

AR  
 Glen Rose School District  
 14334 Highway 67  
 Malvern AR 72104  
 501-332-6764

### **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)]

Glen Rose School District will hold a Parent and Family Engagement meeting on October 3, 2022 at 6:00 p.m. The agenda will include looking at current plans for items to keep or changes that need to be made, review Title 1 programs, and discuss how/what activities or offerings our parents would like to see.

Parents that are on the committee will be invited to the meeting by personal postcards. Every family receive an invitation through the school newsletters, social media sites, school website and a call home with the automated calling program. After the meeting, changes will be discussed and the plan will be edited if needed. Any comments that are made that deem our plan unsatisfactory will be provided to the superintendent and school administrators for submission to the appropriate ADE/DESE personnel. We will work to improve and solve the areas of concern.

Glen Rose School District has made the parent and family engagement plans available to parents by putting them in each school's handbook, posting it on the website, and having copies in each office.

Our district will also include a parent-friendly summary/explanation of the parent and family engagement plan in the student handbook and online on the school website.

Our district has parent representatives on the parent and family engagement committees from each school and they will be invited personally to the October 3th meeting.

The parent and family engagement plan will become a part of each school's school wide plan of action.

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## **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 school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs between schools and build ties between parents and schools.

Each certified employee will receive two hours of parental engagement strategies every 4th year. Each administrator will receive 2 hours of parental engagement every 4th year. This training will be provided by the the following methods:

- a. Dawson Educational Cooperative - Parent Involvement Sessions;
- b. Arkansas Ideas;
- c. On-site PD for parental involvement chosen by administration after staff recommendations; or
- d. Other approved administration approved PD opportunities.

Glen Rose School District will host a Parent and Family Engagement Planning and Review night on October 3, 2021. Parents will be invited to review each school's plan and discuss changes or ideas to keep. We will also look at our school compacts and discuss Title 1 at this meeting. A parent volunteer training will be held in late October before school and in the evening.

Glen Rose school staff communicates with parents in a variety of ways: text messages, emails, phone calls, school website, social media and parent communication apps.

Each handbook has the parent and family engagement plan summary contained in it and there are signatures on file from parents stating that have read and understand the plans. Any changes that are made in October will be added or deleted and a new copy will be sent home to be signed. These plans are always available on the school

website and in the principal's office of each school.

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### **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)]

Each school will make available to parents the State's academic standards, state and local assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children. This can be done at the 2 parent/teacher conferences held each year, through phone calls, e-mails, text messages, parent/teacher meetings at prep times, or other meetings that are arranged. Teachers and parent may also communicate as needed through communication apps such as Remind and ClassDojo.

There is also a district report to the public meeting held each October at 6:00 p.m. in the high school library. This report reviews parental and family engagement plans, tests scores, and other district information important for families and community members.

A Title I and other federal programs parent meeting will be held on October 3 at 6:00 p.m. in the cafeteria. This meeting will review this plan, ask for assistance in making changes and review the Title I and other federal programs budgets. Parents can check out materials to use with their students at each campus library. There are also materials available at the Parent Center at Gifford for copies of worksheets, make and take games, and books for parents to use at home. Each school also hosts several nights for parents to come and experience ways to help their child at home. The elementary has also created Lending Libraries at each grade level for children who need books to take home to read at home. Teachers may also write prescriptions to the Parent Center for work to send home with students to reinforce standards being taught. We are also planning some Parent Engagement training for the spring. The teachers will consider the RISE components and their training in RISE to help guide materials that are provided to parents for extra support with their child. The elementary will share the ADE RISE newsletters by social media, school website and emails throughout the year to support parents on working with their students at home on literacy skills.

The district will follow Covid-19 guidelines when planning any parent and family engagement activities or meetings. The district will host an Open House on August 11, 2021 from 4:30-6:30 for parents and students.

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### **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)]*

All parent and family engagement programs and activities are integrated with our Federal, State, and local funded activities. Parents are invited to planned programs that the schools conduct each year. They also can receive notice through fliers, school website, social media, text messages, emails and phone calls of planned activities at school. The district will conduct all activities and engagements following Covid-19 guidelines or mandates.

Glen Rose School District has a Parent Center at Gifford that is available to our parents daily for extra help with their children, each library also has parent and family engagement materials available for parents. Glen Rose School District has an ABC Pre-School to help prepare our students for their educational journey. These teachers will work with Kindergarten teachers to transition to Kindergarten, Kindergarten also brings their students up to see First grade at the end of the year, the Middle School and High School hold registrations and tours before school to help students transition from grade to grade. We will offer a before and after school programs to support families with their child's education. Licensed teachers and support staff will organize and provide educational support to students and families in these programs each day.

(Find complete guidance on the DESE Parent and Family Engagement Requirements webpage.)

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## **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 district parental engagement coordinator is Melissa Weatherford. The school parental engagement coordinators are Brandy Draper (elementary), Cristi McClard (middle) and Mackinzy Chaney (high). The coordinators work together to plan, organize and host district family and community plans and events.

