

Arkansas Indistar
School 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.

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)]

*The Charleston Elementary will Involve parents in the review, update, and improvement, at least annually, of the school parent and family engagement plan to meet the changing needs of parents and the school.

*The Charleston Elementary School has various opportunities for parents help develop parent participation in their child's education.

* The Charleston Elementary School will ensure to submit and parent comments to the district if the Title I Schoolwide Plan is not satisfactory.

*Should parents request additional meetings, the school will schedule meetings to address any parent concerns.

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)]

*Each child will receive an informational packet that is age appropriate to bring home to parents or family, that is understandable and in a language the parents can understand. Items in the packet will cover: volunteer survey form, ways for the family to be involved, schedule of activities, if known at the time, ways to communicate with the school, and the school parent facilitator,

- *A parent friendly summary of the parent and family engagement plan will be a supplement in the student handbook
- *The school will obtain signatures from each parent acknowledging receipt of the school's Family and Community Engagement Plan summary.
- *The parents of Charleston Elementary receive a newsletter every month describing all activities that they and students can be involved in.
- *Parents are also informed through the district's website, twitter and face book accounts.

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)]

*The Charleston Elementary School believes that parents play an integral role in assisting student learning and value the contribution that parents make in the student's learning.

*The Charleston Elementary School wants parents to work along side the school to help student's academic achievement and build relationship between the school and community.

*Parents are asked and are welcomed to become involved in parent and family engagement activities throughout the school year.

*The Charleston Elementary School Family and Community Engagement Plan will be in a parent friendly and language friendly.

*The Charleston Elementary School recognizes that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns.

*The Charleston Elementary School ensures that staff and administrators have received professional development for parent and family engagement.

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

[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> (<https://dese.ade.arkansas.gov/>)]

 - assistance with nutritional meal planning

[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

*The Charleston Elementary School will provide parents with a description and explanation of the Arkansas State Standards that is used in the classroom.

*The Charleston Elementary School will provide parents with individual student academic assessment results and interpretation of those results.

*The Charleston Elementary School will provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards. At the elementary school that would include, Istation and Act Aspire assessments.

*The Charleston Elementary School will provide necessary materials to help improve their child's academic achievement. The month of September will be a Family Literacy month and the school will provide every student a book that they will read with their parents and daily activities will go along with the book. The school will host a parent and Family Engagement event at the school to have school wide activities that parents and students will participate to conclude the month of Literacy.

*The Charleston Elementary School promotes and support responsible parenting starting with the Kindergarten screening for new students.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, 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)]

*The Charleston Elementary School will coordinate parent and family engagement programs, activities, and strategies with early childhood programs, parent resource centers, or other programs that encourage and support parents and how they can participate in those activities

*Parents will be encouraged to be active in the Parent Teacher Organization. The PTO meets each month and appreciates the input that they receive from parents. Many ideas for parent involvement to benefit the student come from this organization.

*The Charleston Elementary school use various resources from the community to promote learning.

*Elements of the Family and Community Engagement plan will be incorporated into the school improvement plan.

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)]

*The Annual Title I meeting is held each Spring and Fall of the school year. It is announced through the district facebook, twitter, website and in the local newspaper.

*In the Spring of each year parents are informed of the requirements of Title I and their rights to be involved.

*In September parents are made aware of how Title I funds are being used in the school and ways for them to become involved.

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)]

*School will develop a School-Parent Compact with input from parents and staff.

*The Charleston Elementary School's parent and family engagement plan will state the roles of parents, students, and teachers their responsibility for student academic achievement,

*Communication between the school and parents are vitally important for student achievement. Parents play a vital role in their child's education

*Parent/Family/Teacher Conference will be held two times a year, one in the fall and one in the spring. Mid-term reports on student progress will be sent home each nine weeks

*Teachers will have access and be encouraged to use the parent volunteer surveys. Volunteer surveys are included in the back to school informational packets so that parent can informed the teachers that they would like to help in their child's classroom.

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)]

Not Applicable

Assurances

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

- ☒ **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. (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.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

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)]

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/1gLCfooJPV5yjHmVnTGmcKRiTThzKwGT9/view>)

School Name:	Charleston Elementary School
School Engagement Facilitator Name:	Susan Brown
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	Susan Brown, Federal Programs
District Level Approval Date:	7/15/2022

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
Bruce	Womack	School Principal
Kelsey	Noble	School Counselor
Terry	Crowley	Title I Reading Specialist
Jennifer	Chronister	Parent