PINECREST ACADEMY ROSELAWN

Parent and Family Engagement Plan

2026–2027 | Pinecrest Academy Roselawn

Purpose. Pinecrest Academy believes families are essential partners in student learning. This plan describes how the school will welcome families, share information, build two-way communication, support learning at home, and connect school learning with community resources. The approach is adapted from practices described in Pinecrest Academy Roselawn Family and Community Engagement Plan, including family surveys, representative engagement committees, flexible meeting options, volunteer opportunities, family learning events, and community partnerships.

1. Jointly Developed

1.1–1.2: Developing and reviewing the plan with families

Pinecrest Academy will develop and review this Parent and Family Engagement Plan in collaboration with parents and guardians, school staff, school leadership, and community representatives. At the beginning of the 2026–2027 school year, the school will invite families to complete a family-engagement survey asking about preferred communication methods, languages, meeting times, volunteer interests, learning needs, barriers to participation, and ideas for school activities. Survey results, family questions, student learning information, and feedback from conferences and events will guide the plan's activities and revisions.

A Parent and Family Engagement Committee will be formed or incorporated into an existing school committee. The school will invite families representing different grade levels, backgrounds, languages, and student needs, including families who may face barriers to participating. Meetings may be held in person or virtually, with options for written feedback for families unable to attend. The committee will review progress during the year and recommend changes for the following year. If Pinecrest Academy receives Title I, Part A funds, the school will ensure parents of participating children are meaningfully represented in developing and reviewing the applicable Title I engagement activities and plans.

Because Pinecrest Academy is establishing school-level systems, the school will use the 2026–2027 year to gather baseline information about family participation and engagement needs rather than assuming prior results. Feedback will be used to improve access and participation.

2. Communication

2.1: Annual information packet and two-way communication

Pinecrest Academy will provide families with an age- and grade-appropriate information packet at the beginning of each school year and to newly enrolled families. The packet will include:

- A plain-language description of the school's parent and family engagement program and how families can participate.
- Suggested roles for families, students, teachers, and school leaders in supporting student learning and positive school culture.
- Ways to get involved, including classroom support, reading or learning activities, school events, committees, and community projects.
- A volunteer-interest survey and information about school volunteer procedures.
- A calendar or schedule of planned family meetings, conferences, workshops, celebrations, and other engagement activities, updated as dates are confirmed.
- Contact information for the principal, teachers, and designated Parent and Family Engagement Facilitator.
- Ways to communicate with teachers and monitor student progress, including the school's approved communication tools and process for requesting a meeting.

Teachers and families will have regular opportunities for two-way communication through conferences, telephone calls, email, approved school communication platforms, and in-person or virtual meetings. Staff will respond to family questions within a reasonable timeframe and will document follow-up when needed.

2.2: Accessible formats, languages, and communication channels

Pinecrest Academy will share important information through more than one channel whenever practicable, such as paper notices, email, the school website, approved parent communication platforms, newsletters, social media announcements, and direct messages or calls when appropriate. Information will use clear, family-friendly language and be provided in a language and format families can understand to the extent practicable. The school will seek translation or interpretation support when needed and will provide accessible alternatives for families who have limited internet access or require another format.

2.3: Flexible meeting opportunities

To reduce barriers to participation, the school will offer a mix of meeting times and formats when feasible, including morning, afternoon, or evening opportunities, virtual meetings, telephone conferences, and written feedback. Families may request an individual meeting when scheduled events do not meet their needs. The school will consider family survey responses when setting times and planning events.

3. Building Staff Capacity

3.1: Staff learning and family partnership practices

Pinecrest Academy will provide staff with orientation and ongoing professional learning on the value of family contributions and practical ways to work with families as equal partners. Topics will include respectful and culturally responsive communication; welcoming families into the school; maintaining confidentiality and professional boundaries; communicating student progress; coordinating family events; responding to family requests; and supporting families who need language or accessibility assistance.

Staff will review the school's process for addressing concerns, including how to define the concern, whom to contact first, how to arrange a meeting, and how to work collaboratively toward a solution. Staff will be reminded that parents and guardians play an important role in student learning and should be invited to share their knowledge of their child. Training and participation records will be maintained according to applicable Arkansas requirements. The Parent and Family Engagement Facilitator will help coordinate staff and family learning opportunities.

