeting is an introduction to the school's teachers and content. The requirements of Title I and the school's participation as well as parents' rights to be involved. Other information obtained includes a report on the state of the school and an overview of the following: what students will be learning, how students are assessed, parental expectations, and

parental involvement opportunities. We will conduct a parent night in September and discuss the negative effects of too much screen time.

Parents rotate through their child's schedule at Open House and learn about the curriculum being taught by each teacher.

Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy as appropriate, to foster parent and family engagement.

A Parent Resource Center is housed in the main office. Copies of the Parent and Family Engagement Plan are included in the center and materials to assist parents in their child's academic achievement, as well as materials that involve the growth and development of adolescence and related adolescent issues (drug use, depression, etc.)

Promote and support responsible parenting

A Parent Resource Center is housed in the main office. Copies of the Parent and Family Engagement Plan are included in the center and materials to assist parents in their child's academic achievement, as well as materials that involve the growth and development of adolescence and related adolescent issues (drug use, depression, etc.)

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 [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)]

ICA has an active Parent Teacher Organization (PTO). The mission of our PTO is to be a relevant and responsive resource for the engagement of families, schools, and communities in the education and well-being of children and youth. The communication, collaboration, and support of everyone involved enhance the education system. .

Every year teachers and staff at The Institute for the Creative Arts give to support the United Way. We understand that success is interdependent. The United Way works hard to unite people and resources and make a lasting change in our community, in the areas of health, education and financial stability. Programs that support our area include Fort Smith Boys Shelter, the Community Dental Clinic, Project Compassion, Girls Inc., Sebastian Retired Citizens Association, Harbor House, the Lincoln Childcare Center, Abilities Unlimited, the Fort Smith Boys and Girls Clubs, Community Services Clearinghouse, the Fountain of Youth Adult Day Center, Next Step Homeless Services and the River Valley Regional Food Bank.

Fort Smith Public Library presents programs to our parents and children.

For the 2024-2025 school year, our school community plans to participate in the Salvation Army canned food drive and sock drive.

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)]

The Open House and the Title I meeting will be in August of every year. This meeting is an introduction to the school's teachers and content, the requirements of Title I and the school's participation will be addressed, as well as, parents' rights to be involved. Other information obtained includes a report on the state of the school and an overview of the following: what students will be learning, how students are assessed, parental expectations and parent/family engagement opportunities.

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 Institute for the Creative Arts and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2024-2025 school year.

School Responsibilities

The Institute for the Creative Arts will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

ICA High School's Mission & Vision

Mission: Empowering students through an intensive arts and academic curriculum.

Vision: The vision of the Institute for the Creative Arts is to prepare students for higher education, creative careers, and to become future leaders in the performing and visual arts industries.

Administrator, Teacher and Staff Responsibilities & Commitments:

The administrators and teachers at The Institute for the Creative Arts collectively commit to the following:

- We will be a supportive, contributing member of our collaborative team to help students succeed.
- We will meet students where they are and move them forward.
- We will seek out and utilize best practices that encourage high levels of student learning.
- We will teach the guaranteed viable curriculum.
- We will monitor each student's learning on an ongoing basis to guide instruction, intervention, and enrichment.
- We will communicate proactively and effectively with parents and students.

Parent Responsibilities & Commitments

We, as parents, will support our children's learning in the following ways:

- Parents will promote attendance, and punctuality, and instill a positive attitude toward education.
- Parents will encourage study habits, homework, and school projects.
- Parents will attend conferences.
- Parents will visit the school website and other recommended websites.
- Parents will volunteer at school activities and assist school organizations.
- Parents will serve on committees and provide suggestions for successful schools.

Student Responsibilities & Commitments

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards.

- Students will take responsibility for their own learning and be dedicated to learning and be willing to put forth the effort necessary to excel.
- Students will demonstrate appropriate and positive behavior conducive to academic success and individual achievement.
- Students will serve on committees and give suggestions and feedback that reflect student perspectives.
- Students will give their parents or the adult who is responsible for their welfare all notices and information from the school.
- Students will use the computer and web-sites in an appropriate manner to complete activities.

- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

ICA High School School schedules two parent-teacher conferences a year. Fall conferences for 2024 will be held on October 22nd, and October 14th. Spring conference for 2025 will be held on March 18th, and March 20th. If this time does not fit a parent's schedule, they can meet with teachers at another arranged time.

- **Provide parents with frequent reports on their children's progress.**

Report cards and mid-term grades are sent to parents on a scheduled basis. Dates for Progress Reports are determined by the district.

The Institute for the Creative Arts utilizes a computer program called Home Access Center. This program has a parent viewer which allows parents to view student's grades. Schoology is a learning management system that also has a grade viewer.

- **Provide parents reasonable access to staff.**

Open House and the Title I meeting will be in August of every year. This meeting is an introduction to the school's teachers and content.

Teacher e-mail addresses are on the school's website. Parents and teachers frequently communicate through email, notes, text, phone calls and conferences are scheduled as needed.

Teachers utilize Google Classroom, a learning management system.. These pages contain classroom information. Teachers send home class syllabus. Several teachers send home a weekly/monthly update of events in their classroom.

- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:**

The Parent Teacher Organization (PTO) has a parent volunteer chairperson who is responsible for coordinating the volunteer list. A note concerning the importance of parent and family engagement and a survey with opportunities available to volunteer is

sent home in the informational packet which is distributed annually to the parent of each child at ICA.

The parent surveys are part of the PTO resource book and the surveys are used to help match school needs with volunteer interest. The following information is outlined in the Facts and Information Section of the Volunteer Plan: objectives of a volunteer plan, where the school volunteer program is located, how the school volunteer program operates, activities of school volunteers, and who is eligible for participation in the school volunteer program. Parents may select the committee or task which interests them and donate whatever time they have available. In addition to volunteering at school, ICA has options for those who are available to help at home. A computerized sign-in system is located in the office and is utilized by volunteers. When volunteers visit ICA, they will sign in, record the reason for the visit, and record the number of minutes/hours they were in service to our school.

- **Involve parents in a variety of ways.**

Parents are included on committees.

Student council students sponsors multiple charity events throughout the year.

Parents chaperone dances.

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)]

Involve parent and family members of children receiving services under Title I in the decisions regarding how reserved funds are allotted for parent and family engagement services.

- **(if the school system receives more than \$500,000 Title I, Part A allocation and a percentage of the 1 percent reservation of funds is allocated to the school)**

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. [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 Page 12 of 15 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

School Name:	Institute for the Creative Arts
School Engagement Facilitator Name:	Michael Johnson
Plan Revision/Submission Date:	Novemeber 6 , 2024
District Level Reviewer Name, Title:	Dr. Rosilee Russell
District Level Approval Date:	

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)
Michael	Johnson	Principal
		All other positions to be filled upon formation of the PTO

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.