

AR
Riverview School District
800 Raider Drive
Searcy AR 72143
501-279-0540

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)]

The Riverview School District Parent and Family Engagement Committee is composed of representatives from the district, schools, and parents/community members. This committee reviews and updates the plan annually. To ensure adequate representation of parents and families of participating children in the process, the district will work to maintain at least one parent from each of the four schools in the district on the committee.

The Riverview School District Family Engagement Coordinator is a member of the District Strategic Planning Committee and Building Family Engagement Coordinators are members of the Building School Improvement Committees. This ensures that the engagement plan is incorporated into the school wide improvement plan.

The Riverview School District has established expectations and objectives that assures ongoing parent and family engagement throughout the school year. Stakeholders including parents, students and staff members are surveyed each year to gather information on each group's assessment of the school district's needs and goals. The District Strategic Planning Committee members review needs assessment data each year. The committee uses all the data collected to make sure the goals and objectives meet the needs identified by the parents for them to support their student.

The Parent and Family Engagement Committee members will meet to review needs assessment data, parent surveys, and evaluations of the plan. Each year a needs assessment is distributed on all school campuses and

reviewed by the committee. Parent surveys and evaluations of the program are collected and reviewed for suggested recommendations for improvements to the plan. The committee uses all the data collected to make revisions so the Parent and Family Engagement Plans in each school and district meets the needs of each community.

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 Riverview School District monitors teacher and administrator's professional development to make sure that each teacher has the required parental involvement training. The school utilizes Arkansas Ideas website, Wilbur D. Mills Coop, and other qualified trainers to provide the training. The district monitors each school to ensure that each school performs the following tasks:

- Develop parent and family engagement plans with input from parents.
- Offer flexible meeting times
- Implement effective parent and family involvement activities
- Provide information to parents about the school's program, include parent information guide
- Develop and use the School-Parent Compact
- Provide training for parents in working with their child to improve academic achievement.

The district will enhance the awareness and skills of staff in reaching out to, communicating with, and working with parents as equal partners. Principals will provide professional development necessary to keep their staff up to date in the most recent strategies that are proven to help parents get involved and stay involved with their child's education from kindergarten through their senior year in high school and beyond.

The district and each school encourages parents to visit/volunteer at school by assisting staff in developing volunteer opportunities and surveys to parents to identify ways parents would be willing to volunteer, as well as training staff to encourage and build volunteer efforts. Each school principal and parent facilitators will schedule annual volunteer training on individual campuses and/or central office.

A summary of the district Parent and Family Engagement Plan is included in the student handbook. Parents sign an acknowledgement form and return it annually. The district ensures that information is sent home in a language and form parents can understand, all papers sent home are translated into Spanish when necessary. Other languages will be translated to the best of our ability when necessary. The district and school websites are equipped with the ability to be translated into Spanish. The District uses a variety of mediums to communicate with parents: school district social media sites, school district website, and use of text messages and voice calls.

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)]

The district assists schools to provide training in understanding the State academic standards, State and local assessments, Title I, Part A requirements, and how to monitor their child's progress and work with educators to improve their child's achievement. Each school provides training for parents on how to use the learning management system to access their child's virtual/blended learning curriculum.

Each school addresses State standards, State assessments, and local assessments during parent night activities. Each school hosts parent nights such as, but not limited to: Math and literacy nights, technology and cyber training (social media etiquette, cyber bullying, and copyright laws will be covered) , read across America program involving RISE program, parent informational meetings, open house, and parent teacher conferences. Each school has a parental involvement facilitator to plan activities.

The district and each school host an annual Title I meeting to inform parents of the education goals and requirements of Title I, Part A. The district will assist schools to provide training for parents in working with their child to improve academic achievement, to include training on the Home Access Center (HAC) in the Eschool system in order to have real-times access to their child's attendance and achievement. In addition progress reports are sent home four times per school year and reports cards are issued at the end of each nine week grading period. Parent/Teacher conferences are held twice a year(one per semester), so parents have an opportunity to meet with their child's teacher to discuss their child's progress and ways to support the student's learning at home.

The district ensures that each Parent Involvement Center has 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. Resources that are available in Spanish are provided or can be attained. The school/district will provide other resources in a family's native language to the best of our ability.

Each school encourages parent participation through innovative scheduling of activities in order to maximize the opportunities for parents to participate in school-related activities. Each principal and parent facilitator is responsible to schedule parent and family engagement activities at different times of the day to accommodate as many work schedules as possible. For example, school programs are scheduled during the day as well as evenings.

