

AR
 Calico Rock High School (Calico Rock School District)
 P.O. Box 220
 Calico Rock AR 72519
 870-297-3745

School Engagement Plan

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

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)]

Calico Rock High School 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:

1.1 Calico Rock High School has developed and written its 2023-2024 Title I Parent and Family Engagement Policy with input from the Title I District FACE Committee, composed of staff, parents and families 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.

1.2. Calico Rock High School 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.

2: Communication

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

Guiding Questions

2.1: *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*

- *description of the engagement program*
- *recommended roles for parents, students, teacher, and the School*
- *ways for a family to get involved*
- *survey regarding volunteer interests*
- *schedule of activities planned throughout the school year*
- *regular, two-way, and meaningful system for parents/teachers to communicate*

[A.C.A. § 6-15-1702(b)(3)(B)(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)]

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.

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)]

1. Conduct ongoing site visits to observe family and community engagement practices.
2. Provide materials and training not otherwise available to assist parents in supporting their child's academic achievement.
3. Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners through such events as orientations, backpack program, parent meetings, fall festival, spring carnival and other community events.
4. Ensure, to the extent possible, that information is sent home in a language and form parents can understand.
5. Provide information on adult literacy training available in the community.
6. Provide a copy of the school policy at each school for parents to view as well as provide a copy to each parent.
7. Monitor each Title I, Part A school to ensure that each school performs the following tasks: Develop parental and family engagement policy.

Offer flexible meeting times.

Provide information to parents about the school's program, including a parent information guide. Develop and use the School-Parent Compact.

Provide training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real-time access to their child's attendance and achievement.

8. Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use.
9. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.
10. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evening, in order to maximize the opportunities for parents to participate in school-related activities.
11. Coordinate and integrate parent and family engagement strategies and staff training with the Readiness Coalition Committee.
12. Convene annual school meetings to inform parents of their school's participation in the development of the parent and family engagement policy and their right to be involved.

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.

Provide training at least annually for volunteers:

1. A volunteer orientation will be held informing parent volunteers about rules, responsibilities, and different areas they can sign-up for. The district provides information to parent/family/community as partners in students' education about volunteer opportunities in the district's Volunteer Program.

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.

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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)]

1. Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A. Chelsie Moss @ 870-297-8339.

Provide assistance and instruction to parents, as needed, of children served by the school in understanding these topics in the school handbook:

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 progress

Partnering with teachers to support their child's academic achievements

Incorporating developmentally appropriate learning activities

How parents of high school students can be involved in the decisions affecting course selection, career planning,

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and preparation for postsecondary opportunities

2. Assist in the development of parent engagement groups at each school. Chelsie Moss 870-297-8339.
3. Encourage the formation of partnerships between schools and local businesses that includes roles for parents.
4. Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child.
5. Involve parents through an annual survey to improve school effectiveness. Chelsie Moss 870-297-8339.
6. Approve reasonable and necessary expenses associated with family and community engagement activities.
7. Provide any reasonable support for family and community engagement at the request of participating Title I, Part A schools. Chelsie Moss 870-297-8339.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, services, and resources to families..

Guiding Questions

5.1: *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]

5.2: *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*

- o *public preschool programs such as Head Start*
- o *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
- o *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)]

1. Recruit parents to serve on the district School Improvement committee to develop the Title I Application. Chelsie Moss and Mike Mason 870-297-8533.

Federal resources are from Title I, Title II and Title IV. State monies include ESSA, grants from Emergency School Pantry and Food Box program funded by Arkansas Food Bank. Local monies are provided by Bridges of Calico Rock and the Ministerial Alliance of Calico Rock.

2. Recruit parents for a district Parent Advisory Committee. Host Back to School Bash that offers hair cuts, dental screenings, school supplies and clothing from the Bridges room. We host kindergarten roundup for parents and students in the spring of the year. Sixth graders are given a tour of the high school and given information about class opportunities. The high school host a FAFSA night for seniors and their parents to receive help on filling out forms. All parents are encouraged to access the parent resource center.

3. Encourage the formation of partnerships between the district and community businesses and community members that includes roles for parents.

4. Involve parents through an annual survey to improve district effectiveness.

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.

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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)]

CALICO ROCK PUBLIC SCHOOLS

301 College Street

PO Box 220

Calico Rock, AR 72519

Phone: (870) 297-8533

Fax: (870) 297-4233

July 1, 2024

Dear Parent or Guardian:

Subject: Parent Right to Know Letter

Our school, Calico Rock Public School, receives federal funds for Title 1, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualification of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects her or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title 1, Part A. services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality throughout the state's certification procedure for determining the quality of paraprofessional staff.

4. Whether the paraprofessional has (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone at (870) 297-8339 or by e-mail:

skid@calico.k12.ar.us.

Should you have any other questions regarding your child's education please do not hesitate to contact us at (870) 297-8339.

Sincerely,

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Jerry Skidmore, Superintendent

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)]

7.1 We hold an annual Title I meeting to inform parents of the services that are available for students who are at risk and living at or near poverty. Calico Rock High School is a Title I building due to at least 70% of our students being enrolled in free and reduced lunch programs. The district provides supplemental funds to assist in meeting students' educational goals. If you have questions, contact your school principal.

The high school 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.

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.

The committee will meet 2-3 times a year (Sept. 2024, Dec. 2024 & May 2025) to review and update the plan as needed.

The school involves parents/families & community in the development of its Title I program, which is part of the School Improvement Plan by keeping parents & families informed about FACE engagement programs and plans during meetings such as District Report to the Public (October 2024), Parent-Teacher Conferences (Oct. 2024 & Feb. 2025), School Annual Title I meetings, Literacy Nights, and other workshops and activities.

The annual school report can be found at <https://pirates.k12.ar.us/upages.php?id=224>

The school improvement plan can be found at <https://pirates.k12.ar.us/acsip>

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):*

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- o *How is the School spending those funds?*
- o *How does the School determine the priority of how funds are spent?*
- o *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)]

8.1 The school 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.

8.2 The District Title I committee, made up of teachers, parents/community, and school staff, determines 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 the school's website. Review & update the district plan annually by August 1. The District Title I Parent and Family Engagement Plan will be reviewed and updated annually at the spring meeting (May). Submitted this year by August 1, hereafter.

Assurances

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

Required...your form will not save unless all boxes are checked.

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:

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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 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 Name:	Calico Rock High School
School Engagement Facilitator Name:	Chelsie Moss
Plan Revision/Submission Date:	07/01/2024
District Level Reviewer Name, Title:	Chelsie Moss
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)
Lindsey	Boles	Parent
Jana	Cowgill	Community Member
Allie	Gardner	Parent
Ashley	Coley	Parent/Teacher
Arista	Teague	student
Kayden	McQueen	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
Kimberly	Morehead	Teacher
Debbie	Parnell	Parent

State

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.

District Reviewer Responses

Section 1 - Jointly Developed

Changes Required
Compliance is Met

Comments:

- Section 2 - Communication

Changes Required
Compliance is Met

Comments:

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Section 3 - Building Staff Capacity

Changes Required
Compliance is Met

Comments:

Section 4 - Building Parent Capacity

Changes Required
Compliance is Met

Comments:

Section 5 - Coordination

Changes Required
Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

Changes Required

Compliance is Met

Comments:

Section 7 - School-Parent Compact

Changes Required

Compliance is Met

Comments:

Section 8 - Reservation of Funds

Changes Required

Compliance is Met

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Comments:

