

Cleveland County School District
700 Main Street, PO Box 600
Rison AR 71665
870-325-6344

District Engagement Plan

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)]

Cleveland County School District will solicit parental engagement in the development and drafting of the CCSD Parent and Family Engagement Plan. This is done through the Parent Advisory Committee, whose membership consists of parents, faculty and staff members, and a representative from administration. The committee meets at the beginning of the school year, after the first semester ends, and in the Spring to assess the district and school plans for modification and discuss the proper use of funds available for Parent Family Engagement (as available).

Research shows that effective family engagement is critical to student achievement. Family Engagement is not just an "add on," or a means for school-fundraising—instead it is a lever to move student achievement levels and support school improvement. When done well, Family Engagement is centered on connecting families to student learning by sharing data, providing strategies to support learning at home, and providing opportunities for two-way communication.

With that in mind the Cleveland County School District has set the following expectations:

1: The schools of CCSD will welcome parents into the school and the learning process by establishing positive relationships through strategies such as positive phone calls home, classroom newsletters, and timely announcements.

2: Schools will reach out to parents seeking input for what they perceive to be their child's strengths and areas for growth.

3: Schools will regularly share student data in ways that are accessible to parents and families, through digital means as well as bi-quarterly progress reports and report cards. Schools will also use a variety of methods, including email, phone calls, letters, open-office hours, social media and formal meetings to maintain ongoing, positive, two-way communication with families; differentiating communication strategies to adapt to family needs and preferences.

Family and Parent Engagement Plans are made available to parents and the community through the District website, the District Facebook page, as well as being contained in each schools' Student Handbook. Parents submit signed forms stating they are aware of what is contained in the Student Handbook, which includes the Parent Family Engagement Plan.

A copy of the Parent Family Engagement Plan is filed with the Division of Elementary and Secondary Education by August 1st of each year and placed on the district website by August 1st of each year. Any feedback the District receives from parents or families who deem the Parent Family Engagement to be unsatisfactory will be submitted to the Division of Elementary and Secondary Education.

1.3 The Engagement Coordinator works with the School Improvement/District Support Committee in order to incorporate the Engagement Plan into the Schoolwide Plan by coordinating events such as Math & Science night, Literacy night, Veterans Day, etc. to provide opportunities for parents to be involved with student's learning. The Engagement Coordinator also links families who are in need of support with various organizations in the school/community to get the assistance needed to be sure students have what they need to be successful.

1:4 Improve positive two-way communication with all families, make phone calls, email, DOJO, or write notes in planners to families at least monthly with positive information about their child, instead of only reaching out with negative or undesirable information. Families will be invited to discuss student progress and concerns that may help in providing their child with the best plan to meet their needs. Progress will be measured by tracking outreach in a communication log, keeping emails in an electronic folder, saving all DOJO messages, and scanning and saving planner messages in an electronic file. The engagement coordinator meets quarterly with the improvement committee.

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)]

1. The District PAC will observe parental involvement practices at each school through onsite visits at least three times a year in the months of September, January, and May.

2. Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. We will make use of our staff development and focus on Parental Involvement at our District Day in August.
Davy King, 870- 325 6344

3. Ensure, to the extent possible, that information is sent home in a language and form parents can understand. The PAC helps us to transition the language that ALL parents can understand.

4. Provide information on adult literacy training available in the community.

5. Provide a copy of the school policy at each school for parents to view as well as provide a copy to each parent.

6. Monitor each Title I, Part A school to ensure that each school performs the following tasks: Develop jointly with teachers, administration and parents our school's parental engagement policy. This committee will be referred to as the PAC, Parent Advisory Committee. Offer flexible meeting times. Provide information to parents about the school's program, included in the parent information pack. Develop jointly with parents, teachers and administration and implement the use of the School/ Parent Compact. Provide training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real- time access to their child's attendance and achievement. Using Class DoJo, Email, Canvas and the District FaceBook page at our school, parents will be able to access forms and any other important information. The PAC will decide the needs to address and evaluate at the Spring PAC meeting.

7. Reinforce parenting skills to support the acquisition of academic skills and their application in real- life situations for parent use. We shall provide technical assistance and any and all support to our parents that they may participate in the daily communication and coordination with teachers and staff as well as administration.

8. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.

9. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evening, in order to maximize the opportunities for parents to participate in school related activities. The Rison Campus Parent Resource Center is open Monday-Friday 8:00- 3:30. With advanced notice, the Parent Center can accommodate additional hours.

10. Ensure that the minimum professional development is met by teachers and administration.
Davy King 870-325-6344

11. Convene annual school meetings to inform parents of their school's participation in the development of the parental involvement policy and their right to be involved. Davy King, 870 -325 -6344

12. We will seek to ensure we receive signatures of parents acknowledging they have received a copy of the Cleveland County School District's Parental Engagement Plan. Partners At Work (PAW) Monthly Meetings

School Calendar 2024 – 2025

(Dates and Events are subject to change)