The district assists schools to ensure that parents with disabilities, or limited English proficiency have the same access as other parents including information in a language and form they can understand.

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)]

Principals of the elementary schools will coordinate activities with the directors of local preschools, Head Start, ABC, and HIPPO to ensure parents have an opportunity to participate in events for elementary grade school students, such as family nights, holiday celebrations, and literacy/math/science nights.

The district will assist, if necessary, to help principals coordinate school visits for local day care facilities, Head Start, ABC, and HIPPO to make transition from preschool to kindergarten easier for children and parents.

Principals with students that transition to a new campus coordinate visits, so that students will be more prepared and more at ease transitioning to a new campus. Parents are invited to attend these transition visits.

The high school host visits to colleges and trade schools for students and parents. The counselors and parent facilitators schedule financial aid workshops, college and career nights, and local leaders of industry nights.

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 Riverview School District Parent and Family Engagement Committee is composed of representatives from the district, schools, and parents/community members. This committee reviews and updates the plan annually. All schools in the district submit their family engagement plans to the district for review prior to submitting their plans to DESE.

Each building family and community engagement committee evaluates their building plan annually. The district conducts an annual survey of parents, students, and staff. The district strategic planning committee; which has members from family and community engagement committees, reviews the data collected from the annual surveys to determine parent needs. Parents are included on the Parent and Family Engagement Committee at both the school and district level. The committee reviews and makes recommendations for improvement of district and school plans based on the evaluation data collected throughout the year.

The district reserves a minimum of 1% of the Title I, Part A allocation for parent and family engagement, with 90% of the 1% going to the Title I, Part A schools. During the annual review of the Parent and Family Engagement Plan, committee members use data gathered from parents concerning how funds can be used to purchase the materials and services they need to help them work with their student to update the plan.

Each Title I, Part A school is provided reasonable support for parental and family engagement. The district supports schools in a variety of ways including, but not limited to materials and supplies, guest speakers, and helping set up for family nights/days. District leaders help during parent and family engagement events.

During open house and P/T conferences, parents have the opportunity to complete a survey including questions to identify barriers to parent and family engagement, parents needs, what parent engagement, and how effective the strategies provided are helping them with their child. Families will have access to computers to complete the survey while at the school. Paper copies of the survey are available and in Spanish. Other languages will be provided to the best of the district's ability to do so.

Assurances

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

- A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.
[A.C.A. § 6-15-1704(a)(1-2)]
- A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.
[A.C.A. § 6-15-1704(a)]
- A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.
[A.C.A. § 6-15-1704(a)]
- A.4:** LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- A.5:** LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.
[A.C.A. § 6-15-1703(b)]
- A.7:** LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- A.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.
[ESSA § 1116(a)(3)(A)]
- A.9:** LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
[ESSA § 1116(a)(3)(D)]
- A.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
[ESSA § 1116(b)(4)]
- A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.
[ESSA § 1116(e)(14)]

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [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](#)
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District/LEA Name:	Riverview School District
District Engagement Coordinator's Name:	Susan Blockburger
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	Susan Blockburger, Assistant Superintendent

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Susan	Blockburger	Assistant Superintendent
Lakita	Watson	Parent
Tammy	Washington	Community Member
Monica	Powers	Parent
Jessica	Wilson	Parent
Stuart	Hill	RJHS & RHS Principal

(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 or 501-371-8051.)

Required Uploads for 2022-23

Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here: <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

	Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)
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<p>The Engagement Plan was developed jointly with parents, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<ul style="list-style-type: none"> - One example of a Committee meeting sign-in sheet that clearly identify parents in attendance and minutes from that committee meeting - One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p> <p>(The following information should already be found on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community</p> <ul style="list-style-type: none"> - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to build parent capacity. ESSA §1116 (e) (1-5,14)</p>	<p>Evidence that each Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics <p>Evidence that each Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement <p>[Upload above documentation for one Title I school into Indistar in the 2022-2023 Engagement folder by October 1, 2022. LEA should maintain documentation for EACH Title I school at the local level to be available to be uploaded into Indistar at the request of the SEA.]</p>
<p>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports indicating how the LEA will respond to the data <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p>
<p>The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children. ESSA §§1116,1117(a)(1)(B)</p>	<p>LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the 2022-2023 Title I folder in Indistar by May 1, 2022.</p>

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)

LEA must **upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-2023 Engagement folder by October 1, 2022** verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

*Search [TransAct ParentNotices](#) for document "TPQ-01" for editable template in 10 languages, if needed.

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: