



## **Lavaca Elementary School Family and Community Engagement Plan 2022-2023**

### **1: Jointly Developed Expectations and Objectives**

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

#### *Guiding Questions*

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*  
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
[ESSA § 1116(c)(3)]
- Request parent volunteers and teachers to serve on the Parent Committee (Dasha Headley, Parent Facilitator 479-674-5613)
- Parents and teachers work together to develop the Parent and Family Engagement Plan (Dasha Headley, Parent Facilitator 479-674-5613)
- A beginning of the year and end of the year review/revise meetings are conducted to requests feedback and elicit ideas for the upcoming school year. (Dasha Headley, Parent Facilitator 479-674-5613)
- Any updates or improvements of the Parent and Family Engagement Plan may be accomplished through collaboration with the coalition of parents and community representatives. (Dasha Headley, Parent Facilitator 479-674-5613)
- An adequate representation of parents are participating in the process in a variety of roles.
- Any parent comments will be submitted to the district if the Title I School wide plan is unsatisfactory. (Sam Slott, Principal 479-674-5613)
- Opportunities for regular meetings will be addressed if requested by parent. (Sam Slott, Principal 479-674-5613)

### **2: Communication**

Describe how the School will communicate with and distribute information to parents and families.

#### *Guiding Questions*

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
  - *description of the engagement program*
  - *recommended roles for parents, students, teacher, and the School*
  - *ways for a family to get involved*
  - *survey regarding volunteer interests*
  - *schedule of activities planned throughout the school year*
  - *regular, two-way, and meaningful system for parents/teachers to communicate*[A.C.A. § 6-15-1702(b)(3)(B)(1)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
  - *how is relevant information provided in a variety of ways? (For example, paper copies*

*made available, as well as social media posts, website links, parent apps, etc.?*

*[ESSA § 1116(e)(5)]*

- **2.3:** *How does the School offer flexible opportunities for meetings with families?*

*[ESSA § 1116(c)(2)]*

- The Parent and Family Engagement Plan will be placed on the district website by August 1, 2022 and print copies are available upon request. (Dasha Headley, Parent Facilitator 479-674-5613)
- The plan is written in a uniform and understandable format, to the extent practicable, provided in a language the parents understand, and the informational packet will be age and grade appropriate for each child. (Dasha Headley, Parent Facilitator 479-674-5613)
- An Informational packet is distributed at Open House to all students and posted on district website. (Dasha Headley, Parent Facilitator 479-674-5613)
- A parent-friendly summary/explanation of the Parent and Family Engagement Plan will be placed on district website and as a supplement to the student handbook. (Dasha Headley, Parent Facilitator 479-674-5613)
- Signatures will be obtained from each parent acknowledging receipt of the Parent and Family Engagement summary. (Dasha Headley, Parent Facilitator 479-674-5613)
- Through parent information kit, HAC, emails, Eschool, newsletters, marquee, class DOJO, Facebook and district website parents will be informed of school programs, meetings and other activities. (Sam Slott, Principal, Dasha Headley, Parent Facilitator 479-674-5613)
- A survey is sent home in September to identify parents' volunteer interests. (Dasha Headley, Parent Facilitator 479-674-5613)
- Meetings for parents are offered at various times and different formats throughout the year. (Transportation, child care, and home visits may also be offered to prevent barriers to parent and family engagements) (Sam Slott, Principal 479-674-5613)

### **3: Building Staff Capacity**

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

#### *Guiding Questions*

**3.1:** *How does the School build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL School staff (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*

- *the value and utility of contributions of parents [Title I schools]*
- *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

*[ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]*

- Professional development requirements are met by teachers and documented as a district. (Sam Slott, Principal 479-674-5613)
- An Indistar team comprised of teachers/parents to support and play an integral role in assisting in student learning. (Sam Slott, Principal 479-674-5613)
- Parent surveys are sent home at the beginning and end of the year to give parents a voice in how to improve our school for students. (Dasha Headley, Parent Facilitator 479-674-5613)