At the October 3rd meeting we will discuss how funds are spent on Parent and Family Engagement and give parents an opportunity to evaluate our plan and to give ideas on how to spend funds. We will also look to see if the way the funds are being spent agree with the parent and family engagement plans at each school. All activities and parent engagement opportunities are developed and designed on evidence based materials. The teachers and staff give out pointers and information that comes from evidence based curriculum or resources.

Surveys are conducted at each parent/teacher conference. The surveys will cover parent/family engagement, Title 1 requirement (elementary), other federal funds budgets, barriers, needs, and strategies to address any areas of concern. The surveys will be tallied and presented to parents, teachers, and posted on the website. There will be paper copy surveys for those attending conferences and surveys posted to the web for parents to access and complete.

The October 3rd meeting will have a discussion of the parent and family engagement plan for each school to see if we need to add more activities, make changes, and to make any updates.

The Report to the Public meeting will be held in October 2023. Notifications of this meeting will be shared on school website, social media, emails, text messages, communication apps such as remind and all-call phone system InTouch. Comments, questions and concerns from families and community members may be expressed during this meeting and considered by administration for correction and editions to school and district engagement plans.

Our district does not receive more that \$500,000 in Title I funds.

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<b>Assurances</b>
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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](mailto: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)]*

<b>References</b>
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**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](#)

<b>District/LEA Name:</b>	Glen Rose School District
<b>District Engagement Coordinator's Name:</b>	Melissa Weatherford
<b>Plan Revision/Submission Date:</b>	8/4/2022
<b>District Level Reviewer Name, Title:</b>	Melissa Weatherford, District Projects Coordinator/Federal Programs Coordinator

**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Melissa	Weatherford	District Engagement Coordinator
Mackinzy	Chaney	High School Engagement Coordinator
Brandy	Draper	Elementary Engagement Coordinator
Cristy	McClard	Middle School Engagement Coordinator
Carla	Ellis	Parent
Felicia	Higgs	Parent

**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Amber	Weatherford	Parent
Hallie	Rogers	Student
Kevin	Rogers	Parent

(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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

<b>Required Uploads for 2022-23</b>
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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>

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.

<b>Evidence that the LEA involves parents in the development</b>
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<p>The Engagement Plan was <b>developed jointly with parents</b>, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p><b>of the Engagement Plan (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance and minutes from that committee meeting</li> <li>- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input</li> </ul> <p>[Upload this evidence into Indistar in the <b>2022-2023 Engagement</b> folder by October 1, 2022.]</p> <p>(The following information should already be found on the District website.) <b>Evidence of how the Engagement Plan is disseminated to families and the community</b></p> <ul style="list-style-type: none"> <li>- Required: posted to district website by August 1st</li> <li>- Required: parent-friendly summary as supplement in student handbooks</li> </ul>
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build parent capacity</b>. ESSA §1116 (e) (1-5,14)</p>	<p><b>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.)</b></p> <ul style="list-style-type: none"> <li>- Title I meeting agenda/minutes/slide deck</li> <li>- One example of parent/teacher conference documentation showing how teachers work with families on these topics</li> </ul> <p><b>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.)</b></p> <ul style="list-style-type: none"> <li>- Photos of parent resource centers or links to digital resource centers</li> <li>- Resources posted to the website, LMS, social media, etc.</li> <li>- Recordings or agendas from workshops to address literacy or math strategies</li> <li>- Tutorials/videos posted on website and/or social media</li> <li>- Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement</li> </ul> <p>[Upload above documentation for one Title I school into Indistar in the <b>2022-2023 Engagement</b> 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 <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p><b>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.)</b></p> <ul style="list-style-type: none"> <li>- Survey results with meeting minutes</li> <li>- Focus group notes/minutes/reports</li> <li>- Written reports indicating how the LEA will respond to the data</li> </ul> <p>[Upload this evidence into Indistar in the <b>2022-2023 Engagement</b> folder by October 1, 2022.]</p>
<p>The LEA's Engagement Plan includes strategies for the <b>inclusion of parents of</b></p>	<p>LEA must complete the required Affirmations of Consultation with Private Schools form and <b>should have been uploaded to the 2022-</b></p>

<p>private school children. ESSA §§1116,1117(a)(1)(B)</p>	<p><b>2023 Title I</b> 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 <b>upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-2023 Engagement</b> folder by <b>October 1, 2022</b> 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 <a href="#">TransAct ParentNotices</a> for document "TPQ-01" for editable template in 10 languages, if needed.</p>

**DESE Reviewer Responses**

**Section 1 - Jointly Developed Expectations and Outcomes**

**Comments:**

**Section 2 - Building Staff Capacity through Training and Technical Assistance**

**Comments:**

**Section 3 - Building Parent Capacity**

**Comments:**

**Section 4 - Coordination**

**Comments:**

**Section 5 - Reservation and Evaluation**

**Comments:**