



Lavaca School District Family and Community Engagement Plan 2022-2023

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)]

1.1 LSD will conduct an annual meeting in the spring to update policy for next year's Title 1, Part A program. Expectations and objectives for the upcoming year will be established as the committee reflects on the survey results in order to target the specific needs of students and families. Committee members reflect a representation of parents and families throughout the district. LSD will conduct an annual review of the effectiveness of the parent and family engagement policy. (District and School Family and Community Engagement Facilitators and Principals.)

1.2. LSD will establish a parental and family engagement contact person at each of the Title 1, Part A schools and at Lavaca High School. (LES- Dasha Headley 674-5613; LMS- Joanna Bartlett 674-5618; LHS- Shannon Todaro 674-5612; District- Wendi Curtis - 674-5611; Steve Rose, Superintendent- 674-5611). Coordinators try hard to get a fair representation of parents and families. We include any willing to be a part of the committees.

1.3. LSD will coordinate parent and family engagement activities with those of other programs. (Family and Community Engagement Facilitators; Principals) The coordinators meet yearly to discuss and coordinate activities for the year. We are a small district where many individuals serve on the same committees and bring information from one to the other in order to coordinate plans.

1.4 Expectations are that more families will attend school events than in prior years. That will be measured through surveys and attendance records.

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)]

2.1 Provide requested materials and training not otherwise available as needed to assist parents in supporting their child's academic achievement. (Wendi Curtis 479-674-5611) Plans will be jointly developed.

2.2 Ensure professional development requirements are met for teachers and administrators while providing the needed support to schools. Staff will be provided with information on how to work with families of students. (Wendi Curtis) Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents/guardians as equal partners. Ensure, to the extent possible, that information is sent home in a language and form parents can understand. Provide annual training for volunteers. 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.

2.3 The district employs an ELL coordinator and an ELL interventionist. When needed, the district has resources such as Transact to format information into a language parents and families can understand. Additionally, the school website has an option which allows it to be viewed in multiple languages.

We also give parents the option for how to receive notices. Email and text options are available. Messages are also posted to social media and the district website. Place a parent-friendly summary of the (district) parent and Family engagement plan as a supplement to the student handbook and obtain signatures from each parent acknowledging receipt of the family and community engagement plan.

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)]

3.1 Provide information to participating parents/guardians in such areas as national, state, and local education goals, including parents' rights as defined in Title 1, Part A. (District/School Parent Facilitators; Principals) Support the development of parent engagement groups at each school. (District FACE Facilitator; Principals) Approve reasonable and necessary expenses associated with parent and family engagement activities. (Administrators)

3.2 Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents/guardians become full partners in the education of their child. Each school has a resource center for parents to access parenting materials and a computer.

3.3 Involve parents through an annual survey to improve school effectiveness. (Principals; Family and Community Engagement Facilitators) Links to helpful sites will be posted on the district website.

4: Coordination

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

Guiding Questions

- **4.1:** *How does the district coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*
- [ESSA § 1116(e)(4)]

1. LSD houses an ABC preschool program.

2. LES, LMS, and LHS organize transition days at the end of the school year to allow students transitioning to the next school to attend the school for one day. Students are given a tour, introduced to staff, and expectations of the school are explained.

3. LHS allows students days throughout the school year to visit colleges. Career information is provided by counselors. College reps, as well as career field representatives, visit campus to provide parents and students information about postsecondary opportunities. Opportunities may include virtual visits as needed.

4. A parent resource center is located at each school. Schools will conduct activities that encourage and support parents.

5. The district will coordinate and integrate programs and activities with other Federal, State, and Local programs.

The district supports parent and family engagement through a multitude of activities throughout the school year.

Examples include but are not limited to:

LES: Literacy/Math Night, Penguin Patch, Christmas Program, Father/Daughter Dance, Arrow Time

LMS: Book Fair, Literacy/Social Studies/Math/Science Parents' Night, Testing Information Meeting for Parents,

Awards Assembly, Conferences

LHS: FAFSA Night for Parents, Orientation/CAP night for incoming 8th graders, Conferences, Report to Public Meeting, Health and Wellness Meetings

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)]

5.1 Using information from trainings and resources, the district will review and approve plans for each school. Plans will be reviewed according to required components.

5.2 Input from surveys will also be used to determine barriers that exist, needs within the school, and strategies to improve student success and parent and family engagement. Annual meetings will be held to review district and school plans. Provide an opportunity for the parents/guardians to assist in the evaluation of the program including analysis of data collected from documentation of participation, meeting notes, and other. (Wendi Curtis 479-674-5611; FACE Facilitators)

5.3 . The District will use findings from evaluation process to make recommendations to each participating school for parent and family engagement policy review plans and provide suggestions for school policies, as they relate to parent and family engagement. (Wendi Curtis -479-674-5611)

5.4 NA

5.5 The district and school family and community engagement facilitators, along with building principals, will meet with respective committees annually to determine the use of funds to support family engagement activities and programs. (Wendi Curtis, Dasha Headley, Joanna Bartlett, Shannon Todaro)

Assurances

- ☒ **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.](#)
- [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](#)

District/LEA Name:	Lavaca School District
District Engagement Coordinator's Name:	Wendi Curtis
Plan Revision/Submission Date:	6/20/2022
District Level Reviewer Name, Title:	Wendi Curtis, Curriculum and Federal Programs Specialist

Committee Members, Role

First Name	Last Name	Role (<i>Teacher, Staff, Parent, Student, or Community Member</i>)
Wendi	Curtis	Federal Programs Specialist/District Parent Facilitator
Dasha	Headley	Media Specialist, LES Parent Facilitator
Joanna	Bartlett	Media Specialist, LMS Parent Facilitator
Shannon	Todaro	Media Specialist, LHS Parent Facilitator
Lacie	Kilbreath	Counselor
Kendra	Dewey	Teacher
Stacy	Hardgrave	Community Member
Joslin	Muck	Staff/Parent