- Class DOJO allows teachers and administrators to communicate and respond to parent requests in a language parents can understand and in a welcoming manner to increase parental support.
- Parents are considered a full partner by including in the handbook the school's process of resolving parent concerns. (Sam Slott, Principal 479-674-5613)
- DOJO allows information related to school and parent programs to be sent to parents in a language they understand with the option for the parent to choose appropriate language.
- Two hours of parental involvement professional development is provided by the district yearly. (Sam Slott, Principal 479-674-5613)
- A district wide advisory council is assembled to provide advice on all matters related to parental involvement in Title I, Part A programs. (Wendi Curtis, Curriculum Director 479-674-5613)

#### **4: Building Parent Capacity**

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

##### *Guiding Questions*

- 4.1:** *How does the School provide timely information about the following:*

  - *a description and explanation of the curriculum in use at the School*
  - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
  - *the achievement levels of the challenging State academic standards students are expected to meet*  
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*

  - *the requirements of Title I, Part A*
  - *how to monitor their child's progress*
  - *how to work with educators to improve the achievement of their children.*  
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*

  - *literacy training*
  - *technology training, including education about copyright piracy and safe practices*
  - *resources that describe or assist with the child's curriculum*
  - *other activities such as workshops, conferences, online resources like tutorials or webinars,*  
*and any equipment or other materials, including parent resource centers*  
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*

  - *involvement in the education of their children*
  - *volunteer activities*
  - *learning activities and support classroom instruction*
  - *participation in School decisions*
  - *collaboration with the community*
  - *development of School goals and priorities*
  - *evaluating the effectiveness of the School-level Improvement Plan*  
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*

  - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*

- *Create parent centers*  
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
  - *role play and demonstration by trained volunteers*
  - *the use of and access to Department of Education website tools for parents*  
[<https://dese.ade.arkansas.gov>]
  - *assistance with nutritional meal planning*  
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]
- Open House (Sam Slott, Principal 479-674-5613 August 2022)
- Title I Meeting (Sam Slott, Principal 479-674-5613 August 2022)
- Parent/Teacher Fall Conference (Sam Slott, Principal 479-674-5613 October 2022)
- Parent/Teacher Spring Conference (Sam Slott, Principal 479-674-5613 February 2023)
- Fall and Spring Book Fairs (Dasha Headley, Parent Facilitator 479-674-5613)
- Fall Parent Teacher Conference- October 18 & 20, 2022 (Sam Slott, Principal 479-674-5613)
- Spring Parent Teacher Conference- February 14 & 16, 2023 (Sam Slott, Principal 479-674-5613)
- Arrow Time (Brandon Jones, P.E. teacher and Jamie Patterson, Counselor 479-674-5613)
- Silent auction (Stephanie Smith, PTO President 479-674-5613 October 2022)
- Literacy/Math Night (Dasha Headley, Parent Facilitator 479-674-5613 October 2022)
- Penguin Patch (Stephanie Smith, PTO President 479-674-5613 December 2022)
- Christmas Program (sponsored by different grade levels every year) (Sam Slott, 479-674-5613 December 2022)
- Christmas Class Celebrations (classroom teachers December 2022)
- Red Ribbon Week- (Jamie Patterson, Counselor 479-674-5613 October 2022)
- The Great Kindness Challenge (Jamie Patterson, Counselor 479-674-5613 January 2023)
- Valentine Day Celebrations (classroom teachers February 2023)
- Grandparents Breakfast (Sam Slott, Principal 479-674-5613 September 2022)
- Turkey & Dressing Day (parents are invited to eat lunch with students in cafeteria) (Sam Slott, Principal 479-674-5613 November 2022)
- Individual classes invite parents to attend field trips such as Christmas Tree Farm, Pumpkin patch, Nature Center, Judge Parker's courtroom, etc. (classroom teachers)
- PTO meetings (dates & times vary) (Stephanie Smith, PTO President 479-674-5613)
- Kindergarten Egg Hunt and Picnic (April 2023) Kindergarten teachers
- Kindergarten Promotion Graduation (Sam Slott, 479-674-5613 May 2023)
- PTO meetings scheduled monthly by parent/teacher organization at beginning of school year. (Dasha Headley, Parent Facilitator and Stephanie Smith PTO President 479-674-5613)
- Parent survey results (Dasha Headley, Parent Facilitator 479-674-5613)
- Parents are provided with a description and explanation of curriculum in use by individual classroom teachers. (Foundations Literacy and Envisions Math)
- Board meetings/ Annual Title One meetings, local newspaper, Google sheets of outlines of programs on district website gives an overview of the curriculum. (Wendi Curtis, Curriculum Director and Sam Slott, Principal 479-674-5613)
- Teachers hand out ACT Aspire results to parents with an explanation of results to parents.
- The purchase of parenting books yearly are available for checkout from the parent center to support needs and encourage responsible parenting. (Dasha Headley, Parent Facilitator 479-674-5613)
- A laptop designated for parents only can be utilized within the library to assist parents in academic needs to support their child. (Dasha Headley, Parent Facilitator 479-674-5613)
- Principals may work with each building to offer parent meetings prior to special events the school is hosting. (Sam Slott, Principal 479-674-5613)
- Literacy/ Math Night hosted in October in order to help parents feel welcomed and encourage involvement in working with students. (Dasha Headley, Parent Facilitator 479-674-5613)
- Wellness Committee meetings help in the area of nutrition. Meal planning is available through links on the district website.
- Responsible parenting is promoted and supported through the Parent and Family Engagement Plan.

## **5: Coordination**

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families..

### *Guiding Questions*

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*  
[ADE Rules Governing Parental Involvement Section 5.06]
  - **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
    - *public preschool programs such as Head Start*
    - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
    - *wraparound services that allow families to send their children to school ready and able to focus on learning*[ESSA §1116(e)(4)]
  - **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*  
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]
- Community resources are continually investigated in the instructional program.
  - Responsible parenting is promoted and supported through the LES Parent center, Parent/Teacher Conferences (2 per year), and Parent Nights. (Dasha Headley, Parent Facilitator 479-674-5613)
  - LES engages in activities that use community resources to strengthen school programs, practices and learning such as the Homeless Liaison for food, water and clothing and the Backpack program. (Jamie Patterson, Counselor 479-674-5613)
  - Community Book Blessing Box located in front of school allows the community and children access to free books.
  - Formation of the PTO committee officers are utilized in appropriate decisions.(Dasha Headley, Parent Facilitator 479-674-5613)
  - Local Fire Department does a fire safety program and gives resources to support information to every student.
  - Local dental clinic provides dental hygiene information and resources to kindergarten students in February.
  - Community members sponsor students in individual classes to provide a free book a month to students.
  - PTO donates a book to every child for Christmas.
  - Active members of Adopt A Professor at UAFS
  - The parent and family engagement plan is incorporated into the school's improvement plan.
  - Staff and administration in each building and district level work together.
  - An alumni advisory committee to provide advice and guidance for school improvement is being considered.

## **6: Annual Title I Meeting** *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

### *Guiding Questions*

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (\*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
  - *the requirements of Title I and the School's participation*
  - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to*

*Request Meetings)*  
*[ESSA § 1116(c)(1)]*

- The annual Title I meeting was conducted separately to inform parents on August 2022 of Title I requirements and parents' rights. (Sam Slott, Principal 479-674-5613)
- A sign-in sheet and agenda will be generated for this meeting and kept on file. (Dasha Headley, Parent Facilitator 479-674-5613)
- The parent and family engagement plan will be placed on the district website by August 1, 2022. (Dasha Headley, Parent Facilitator 479-674-5613)

**7: School-Parent Compact** *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

*Guiding Questions*

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
  - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
  - *Addresses the importance of regular two-way, meaningful communication through:*
    - *conferences (no fewer than 2 each year)*
    - *frequent reports on progress*
    - *reasonable access to staff*
    - *opportunities to volunteer*
    - *observation of classroom activities*
- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
  - *Including parent-teacher conferences in elementary Schools, at least annually*
  - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

*[ESSA § 1116(d)(2)(A)]*

- Request parent volunteers to serve on the Parent Committee. (Dasha Headley, Parent Facilitator 479-674-5613)
- A meeting with a representation of parents and teachers in August to review and revise to create compact and make necessary changes. (Dasha Headley, Parent Facilitator 479-674-5613)
- The importance of regular two-way, meaningful communication is addressed through: Parent/teacher conferences(October and February), frequent reports on progress available on class Eschool, DOJO allows for reasonable access to teachers and extended staff, PTO distributes a monthly newsletter that encourages and promotes volunteers in various areas and teachers encourage an open door policy to welcome parents in observing classroom activities.
- Staff and administration build and develop partnerships through Adopt-a-professor program at UAFA and the Western Arkansas COOP to help children achieve the challenging State academic standards.
- Compact is signed by parents, students and principal and maintained on file in the principal's office. (Sam Slott, Principal 479-674-5613)
- A volunteer resource book listing the interests and availability of volunteers is compiled and school staff is encouraged to use as needed. (Dasha Headley, Parent Facilitator 479-674-5613)
- Survey parents in order to encourage parents to be involved in a variety of roles.

**8: Reservation of Funds** *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement

programs and activities.

#### *Guiding Questions*

- **8.1:** *If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):*
  - *How is the School spending those funds?*
  - *How does the School determine the priority of how funds are spent?*
  - *Who is involved in determining that?**[ESSA § 1116(a)(3)(A)]*
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*  
*[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]*

- N/A- The district does not receive more than 500,000 in Title I allocation.
- Assurances

<b>Assurances</b>
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*Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.*

- ☒ **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.  
*[ADE Rules Governing Parental Involvement Section 3.02.3]*
- ☒ **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
  - The School Engagement Plan
  - A parent-friendly explanation of the School and District's Engagement Plan
  - The informational packet
  - Contact information for the parent facilitator designated by the School.  
*[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]*
- ☒ **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.  
*[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]*
- ☒ **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)  
*[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]*
- ☒ **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.  
*[A.C.A. § 6-15-1704(a)(3)(B)]*
- ☒ **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
  - to help organize meaningful training for staff and parents,
  - to promote and encourage a welcoming atmosphere, and

- to undertake efforts to ensure that engagement is recognized as an asset to the School.  
[A.C.A. § 6-15-1702(c)(1)]

☑ **A.7:**The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..  
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

☑ **A.8:**The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.  
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

☑ **A.9:**The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.  
[ADE Rules Governing Parental Involvement Section 3.02.2]

☑ **A.10:**The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child's education
- how a parent can assist and make a difference in his or her child's education.  
[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

☑ **A.11:**Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.  
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

☑ **A.12:**The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.  
[A.C.A. § 6-15-1702(b)(6)(B)]

☑ **A.13:**The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.  
[ESSA § 1116(a)(3)(D)]

☑ **A.14:**The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov)  
[ESSA § 1116(b)(4)]

☑ **A.15:**The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.  
[ESSA § 1116(c)(4)(C)]

## References

### State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)



- [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>School Name:</b>	Lavaca Elementary
<b>School Engagement Facilitator Name:</b>	Dasha Headley
<b>Plan Revision/Submission Date:</b>	7/7/2022
<b>District Level Reviewer Name, Title:</b>	Wendi Curtis, Curriculum Director
<b>District Level Approval Date:</b>	7/6/2022

#### **Committee Members, Role**

<b>First Name</b>	<b>Last Name</b>	<b>Role (<i>Teacher, Staff, Parent, Student, or Community Member</i>)</b>
Sam	Slott	Principal
Dasha	Headley	parent facilitator
Jamie	Patterson	counselor
Caitlyn	Kilbreth	teacher/parent
Katie	Dunn	teacher/parent
Ashlee	Green	teacher/parent
Stephanie	Smith	PTO president/parent
Lacey	Robertson	PTO treasurer/parent