

Arkansas Indistar
District Engagement Plan*

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)]

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The Imboden Area Charter School understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the School and the population that it serves. Therefore, Imboden Area Charter School will strive to develop and maintain the capacity for meaningful and productive parental, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families and the community. To achieve these goals, the School shall work to: involve parents, families, and the community in the development of the long range planning of the school; the district will file the parent and family engagement plan with DESE by August 1 in Indistar, and place a copy on the district website as a supplement to the student handbook; obtain signatures acknowledging receipt of the district parent and family engagement plan; conduct an annual review of its parent, family, and community engagement policies to examine their affect on promoting higher student achievement; submit to the state comment from parents who deem the schoolwide plan unsatisfactory. Imboden Area Charter School will work with the Northeast Arkansas Educational Cooperative's ESOL Coordinator to ensure adequate representation of parents and families of participating children are represented. Imboden Area Charter School is a schoolwide

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)]

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importance of parent communication and the value of parents as a partner in the educational process of students. Imboden Area Charter School administration will provide staff with continued training in the importance of parent communication and the value of parents as a partner in the educational process of students. Imboden Area Charter School administration will utilize funds to procure School Messenger as a means of consistently communicating school news to parents, and teachers will be required to send weekly grade reports along with newsletters detailing upcoming events and ways parents can help their children. Imboden Area Charter School staff will also utilize the Remind App in order to easily communicate with parents at any time. This near constant communication demonstrates the value of parents in the educational process and helps to build ties with families by keeping them abreast of all school activities. While Imboden Area Charter School has never had an ESOL student enrolled, school administration does have access to Transact translated documents and the ESOL coordinator at the Northeast Arkansas Educational Cooperative.

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)]

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Being that Imboden Area Charter School is a schoolwide Title I program, all stakeholders are provided with the same materials and trainings. The Imboden Area Charter School's District-wide Title I meeting is held annually in September. At this meeting the following items are addressed; What students will be learning; How students will be assessed; What parents/families should expect for their child's education; and How parents/families can assist and make a difference in their child's education. Imboden Area Charter School also schedules two parent/teacher conferences per year where parents/families are able to meet, ask questions, and provide feedback. These conferences are available virtually should a family require it. Planning meetings are held annually in the spring for eighth grade students who will be attending high school the following fall. The school counselor meets with the child and his/her parents/family to ensure smooth transition into one of the local high school programs. Additionally, teachers are available for parent conferences thirty minutes prior to school starting, and for an additional thirty minutes after the end of the instructional day.

Information that is available to parents/families throughout all of these planned and unplanned meetings is, but not limited to:

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)]

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The Imboden Area Charter School will have a coordinated program where the engagement activities of the School enhance the involvement strategies of other programs such as Head Start, HIPYPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start. Imboden Area Charter School has a parent center in the school library with various materials available. Parent center items include student practice materials, literature on behavioral intervention, diet and fitness information, and open access to laptops with internet services. IACS in partnership with the school's Parent Teacher Organization will provide a backpack program to all students where non-perishable food items are sent home prior to all extended breaks during the school year.

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)]

The Imboden Area Charter School receives an allocation of less than \$500,00 under Title I, Part A, therefore there are no requirements for the district's allocations. Parents and families will be involved in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities. All funded activities and strategies will be consistent with the district parent and family engagement policy.

The Imboden Area Charter School will conduct an annual evaluation to identify potential barriers, needs, and strategies that might impact the parent and family engagement plan. Findings from this evaluation will be used to design evidence-based strategies for more effective parental involvement. This plan will be updated and approved annually by August 1st. This evaluation will be headed by the school Director, Matthew Wells and reviewed by all staff. Surveys will be sent out to all stakeholders coinciding with third quarter parent/teacher conferences in late March. Surveys will solicit parent/stakeholder input on potential barriers to quality engagement. The school administration and staff will disseminate the data from these surveys and suggest changes to better suit the needs of stakeholders.

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_E)

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:	Imboden Area Charter
District Engagement Coordinator's Name:	Matthew Wells
Plan Revision/Submission Date:	July 27, 2022
District Level Reviewer Name, Title:	Matthew Wells, Director

Repeat

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)
Matthew	Wells	Director
Elizabeth	Scales	Teacher
Lisa	Lewallen	Community Member
George	Morris	Parent
Ryleigh	Glass	Student

(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>
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	<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:**

11/13/2022 FScott

This section meets all required components.

11/2/2022 FScott

This section needs to address Guiding Questions 1.3 and 1.4.

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)]

Section 2 - Building Staff Capacity through Training and Technical Assistance

Changes Required

 Compliance is Met**Comments:**

11/2/2022 FScott

This section meets all required components.

Section 3 - Building Parent Capacity Changes Required Compliance is Met**Comments:**

11/2/2022 FScott

This section meets all required components.

Section 4 - Coordination

Changes Required

 Compliance is Met**Comments:**

11/2/2022 FScott

This section meets all required components.

Section 5 - Reservation and Evaluation

- Changes Required
- Compliance is Met

Comments:

11/13/2022 FScott

This section meets all required components.

11/2/2022 FScott

This section needs to address Guiding Questions 5.1 and 5.2.

Additionally, please ensure all "Assurances" are checked.**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)]

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