



## **Pottsville High School Parent, Family, and Community Engagement Plan 2019-2020**

Parent and family engagement is a crucial element of successful student education. Studies continuously support that parent and guardian/family engagement in their children's education at home improves student achievement and that parent and family engagement at school results in higher long-term student achievement. Benefits are not limited to the early childhood or elementary years but continue to have a positive impact throughout the high school years. The school and the home must work together in order to enable a child's full potential to be met. It is also recognized that this is especially important for children from families with different cultural and language backgrounds than their prevailing culture.

Pottsville High School recognizes that a child's education is a responsibility that is shared by the parent/family, the child, the school and the community at large. Parent and family engagement must be comprehensive and is built upon the understanding that communication between home and school is two-way. Parent/family engagement is defined as and is to include non-parent guardians, though in this plan the reference is to the simpler "parent" designation. PHS school policy is a coordinated effort to address these needs and ensure compliance with the State of Arkansas Act 603 of 2003, also to address and comply with the Federal Every School Succeeds Act (ESSA)-Act 1010. The plan is designed to involve parents/families of students at the 10-12<sup>th</sup> grade levels and in a variety of roles. This plan is effective September 1, 2003. It is implemented but open to annual review based on developing knowledge and ongoing input from parents/families and staff.

### **In accordance with Arkansas Act 603/ 6-15-1602 and ESSA-Act 1010:**

- I. Pottsville High School includes programs and practices that enhance parent and family engagement and reflect the needs of students and their families.
- II. The PHS plan is designed to address the unique needs of high school students and their parents/families.

- a. It addresses the parents/families and staff of students in the 10<sup>th</sup> through 12<sup>th</sup> grades.
- b. It is comprehensive and coordinated in nature.
- c. It builds on an understanding that parent/family and school communication must be regular and two-way.
- d. Family Kits/Information Packets will be developed that are grade appropriate
  - i. Kits will contain information on the school's Parent and Family Engagement Program
  - ii. Parents/families, students, teachers and the school all have a role in creating the home and school partnership. The significant interrelated roles are described below:
    - 1. Parents/families have the right and the responsibility to support student achievement efforts in these ways: to participate in two-way communication with the school; send their children regularly and prepared for the day's activities; and to be involved at the school.
    - 2. Students have the responsibility to be respectful of themselves, their peers and teachers, to come to school prepared to participate fully in the educational process, and to facilitate parent/family/school communication.
    - 3. Teachers have the responsibility to provide the information that parents/families need to help their children, to be responsive to parents/families and provide opportunities for parent involvement in a welcoming environment.
    - 4. Administrators have the responsibility to provide a welcoming and supportive environment for parents/families, to provide opportunities for parents/families to be involved either at the school or at home and to clearly communicate school expectations, policies, procedures, and calendars.

III. Parents/families can be involved in their children's education through:

- a. Maintaining communication with their children about the child's school experience.

- b. Practicing regular communication with their child's teacher and other school personnel.
- c. Attending school conferences, school meetings, booster clubs, and extra-curricular events as possible.
- d. Keeping track of school activities, teacher and classroom information through the Pottsville School Web site [www.pottsvilleschools.org](http://www.pottsvilleschools.org) and the monthly calendar.
- e. Keeping track of grades and attendance through the use of Home Access Center (HAC), a real-time grade book program used by the district.
- f. Checking and using the school handbook
- g. Working in the school or at home helping with classroom and school activities.

IV. Activities planned throughout the school year that provide and encourage parent and family engagement include:

- a. Informing parent's/family's as to the usage of the school's website, facebook, twitter, school messenger, Remind 101, and school calendar.
- b. "Parents/Families Make A Difference Night" is at open house scheduled early in the fall semester.
- c. Parent/Family teacher conferences are held twice a year at the nine week and five week grading periods respectively.
- d. Career Action Planning Conferences (CAPS) held annually.
- e. Progress reports are distributed at 5-week points within each quarter, and Report cards are distributed during parent/family-teacher conferences and/or at the end of each quarter.
- f. Field trips, band and academic competition trips are held regularly which require parent/family chaperones.
- g. Tutoring volunteers are welcome.
- h. Booster organizations for sports and academic pursuits meet on a regular basis.
- i. Participate in parent/family and community advisory committees.
- j. Assist in classroom activities and the development of classroom materials.
- k. Attend and help with school fundraisers, music, athletic, art and drama programs, and club and organizations activities.

V. Pottsville High School has a multi-faceted communication system that invites meaningful two-way communication between parents/families and school personnel.

Communication includes:

- a. The use of teacher/staff/parent/family e-mail.
  - b. A monthly calendar posted on the website.
  - c. School Messenger, a telephone system for sending mass telephone messages.
  - d. The school website on which each teacher maintains information specific to the classes taught.
  - e. Home Access Center (HAC).
  - f. A parent/family newsletter on the school website.
  - g. Training office personnel in developing communication skills with parents/families.
  - h. A written notification system that notifies parents/families of school absences. In addition, School Messenger notifies parents/families daily of absences.
  - i. Parent/Family-teacher conferences held twice a year.
  - j. Progress reports are distributed 5 weeks into each new semester and second quarter.
- VI. Parent's/Family's Right to Know – Parents/Families have the right to request information regarding the professional qualifications of their student's classroom teacher(s) and/or paraprofessional(s) assisting their student's teacher. Parents/families may contact the high school principal at 968.6334 or the Superintendent of Schools with questions. If, at any time, a student has been taught for four (4) or more consecutive weeks by a teacher that is not state certified, the student's parent/family will be notified by the school of this information.
- VII. Professional Development- In accordance with our School Improvement Plan and the State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts, Pottsville School District will provide no fewer than two (2) hours of parent and family engagement professional development (as required on a rotating four year basis) for teachers designed to enhance the understanding of effective parent and family engagement involvement strategies. The same amount of hours (2) as required by ADE on a rotating basis will also be provided to Administrators designed to enhance understanding of effective parent and family engagement and the importance of administrative leadership in setting expectations and creating a climate conducive to parent and family engagement and

participation.

- VIII. Community Resources-Pottsville School District recognizes that community resources strengthen school programs, family practices and student learning. Pottsville School District has a "Task Force"/ "Alumni Advisors" committee who wish to become involved by providing advice and guidance for school improvement.
- IX. Parenting/Family Materials-A Parent's/Family's Resource area in the Media Center has been established to provide parenting materials such as books, magazines and other informative materials regarding responsible parenting. These materials are available for checkout. Parent/Family Center hours are 7:30 A.M. to 4:00 P.M. Free materials from the Department of Education are also made available to parents/families (as available).
- X. Parent/Family Facilitator-Annette Bewley serves as the parent/family facilitator for PHS. Please feel free to contact Ms. Bewley through the school office at 968.6334 or via email at [annette.bewley@pottsvilleschools.org](mailto:annette.bewley@pottsvilleschools.org) with any questions regarding parent/family involvement at PHS.
- XI. Annual Review- This plan is a living document and may be revised and will be reviewed on an annual basis (August 2019, September 2019, May 2020). A copy of the plan will be filed with the Division of Secondary and Elementary Education annually. The effectiveness of the parent and family engagement plan will be evaluated and changes made as warranted. Parents/families will be surveyed annually and the appropriate data collected throughout the year to help assess parent/family participation in workshops and meetings, specific needs of parents/families, effectiveness of specific strategies, and the overall engagement of parents/activities in activities that support student academic growth. The annual review will include identifying barriers to greater participation by parents/families in parent and family engagement activities (with particular attention to parents/families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

