

Arkansas Indistar
District Engagement Plan*

Page 1 of 1

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)]

The district will engage parents in the annual evaluation of the Title I, Part A Program through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. While collecting evidence about satisfaction with the program and the school's efforts to increase parent and family engagement, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. The survey will be sent home to parents during the fall semester of 2022.

Parents are invited to participate in the Parent Involvement Committee through the Parent Involvement Survey that is sent home with the beginning of the year paperwork and through social media posts. The Parent Involvement Committee meets each Spring to determine the effectiveness of the parent and family engagement plan and make any needed changes.

Annual Title I and Parent Compact meetings are held on all 3 campuses. Parents are notified of these meetings via, website, social media, and a letter home. During these meetings, parents are given an opportunity to voice concerns and be a part of the decision making process in how Title I funds are spent each year.

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)]*

In compliance with the State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts, Ozark Mountain School District teachers and administrators completed the required hours of Family Engagement professional development in August of 2018 and are scheduled again for August 2022. The training was provided by Jeff Quick from the Northwest Housing Authority. Jeff Quick gave us an updated view on poverty and how parents respond to school.

The district will also train teachers and offer specialized instruction to support personnel, administration, and other staff (with the assistance of parents). Parents play an integral role in assisting student learning and staff will receive parent participation training that demonstrates that the contributions of parents are valued, that they need to reach out and communicate with parents as equal partners, and build ties between home and school. They will also learn how to welcome parents into the school and to seek parental support and assistance. They will also provide information in a language and format (to the extent practicable) that parents can understand, respond to parent requests for parent and family engagement activities, and recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns.

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)]*

In an effort to stay connected with parents during and following the Covid-19 pandemic, Ozark Mountain provides parents with the following:

- Materials are available for parents to checkout in the school library.
- Parents may use computers to check grades, and visit educational Web sites
- Parent-Teacher conferences will be held on September 15, 2022 and on March 16, 2023
- School Parent Compact Meeting , September 2022
- Title I Meeting, September 2022
- Monthly assemblies to recognize behavior/attendance/grades and/or reading - grades K- 6
- PTO meetings are held bi-monthly
- A Field Day is held in the spring of each year
- A flyer advertising the use of the Department of Education website tools for parents will be sent home to parents, as well as being posted to the website and the Facebook page.
- In an effort to increase family engagement following the Covid pandemic and re-engage parents, Ozark Mountain School District will host an Open House on August 11, 2022, providing parents with school information, school supplies and allow family a time to meet with new and returning teachers, staff and administration. During this time, parents will be introduced to resources offered through the school and community.

The district will work with Head Start and area colleges to help provide a smooth transition from one level to the next. OUR Head Start regularly comes to the school for breakfast, lunch, and attend special programs when appropriate.

We try to ease the transition from High School to College by attending college days at local colleges, hosting college/trade school reps, military recruiters and by hosting financial aid workshops. During interventions, Seniors work on life skills such as: Career Research and personal finance planning. We attempt to keep parents informed of procedures and related activities by posting events/activities to the school webpage, social media. the school sign and by sending messages. Informational messages are sent to parents via Parent Folders, text messages, phone calls from teachers, social media, and Remind.

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)]*

1. Weekend Food Bags are prepared by the school nurse and other volunteers to send home with families in need. Food items are provided by various community programs.
2. The Brandon Burlsworth Foundation and the Lion's Club provide glasses for students in need.
3. The Rotary Club donates for clothing, etc. for students in need.
4. Burrell Behavior Health, AWARE (Advancing Wellness and Resilience in Education), and Chenal Family Therapy provide counseling services to our students on a weekly, and/or as need, basis.
5. OMSD partners with the OUR Cooperative to provide Headstart for children ages 3-5. These facilities are a part of our campus, and allow for a smooth transition into Kindergarten.
6. OMSD partners with North Arkansas College to allow students in grades 11 and 12 to attend the trade school in the afternoon each day. Students are able to earn certification in a trade field by graduation.

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)]

Ozark Mountain School District has 3 campuses with a parent engagement facilitator on each campus. Each facilitator writes their plan and submits to the district coordinator. Nichole Cunningham, district coordinator, reviews each plan for compliance and approves it to be submitted for state approval.

The parent engagement committee meets each fall to review the feedback received from parent surveys and the Title I parent meeting. Parents can provide feedback via website link, social media, parent survey, response to Remind 101 messages, call to school, or participation in the Title I parent meeting. Parents are encouraged to participate in the meeting to have a hand in deciding how Title I funds are spent in the district.

OMSD found during the Covid-19 pandemic that the needs of our families changed drastically. We used feedback from surveys and conversations to shift how we communicated with families. Now that we are returning to a semblance of normality, we plan to make dramatic shifts again. It is the hope of OMSD to get more parents on hand and physically involved in their child's learning. We've planned more events for parent participation such as training parents how to use products, literacy/math/and science parent nights, Open House, assemblies, and much more.

OMSD sets aside \$2000 of Title I funds for each campus' parent involvement efforts. This money is used to purchase

- parent communication folders
- purchase Remind 101 app for communication
- flyers with important parent information
- materials for literacy/math/and science nights
- Materials for the parent center
- snacks for parent events

| |
|-------------------|
| 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_En)

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>)

| | |
|--|--|
| District/LEA Name: | Ozark Mountain School District |
| District Engagement Coordinator's Name: | Nichole Cunningham |
| Plan Revision/Submission Date: | 08/01/2022 |
| District Level Reviewer Name, Title: | Nichole Cunningham, Federal Programs Coordinator |

Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

| First Name | Last Name | Role (Teacher, Staff, Parent, Student, or Community Member) |
|------------|------------|---|
| Nichole | Cunningham | Staff |
| Kim | Gilley | Teacher |
| Heather | Knapp | Teacher |
| Kelley | Stretton | Teacher |
| Kelly | Smith | Parent |
| Sheryl | McCutcheon | Parent |

(Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/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 (<mailto:ade.engagementmatters@ade.arkansas.gov>) or 501-371-8051.)

Required Uploads for 2022-23

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

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

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

| | |
|---|---|
| <p>The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children. ESSA §§1116,1117(a)(1)(B)</p> | <p>LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the 2022-2023 Title I folder in Indistar by May 1, 2022.</p> |
| <p>At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)</p> | <p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-2023 Engagement folder by October 1, 2022 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search <u>TransAct ParentNotices</u> for document "TPQ-01" for editable template in 10 languages, if needed.</p> |

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

- Changes Required
- Compliance is Met

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

- Changes Required
- Compliance is Met

Comments:

Section 3 - Building Parent Capacity

- Changes Required
- Compliance is Met

Comments:

Section 4 - Coordination

- Changes Required
- Compliance is Met

Comments:

Section 5 - Reservation and Evaluation

- Changes Required
- Compliance is Met

Comments:

Close