

AR
 Calico Rock Elementary School (Calico Rock School District)
 P.O. Box 220
 Calico Rock AR 72519
 870-297-8533

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)]

1. Calico Rock Elementary School has developed and written its 2024-2025 Title I Family and Community Engagement Policy with input from the 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. Calico Rock Elementary 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 meetings, feedback from Pirate Parent Group and parent and family surveys.

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 interest s
 - 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)]

2.1 Calico Rock Elementary will distribute a parent compact designed to acknowledge school and parent responsibilities in maintaining a partnership to help students achieve standards. Teachers are required to participate in no fewer than two hours of professional development designed to enhance the understanding of effective parental involvement strategies.

2.2 Informational packets are sent home at the beginning of the year that includes the elementary student handbook that includes a school calendar, parent teacher conference dates, teachers information with subject taught, email address, phone number and planning time. Packets also include website information, home access information, information related to the parent center resources. Each teacher at Calico Rock Elementary is required to send out letters/postcards that provide students and parents a warm welcome along with background information about the teacher and the date and time of open house.

Open House will be held on August 13th from 4-6:30 p.m.. Each family can come which will provide an opportunity to meet the teacher, drop off school supplies, and tour the building. This event will allow parents to get an overall view of expectations throughout the year by both the principal and the classroom teacher. Parents will be presented with a variety of information pertaining to their student's school day.

Each child will receive an orange communication folder. These folders are used to send home important papers, grades papers, papers that need to be signed and returned and classroom newsletters. Report cards and interim reports are sent home 2 times each quarter Interim Reports are sent home at 4½ weeks into each nine-week grading period. Report cards are given at the end of each nine weeks. Students are expected to take their report cards home and give them to their parents to sign and return them to the teacher.

The school website was created to both educate and inform the public. It serves as a powerful communication tool used to publicize our goals, accomplishments, activities, and services. Intended audiences include students, parents, prospective parents, employees, prospective employees, and the community at large. Information such as the parent involvement plan, important dates, curriculum, and student accomplishments can be found on the school website. Calico Rock Elementary School has a text alert system that parents may sign up for on the school website. It allows information to be sent directly to phones, emails or both. The Calico Rock Elementary also maintains a Facebook page that allows for announcements, accomplishments and activities.

2.3 The Calico Rock Elementary school offers two parent teacher conferences per year. The first in October and the second in February. Teachers offer parents multiple options for conferences. Parents may choose face-to-face, virtual or a phone conference. Teachers also use their planning times to conference with parents that may not be able to attend on the night of conferences. Parents can contact teachers through school email or by calling the office and leaving a message for a return call.

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

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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)]

3.1 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.

The Pirate Parent Volunteer group has monthly meetings that are advertised through school media and take place on both campuses in the district. The parent coordinator is present at this meeting to answer questions and take any matters of concern back to the committee, teachers and administration. The Volunteer groups coordinate events within the elementary school that provide fun activities for families, faculty and staff. The parent group helps in maintaining the parent center and gives input on the needs of the families so that the resources in the parent center stay up to date and meaningful to the parents and students.

Parents are asked to volunteer during special activities, such as book fairs, Penguin Patch store, classroom party preparations, field trip preparations and chaperoning, field day and Earth Day activities.

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

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[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)]

4.1 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.

4.2 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.

4.3 The elementary campus will have a K-6 virtual component if needed. There will be a teacher on the elementary campus who will work with virtual students if needed. 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.

4.4 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.

4.5 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.

4.6 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.

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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.

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:*

- *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)]

5.1 The elementary school partners with the Calico Rock museum to extend the learning opportunity for elementary students. The school partners with the local extension agency that offers multiple programs and can be taught during several of our classrooms.

5.2 The elementary school 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 kindergartners. Parents and kindergartners get to tour the elementary school, see their classrooms and eat lunch in the cafeteria. The elementary school counselor works closely with the high school counselor to help coordinate an orientation for 6th graders that are transitioning from the elementary school to the high school.

5.3 The Pirate Parent Group has access to the school so that they may have meetings or plan fundraisers. The group plans many activities and fundraisers within the elementary building that offers fun activities for students and families.

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)]

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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,

Jerry Skidmore, Superintendent 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.

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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 Informational packets are sent home at the beginning of the year that includes the elementary student handbook that includes a school calendar, parent teacher conference dates, teachers information with subject taught, email address, phone number and planning time. Packets also include website information, home access information, information related to the parent center resources. Each teacher at Calico Rock Elementary is required to send out letters/postcards that provide students and parents a warm welcome along with background information about the teacher and the date and time of open house. The Calico Rock Elementary school offers two parent teacher conferences per year. The first in October and the second in February. Teachers offer parents multiple options for conferences. Parents may choose face-to-face, virtual or phone conferences. Teachers also use their planning times to conference with parents that may not be able to attend on the night of conferences. Parents can contact teachers through school email or by calling the office and leaving a message for a return call.

7.2 The compact is sent home in the beginning of the year information packet. The parent, student and teacher all have responsibilities listed in the compact and the compact is signed by parents, students and teachers.

Calico Rock School District

Home/School Compact

2024-2025

The Calico Rock School District and the parents of the students participating in activities, services and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for partnership that will help children 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 school year 2024-2025.

SCHOOL RESPONSIBILITIES

The Calico Rock School District 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 by implementing the following:

- o State curriculum frameworks/Common Core State Standards
- o Standards/researched based curriculums
- o Best practice
- o Remediation
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

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- o October 17 and February 13
- Provides parents with frequent reports on their children's progress. Specifically the school will provide reports as follows:
 - o Report cards will go home after every nine-week grading period.
 - o Interim grade reports for students with deficient grades will be sent in the middle of the nine-week grading period.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - o Each teacher has a planning/conference time each day. This information will be provided to you at the beginning of the school year in case a conference needs to be scheduled. Additionally, scheduled conferences may be held after school. In an emergency situation, the principal may allow the teacher to meet with a parent during other times while another staff member supervises the classroom.
 - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - o Calico Rock School District has an active parent organization, FACE (Family and Community Engagement), which provides various opportunities for parents to be involved in their child's school. Classroom teachers use volunteers throughout the year for organizing parties, assisting with classroom activities and field trips, and preparing student materials.

PARENT/GUARDIAN/FAMILY RESPONSIBILITIES

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

- Monitoring attendance, and ensuring that our children are at school on time.
- Provide a quiet place to do homework.
- Making sure that homework is completed.
- Monitoring the amount of television children watch.
- Volunteering in my child's classroom if work allows.
- Participating, if appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received either by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.
- Supporting District and School initiatives, which will enhance the educational opportunities for my child.
- Supporting District and School initiatives, which will enhance the educational opportunities for my child.
- Attending/participating in the school parent organization, FACE, if work allows.

STUDENT RESPONSIBILITIES

I, as a student, will:

- Ask the teacher any questions about homework.
- Take home materials and information needed to complete assignments.
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time.
- Comply with school rules.
- Attend school regularly.

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- Respect the personal rights and property of others.

Calico Rock School District thanks you in advance for your interest and support of your child's school and education. We look forward to serving you and your child.

Teacher Signature Date

Parent Signature Date

Student Signature Date

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)]

8.1 The elementary 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

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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 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 **Page 10 of**

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)]

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|---------------------------|
| School Information |
|---------------------------|

| | |
|---|-------------------------------|
| School Name: | Calico Rock Elementary School |
| School Engagement Facilitator Name: | Chelsie Moss |
| Plan Revision/Submission Date: | July 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 |
| Allie | Gardner | Parent |
| Ashley | Coley | Teacher |
| Arista | Teague | student |
| Jana | Cowgill | Community Member |
| 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

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

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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:

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:

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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

Comments:

