

Arkansas Indistar
District Engagement Plan

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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)]

At the end of each year, a survey is sent to each contact email in eschool, to get feedback from the school climate to school barriers.

Involve parents in the development of the district PFE plan, the schoolwide program plan, and support and improvement plans

*The Charleston School District will work with parents and families at each building to establish expectations for meaningful involvement.

Establish expectations and objectives for meaningful involvement, reflecting the specific needs of students and families

*The Charleston School District will obtain signatures from parents that they have received the parent and family engagement plan summary.

Ensure adequate representation of parents and families of participating children in the process

*Make the district parent and family engagement plan available to the families and the local community

* The Charleston School District will submit to the State the comments from parents who deem the schoolwide plan unsatisfactory.

The Charleston School District will have the parent and Family Engagement Plan on district website by August 1

*The Charleston School District will involve parents in the development of the district parent and family engagement plan and an opportunity for evaluation and updating the plan annually.

* Parents and families will be invited to the Title 1 meeting in May of each year to be involved in the decision making of how funds will be used.

*The Charleston School District will incorporate the parent and family engagement plan into the school-wide plan.

*The Charleston School District will ensure that comments from parents will be recorded and submitted to the State if plan is unsatisfactory.

*A copy of the Parent and Family Engagement Plan will be placed on the District's website by August 1.

A copy of the Parent and Family Plan will be uploaded into Indistar by August 1 for the Department of Education.

*A parent-friendly summary of the district parent and family engagement plan will be placed on the district website and as a supplement to the student handbook.

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)]*

The Charleston School District will ensure professional development requirements are met for teachers and administrators*Teachers and administrators will be receive professional development on parent and family engagement per the state department rotation.

*The Charleston School District will work with the schools to develop parent and family engagement plans and to provide effective involvement activities.

* The Charleston School District will provide coordination, technical assistance, and other support to schools in: jointly-developing school parent and family engagement plans, implementing effective parent and family involvement activities, jointly-developing school-parent compacts*School Compacts will be developed for each school.

Train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in: 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

*The District will provide technical assistance and support to the schools.

*The Charleston School District will train teachers, support staff, administrators and other school personnel, with the assistance of parents in the following areas: the contribution of parents to the school, implement and coordinate parent programs, communicate and work with parents as equal partners, and build ties between parents and the schools.

*The District will have a parent-friendly summary of the parent and family engagement plan on the district website. Schools will obtain signatures from parent acknowledging receipt of the plan.

*The District will also ensure that the parent and family plan are in a language for parents to understand.

*The District will provide requested materials and training for parents to support their child's education. Parent Involvement funds for state category funds will be used for parent nights.

*The District encourages parents to complete a volunteer form each year, should they want to volunteer their time

in their child's classroom.

*The District/School will provide annual training for volunteers

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)]

The Charleston School District is working towards building capacity for parent and family engagement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community, for the purpose of improving student academic achievement.

The Charleston School District will Provide assistance to parents, as appropriate ,during Title I I Parent meetings that are held during the year, in understanding: 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.

The School District will outline the Title I funds during the annual report to the public each fall. Also, a federal funds report will be provided on the district web sight for parents to see where Title I funds are being spent. All funds are used to increase student achievement.

Our entire school staff is dedicated to providing assistance to parents of our children whom we serve, as appropriate, in understanding such topics as the state's academic content standards, state academic achievement goals, state and local assessments, and how to monitor their child's progress.

We are accomplishing this goal by providing materials and training to help parents to work with our children to improve their child's achievement, such as literacy and using technology, as appropriate, to foster parent and family engagement.

It is the goal of the district to continue in educating our teachers, pupils, services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent and family programs, and build ties between parents and the schools.

The Charleston School District will provide materials and training to help parents to work with their children to improve their children's achievement: such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

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 Charleston School District will coordinate and integrate programs and activities with other Federal State, and Local funds.

The Charleston School District has a parent resource center at each school.

Newsletters are sent out monthly letting parents know of the activities at the school and how they can be involved.

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)]

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.
 (<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement
 (https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_Er)

Federal

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320
 (<https://drive.google.com/file/d/1gLCfooJPV5yJHMvnTGMcKRiThzKwGT9/view>)

District/LEA Name:	Charleston School District
District Engagement Coordinator's Name:	Susan Brown
Plan Revision/Submission Date:	07/15/2022
District Level Reviewer Name, Title:	Susan Brown, Federal Programs

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)
Susan	Brown	Federal Programs
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Terry	Crowley	Reading Specialist
Candice	Dunn	Parent
Karen	Grady	Community
Bruce	Womack	Administrator

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)
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