

AR
 Calico Rock School District
 P.O. Box 220
 Calico Rock AR 72519
 870-297-8339

District Engagement Plan

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2022-23.

1: Jointly Developed Expectations and Objectives

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

Guiding Questions

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*
 [ESSA § 1116(a)(2); 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(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*
 [ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*
 [ESSA § 1116(a)(2)]

Calico Rock School District understands the importance of involving parents, families and communities as a whole in promoting higher student achievement between the district and the families and community it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parent & family engagement and community engagement/involvement that will result in partnerships that lead to higher student achievement, better academic performance and stronger families. Calico Rock School District is governed by the following definition of family and community engagement and will carry out programs & activities in accordance: Family and Community Engagement (FACE) means the participation of families/communities in regular two-way communication & meaningful communication involving student learning & other school activities that ensure that families and communities are equal partners in their child's education and play an integral role in assisting in their child's learning. FACE is the systematic inclusion of families and communities in programs and activities that promote a child's academic achievement & overall well-being--U.S. Dept. of Ed. Parents are included in decision making and on advisory committees to assist in their child's education, other activities will be carried out as those described in section 1118 of ESEA & section 1010 & 1116 of ESSA. The district will strive to develop meaningful and productive FACE that will result in partnerships/relationships that are beneficial to the school, students, families and community that will work to foster effective FACE strategies to improve student achievement. These measures may include, but shall not be limited to, the following:

1. Calico Rock School District has developed and written its 2021-2022 Title I Family and Community Engagement Policy with input from Title I District FACE Committee, composed of staff, parents and family's representative of the children in our district. By October 1st, the policy will be distributed to parents of Title I students through handouts given to students to take home or made accessible electronically. The plan and a summary of the plan will be posted to the district's website by August 1, sent to Indistar/Arkansas Dept. of Education and a parent-friendly summary of the FACE will also be placed on-line and in the student handbook and a hard copy may be requested from the office at any time. It will be available at various school functions and meetings throughout the school year.
2. CRSD will involve families and communities in the decisions of how funds reserved for FACE will be allotted for activities. This will be done during the district's FACE committee meeting.
3. Involve parents in the development of the district family and community engagement plan, the school-wide program plan, and support and improvement plans. The district plan will also be incorporated into the school-wide plan.
4. All comments indicating family and community concerns with the (LEA) district Title I plan shall be collected and submitted along with the plan to the Department of Education. The committee will meet 2-3 times a year (Sept. 2022, Dec. 2022 & May 2023) to review and update the plan as needed.

2: Building Staff Capacity

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

Guiding Questions

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
 - *jointly-developing school engagement plans*
 - *implementing effective parent and family involvement activities*
 - *jointly-developing school-parent compacts**[ESSA § 1116(a)(2)(B)]*
- **2.2:** *How does the LEA 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 are aware of:*
 - *the value and utility of contributions of parents*
 - *how to reach out to, communicate with, and work with parents as equal partners*
 - *how to implement and coordinate parent programs*
 - *how to build ties between parents and the school**[ESSA § 1116(e)(3)]*
- **2.3:** *How will the district 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 are you ensuring that relevant information is 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)]*

2.1 The district FACE facilitators communicate regularly throughout the school year via email and Google docs with the building facilitators. This allows for us to gather information and ideas that each building feels is an important component for the district planning process and allows input from other committee members on developing the best plan for each building. The committee includes parents/guardians, teachers, staff, students and community members. The district FACE coordinator passes along any templates and recordings that have been provided by the state engagement advisory group.

2.2 The district will build staff capacity through training & technical assistance in the following. These measures may include, but shall not be limited to, the following: The district ensures professional development requirements are met for teachers & administrators. 1. Staff Development is the responsibility of the superintendent and district administrators with assistance in parent/family engagement training from the district's parent facilitators and district parent coordinator. 2. District-wide Professional Development on Parent/Family Engagement is embedded and conducted regularly and on scheduled years according to ADE guidelines.

We attempt to increase the family engagement importance and process with new hires and particularly new teachers, by teaming them with veteran teachers that understand the importance of parents being informed and involved with each child's education.

2.3 The district's parent involvement policy, as well as, each individual building policy will be made available on the district website. The district and building policies are available at the main office of each campus and can be requested at any time. The ESOL coordinator will ensure, to the extent possible, that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand. The district provide multiple means of communication, social media, text and email alerts, as well as paper copies.

3: Building Parent Capacity

Describe how the LEA supports parents in helping with their student's academic success.

Guiding Questions

- **3.1:** *How does the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of their children*

[ESSA § 1116(e)(1)]
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve 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); ESSA § 1116(e)(4)]
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

[ESSA § 1116(a)(1)]

3.1 We provide multiple opportunities for families to communicate and understand the standards the district is required to teach and communicate the scores from classroom and standardized testing. The district holds its annual report to the public in September so that families have the opportunity to ask and understand the pieces of their child's education.

The district provides two different parent teacher conference opportunities per year. Families may choose from a Zoom, in person or telephone conference with the teachers. The principal and counselor are also available during these meetings if the families need more information or explanations about their child's educational opportunities. In addition, each teachers' planning time is made available to the public if a need arises at any time throughout the school year.

3.2 The Calico Rock School District made a decision to offer virtual learning through our area education cooperative. The families, students and teachers were frustrated with making the virtual learning component work. This allowed for the virtual school teachers to give 100% of their time to our students and families and allowed for much less frustration. The virtual school offered training and meetings on our campus to help the families and students that chose the virtual learning option. The families and students have access to our technology director to answer questions or provide training on any technology problems that they may have.

Families have access to a family resource center that is located on the elementary campus. The center houses multiple technology components that can be used. The center also has a large selection of learning resources, books and pamphlets that offers a wide range of information. All learning resources are available to be checked out.

Families, as well as, upper grade level students are given information about how to keep up grades through the home access center. The passwords and login information is given out at the beginning of the year. Teachers and administrators are available to answer any questions that students and their families may have with logging into the HAC system.

The parent center is also available for clubs to reserve so that they may hold activities such as girl scout meetings, parent group meetings and fundraisers.

The district has curriculum information meetings when the district adopts a new curriculum. This offers families the opportunity to know what type of work their students are doing in the classroom and what school work might look like when it is sent home. This also allows the district to discuss the current state standards and reading initiative.

3.3 The family and community engagement coordinator reviews all home language surveys, agricultural surveys and residency forms. The coordinator is aware of students in foster care, students that are classified as homeless or have a guardian other than the parents. This allows the district to understand that communication from the district should be sent in multiple forms and if there is a language barrier in the home.

The majority of teachers have a type of communication that works best for their students. Teachers communicate through multiple means. The district sends out both text and email alerts. The district also uses the school website and social media as well as a digital sign with information. The district also sends home paper communication using communication folders that each student receives.

4: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

- **4.1:** *How does the district 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)]

The district has close community ties with the Calico Rock Museum that allows extended education opportunities through field trips. The high school counselor works closely with the members of the community that offers community scholarships for graduating seniors. The counselor also works closely with the 2 local colleges to provide students with courses that they can take while attending high school. The sixth grade students have

orientation at the high school so that they can be prepared to enter the high school and have a better understanding about the scheduling at the high school level. The high school also hosts a FAFSA night for seniors and their parents to receive help filling out forms.

The district has a preschool program on campus, as well as, a local Head Start program. The preschool teacher and director are directly involved with the elementary school in preparing the preschool students for success in kindergarten. The Head Start and preschool program has meetings to discuss the needs of incoming kindergarten students. The elementary school offers kindergarten round up in the Spring for incoming kindergarteners. Parents and kindergartners get to tour the elementary school, see their classrooms and eat lunch in the cafeteria.

The district offers after school tutoring that allows teachers to focus on areas of concern that comes from data that has been derived from state and local assessments.

The district has two community partnerships that help in feeding families on a weekly basis. There is also opportunities for families to receive help in clothing needs and paying utilities when families are having a difficult time.

The local Baptist Church also offers transportation to after school care and dinner one day a week.

The district contracts with Families INC. to offer school based mental health services.

The family and community engagement coordinator communicates with the mayor to help with traffic congestion around the school. The Mayor has authorized city workers to help elementary students during student drop off and pick up.

5: Evaluation and Reservation

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

Guiding Questions

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
 - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
 - *Who is responsible?*
 - *When will it be conducted?*
 - *How will parent input be solicited?*
 - *How will it be disseminated?*
 - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
 - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
 - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
 - *strategies to support successful school and family interactions*
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
 - *How will the findings of the evaluation be shared with families and the community?*
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to 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 LEA spending those funds?*
- *How is the LEA determining the priority of how funds are spent?*
- *Who is involved in determining that?*

[ESSA § 1116(a)(3)(A)]

- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

The federal funding committee allocates money to the Family and Community Engagement committee to provide supplies for the parent center.