Staff Development	August 1 -7, 2024
Open House (4:00-6:00)	August 6, 2024
First day of school	August 14, 2024
Labor Day (No School)	September 2, 2024
Fall Pictures	September 4, 2024
Club Pictures & Cross Country	October 2, 2024
Makeup Pictures K-12, Who's Who & Sr. Personality	October 9, 2024
End of 1 st Quarter	October 11, 2024
Columbus Day	October 14, 2024
Parent/Teacher Conference (3:00-7:00)	October 15, 2024
Homecoming	October 18, 2024
PSAT	October 22, 2024
ASVAB Test	TBA
PD Day (No Students)	October 28, 2024
Fall Holiday	November 11, 2024
Basketball Pictures	November 13, 2024
Thanksgiving Break	November 25-29, 2024
Semester Test	December 12-18, 2024
End of 2 nd Quarter	December 18, 2024
Christmas Break	December 19 - January 3, 2025
PD Day (No Students)	January 6, 2025
Students return to school	January 7, 2025
Martin Luther King Day (No School)	January 20, 2025
No School	February 3, 2025
Parent/Teacher Conference (3:00-7:00)	February 6, 2025
President's Day (No School)	February 17, 2025
End of 3 rd quarter	March 7, 2025
ACT (11 th grade only)	March 11, 2025
Spring Photos	TBA
Spring Break	March 24-28, 2025
ATLAS WINDOW (3 rd -10 th grade)	April 14-May 16, 2025
Good Friday (No School)	April 18, 2025
Senior's Last Day & Awards Assembly	May 1, 2025
Senior Semester Test	May 5-8, 2025
Awards Assembly (7 th – 11 th grade) 9:00 am	May 9, 2025
AP Chemistry Exam	May 2025
AP English Lit. & Comp. Exam	May 2025
AP US History Exam	May 2025
AP Calculus Exam	May 2025
AP English Lang. & Comp. Exam	May 2025
AP Biology Exam	May 2025
High School Graduation (Ceremony 7:00 PM)	May 15, 2025
Semester Test (7 th -11 th grade)	May 16-22 2025
Last Day of School	May 22, 2025

*Note- Mar 21, April 4, April 21, May 2, May 23 will be used as Make-up days

3: Building Parent Capacity

Describe how the LEA supports parents in helping with their student's academic success.

Guiding Questions

3.1: How will 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)]

Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A. Provide assistance in review and understanding State academic standards along with State and local Academic assessments. This will include how to monitor a child's progress and work with educators to improve the achievement of their children. This information will go home in our parent packs and be available in all offices and the Parent Center as well as being available on our school website and our Facebook page. Davy King 870 -325 -6344

2. Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

3. Involve parents through an annual survey to improve school effectiveness. This survey goes home in the Parent Packs and is also available at the Parent Center. We also conduct Facebook surveys throughout the year to evaluate activities and additional needs. These surveys are used by the PAC to meet the needs of the parents.

4. Approve reasonable and necessary expenses associated with parental involvement activities such as but not limited to: providing necessary literacy training if the Cleveland County School District has exhausted all other reasonably available sources of funding possibly paying reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions. Training and assisting parents to enhance the involvement of other parents adopting and implement model approaches to improving parental involvement establishing a districtwide parent advisory council (PAC) developing appropriate roles for community-based organizations and businesses Davy King 870 -325 -6344

5. Provide any reasonable support for parental involvement at the request of participating Title I, Part A schools. These services are available through our campus Parent Resource Center with accommodating hours for ALL parents.

4: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional support, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

4.1: How does the district coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:

- public preschool programs such as Head Start
- organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers
- wraparound services that allow families to send their children to school ready and able to focus on learning [ESSA § 1116(e)(4)]

The Parent Coordinator works hand in hand with our local Head Start program and their families to ensure that the transition from Head Start to Elementary is successful. Any and all state and federal programs that are accessible are encouraged to partner with us as well as accepting invitations to partner with them. Open House is set early which allows students to get acquainted with the campus, buildings, the staff, and of course lockers, this makes for an easy transition prior to the first day of school.

The Parent Center works with area colleges to promote careers after high school. We introduce students and parents to the idea of traditional college vs. technical college. CCSD's Parent Engagement Program has also partnered with local businesses, churches, individuals and other organizations to support programs and the needs of our students.

CCSD does have a Parent Center on campus but does not have a full time Parent Coordinator and is open during school hours. With advanced notification of other events the Parent Center will be open to accommodate those activities as well.

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)]

With input from the PAC, our District will ensure parents and families are involved in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities. Title I funds are available and approved to meet the need and the strategies. Davy King 870 -325 -6344

The PAC will ensure the funded activities and strategies are consistent with the district parent and family engagement policy. The CCSD's PAC will meet 3 times a year to evaluate that needs are being addressed and met. We will address the barriers and needs and we will work diligently to make sure we have the correct strategies in place that will fit the needs of all children. Through random surveys throughout the year on the District's Facebook page, we welcome feedback and evaluations. We will use these findings to evaluate and build stronger and more effective Parental Engagement.

The PAC will meet in the Spring to evaluate the programs, procedures and events to make sure they meet the needs of our families and prepare for even more effective parent involvement for the future. Not only does the PAC compose the plan, but we meet when the plan is finalized to approve and tweak anything that may have been missed.

Assurances

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

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. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

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)]

A.12: LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator, and the district military education coordinator shall be included in the establishment and adoption of a public school district's and public school's parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

LEA Information

District/LEA Name:	Cleveland County School District
Plan Revision/Submission Date	September 25, 2024
Janson Power	ASCIP SIP Chair

Committee Members

First Name	Last Name	Role
Janson	Power	District ASCIP Chair
Polly	Power	RES Ascip Chair
Paula	Puckett	RES Parent Coordinator
Chris	Power	RHS Parent Coordinator
Davy	King	Superintendent
Letitia	Walker	RHS Principal
Angie	Hudson	RES Principal
John	Varnell	RES Parent
Valorie	Jones	RHS Parent