4. Building Parent Capacity

4.1–4.3: Curriculum, assessments, and learning resources

Pinecrest Academy will explain the curriculum, grade-level learning expectations, Arkansas academic standards, and the assessments used to monitor student progress through family information sessions, teacher communication, conferences, written guides, and school-approved digital resources. Families will receive timely explanations of assessment results and how those results inform instruction and support. When applicable, the school will explain alternate assessments and the requirements of Title I, Part A.

The school will help families understand how to monitor progress, use the school's parent portal or learning platforms, interpret teacher feedback, and partner with educators when a student needs additional support. Parent learning opportunities may include literacy and reading strategies, math games and practice, developmentally appropriate learning activities, safe and responsible technology use, online safety and copyright awareness, and demonstrations of how to access Arkansas DESE family resources. Resources may be shared as take-home materials, handouts, online tutorials, workshops, webinars, or family learning nights.

Specific workshops will be selected using family survey results, student learning needs, and available staff and resources. The school will avoid assuming needs or setting outcome targets before baseline information is available.

4.4: Family roles in school life and improvement

Families will be invited to participate in a variety of ways, including supporting learning at home, volunteering in approved classroom or school activities, assisting with events, sharing skills or cultural knowledge, joining committees or a parent organization, collaborating with community partners, contributing to school goals, and reviewing the effectiveness of the School-Level Improvement Plan. Families may provide feedback in person, virtually, through surveys, or in writing. Volunteer participation will follow school safety, screening, and visitor procedures.

4.5: Responsible parenting and family resources

As resources allow, Pinecrest Academy will share family-friendly materials about child development, positive behavior support, attendance, routines, nutrition, social-emotional learning, and healthy family-school communication. The school will identify available books, digital resources, community services, and parent resource materials and make families aware of how to access them. If a dedicated parent resource center is not feasible, the school will provide a designated area or a digital collection of resources.

4.6: Learning at home and family well-being

The school will demonstrate practical activities families can use at home, such as reading aloud, asking questions about a story, practicing number sense through games, encouraging writing, and connecting classroom topics to everyday experiences. When useful, trained staff or volunteers may model activities during family workshops. Families will be directed to relevant tools from the Arkansas Division of Elementary and Secondary Education (DESE). When available, the school will also share information about affordable nutritious meals and local food or family support resources.

5. Coordination

5.1–5.2: Community resources and coordinated supports

Pinecrest Academy will identify and build relationships with local organizations, public libraries, museums, arts and cultural organizations, colleges, youth programs, health and wellness providers, family-support agencies, businesses, and civic groups whose services can strengthen student learning and family well-being. Community resources may support reading, STEM exploration, arts and enrichment, mentoring, student leadership, family workshops, basic needs, and social-emotional support. Potential partners will be contacted based on student and family needs, program alignment, availability, and school procedures.

Where appropriate and available, the school will coordinate with preschool and early-childhood providers to support transitions into kindergarten, and with receiving schools or other education partners to support future transitions. The school will share information about relevant state, federal, and local programs and connect families with wraparound services when possible. Any referral or information sharing will follow applicable privacy and consent requirements.

5.3: Parent organization and family leadership

Pinecrest Academy will encourage families to establish or participate in a parent-teacher organization, association, or family advisory group. School leadership will provide information about how to organize, identify officers, communicate with families, and coordinate volunteer activities. Representatives of the parent organization will be invited to provide input on appropriate school decisions, engagement events, and improvement priorities. If a formal organization is not yet established, the school will use the Parent and Family Engagement Committee as an initial structure and support families who wish to form one.

6. Annual Title I Meeting (Complete if applicable)

If Pinecrest Academy is a Title I, Part A school, the school will hold an annual Title I meeting during the 2026–2027 school year, with the date and time communicated to all families in advance. The meeting will explain Title I requirements, the school's participation and use of Title I services, family engagement opportunities, and parents' rights, including the right to request information about teacher qualifications and the right to request meetings. The school will provide accessible

materials and interpretation or translation support when practicable. The agenda, presentation, and meeting record will be retained and shared with families as appropriate.

Meeting date/time: To be scheduled and entered by school leadership. Title I status and applicable requirements must be confirmed before final submission.

7. School-Parent Compact

If Pinecrest Academy is subject to the Title I, Part A school-parent compact requirement, the school will work with families and staff to develop and review a compact that describes the shared responsibility of the school, parents/guardians, and students for improving academic achievement. Families will be invited to comment on the draft through meetings, surveys, and written feedback. The compact will emphasize regular two-way communication, parent-teacher conferences at least twice each school year, frequent progress reports, reasonable access to staff, opportunities to volunteer, and opportunities to observe classroom activities in accordance with school procedures.

The compact will be shared in the student/family handbook or information packet and made available in paper and/or electronic form. Teachers will discuss the compact with families during conferences or other appropriate meetings so that shared responsibilities are understood. The school will retain the finalized compact and evidence of family input.

School-Parent Compact language for completion: Pinecrest Academy will provide high-quality instruction and a supportive learning environment; communicate with families about learning and progress; and welcome family questions and participation. Parents/guardians will support attendance, routines, reading and learning at home, communication with teachers, and school expectations. Students will make a strong effort, participate in learning, follow school expectations, and ask for help when needed. All parties will work together respectfully and communicate regularly to support each student's growth.

8. Reservation of Funds

If Pinecrest Academy receives a Title I, Part A allocation that triggers a required reservation of funds for parent and family engagement, the school will involve families in deciding how those funds should be used. The school will review survey results, family recommendations, student learning needs, accessibility and translation needs, and the likely benefit of proposed activities. Potential uses may include family literacy or math workshops, translated materials, communication supports, parent training, and resources that help families support learning at home.

The school will explain the amount available and proposed uses to families, invite input before decisions are finalized, document recommendations and decisions, and communicate how the funds were used. If the statutory funding threshold does not apply or no such funds are available, the school will follow applicable requirements and identify other available resources for engagement activities.

Implementation, Review, and Evaluation

The Parent and Family Engagement Facilitator and school leadership will coordinate implementation. The school will review participation, family feedback, communication access, and the usefulness of engagement activities during the year. Because Pinecrest Academy is establishing school-level systems, 2026–2027 will be used to establish baseline information, including survey response rates, participation in conferences and events, volunteer interest, and family-identified barriers. The school will use these findings to revise the plan and align engagement strategies with the School-Level Improvement Plan.

The plan will be reviewed and updated annually, with family input. A parent-friendly summary, the informational packet, this plan, and the facilitator's contact information will be made available through the school or district website and other accessible channels as required.

Assurances Checklist —

The following items reflect the assurances in the Arkansas 2026–2027 template.

- ☐ Review or update the Engagement Plan annually by the required deadline.
- ☐ Make the plan, parent-friendly summary, informational packet, and facilitator contact information available as required.
- ☐ Include a parent-friendly plan summary in the student handbook and obtain required parent acknowledgments.
- ☐ Meet applicable professional development requirements for parent and family engagement and maintain records.
- ☐ Designate a licensed staff member as Parent and Family Engagement Facilitator and provide the support required by law.
- ☐ Use volunteer-interest surveys and compile a volunteer resource book as required.
- ☐ Conduct no fewer than two parent-teacher conferences per school year.
- ☐ Incorporate the Engagement Plan into the School-Level Improvement Plan.
- ☐ Schedule regular parent involvement meetings covering school status, learning, assessment, expectations, and ways families can help.
- ☐ Welcome families and follow visitor/classroom observation procedures that do not discourage appropriate parent visits.
- ☐ Follow applicable Title I requirements for engagement activities, parent comments, and requested meetings.

School Information

School Name	Pinecrest Academy
School Engagement Facilitator	Mrs. Rodriguez and Mrs. Bratcher
Plan Revision / Submission Date	October 20, 2026
District-Level Reviewer Name and Title	
District-Level Approval Date	

Planning Committee Members

Complete with the names and roles of participating staff, parents/guardians, and community members after the committee is confirmed.

Name	Role	Contact / Notes
Mrs. Lopes	Member	Teacher
Mrs. Fisk	Member	Teacher
Mrs. Saylor	Member	Teacher

Basis and References

This draft follows the section order and guiding questions in the Arkansas 2026–2027 School Engagement Plan template supplied for this task. The engagement approach is informed by publicly available Pinecrest Academy Roselawn Family and Community Engagement Plan practices, including surveys, a representative committee, flexible formats, family events, volunteer opportunities, and community partnerships. The wording has been adapted for Pinecrest Academy; it does not assert that Pinecrest already operates programs that have not been confirmed.

Pinecrest Academy — State Required Information: https://www.

Pinecrest Academy — 2024–2025 Family and Community Engagement Plan: https://

Arkansas DESE Engagement Matters: https://dese.ade.arkansas.gov/

Important: This document is a planning draft, not a legal compliance certification. Confirm Pinecrest Academy's Title I status, current Arkansas requirements, actual staffing, dates, and all assurances with school/district leadership before submitting the official plan.