The district actively engages with the Parent and Family Engagement committee and buildings to review and evaluate the content and effectiveness of the district's/schools Family and Community Engagement Plan/Compact, the School Improvement Plan, and Federal/Title I programs, in improving the academic quality of the schools. The District Committee meets 2-3 times yearly. There is also a mid-year parent engagement committee meeting in December 2021. Information is reviewed on family and community participation in district events and parent workshops; family and community needs to assist in students' learning; the effectiveness of parental engagement strategies; and the engagement of families and community to support students' academic growth or barriers preventing engagement. Barriers to greater Family and Community engagement participation in activities are identified along with the needs of families and community to assist in child's learning and engage school staff. (District FACE Committee)

The district uses the data from surveys and other sources to guide the parent/family engagement requirements for professional development as identified in the Arkansas Department of Education rules. Data is shared and used to plan speakers and agendas for parent nights; identify parent/family engagement barriers and the needs of parent and community members; identify strategies to support successful school and family interactions; serve as a guide to the School Improvement Plan along with other relevant data and information. Comments and suggestions guide the district in its long-range planning. The district parent coordinator and technology integration specialist, are responsible for placing the assessments online and compiling the data from the Needs Assessments to share with district administrators and staff to utilize at the building level.

The District Title I committee, made up of teachers, parents/community, and school staff, determine the effectiveness of the Family and Community Engagement Plan and Title I program and makes changes to the needs assessments as warranted. Review & approve the plan for each school The Title I Family and Community Engagement Plans for each school in the district is developed in committee and approved by the building principal; then they are reviewed and approved by the District Family Engagement Coordinator before they are submitted in Indistar and placed on school's website. Review & update the district plan annually by August 1 (beginning 2020). The District Title I Parent and Family Engagement Plan will be reviewed and updated annually at the spring meeting (May). Submitted this year (2022) by August 1, hereafter.

Assurances

Please read the following statements closely. By checking these boxes, the LEA understands the legal requirements and will meet them accordingly.

- ☒ **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.

[A.C.A. § 6-15-1704(a)(1-2)]

- ☒ **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.

[A.C.A. § 6-15-1704(a)]

☑ **A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.

[A.C.A. § 6-15-1704(a)]

☑ **A.4:** LEA 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.5:** LEA 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.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.

[A.C.A. § 6-15-1703(b)]

☑ **A.7:** LEA 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.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.

[ESSA § 1116(a)(3)(A)]

☑ **A.9:** LEA 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.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to

ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

☑ **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

[ESSA § 1116(e)(14)]

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](#)

District/LEA Name:

Calico Rock School District

District Engagement Coordinator's Name:	LaDonna Franks
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	Mike Mason, Federal Programs Coordinator

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)
Kitty	Dockins	Parent
Greg	Hamby	Community member
Lesley	Sanders	Parent
Ashley	Coley	Parent/teacher
Amy	Brown	parent
Maddie	Thornton	student

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)
Amanda	Thornton	parent
Susan	Cowgill	teacher
Debbie	Parnell	parent
Renee	Lindsey	parent

(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.)

Required Uploads for 2022-23

Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here: <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

☒ I have read and understand that all evidence requested below must be uploaded in the **2022-2023 Engagement** folder in Indistar by October 1, 2022.

Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)

- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance and minutes from that committee

<p>The Engagement Plan was developed jointly with parents, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p>meeting</p> <ul style="list-style-type: none"> - One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p> <p>(The following information should already be found on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community</p> <ul style="list-style-type: none"> - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to build parent capacity. ESSA §1116 (e) (1-5,14)</p>	<p>Evidence that each Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics <p>Evidence that each Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement <p>[Upload above documentation for one Title I school into Indistar in the 2022-2023 Engagement folder by October 1, 2022. LEA should maintain documentation for EACH Title I school at the local level to be available to be uploaded into Indistar at the request of the SEA.]</p>
<p>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports indicating how the LEA will respond to the data <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p>
<p>The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children. ESSA §§1116,1117(a)(1)(B)</p>	<p>LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the 2022-2023 Title I folder in Indistar by May 1, 2022.</p>
	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-</p>

At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)	<p>2023 Engagement folder by October 1, 2022 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</p>
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DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

Comments:

Section 3 - Building Parent Capacity

Comments:

Section 4 - Coordination

Comments:

Section 5 - Reservation and Evaluation

Comments:
