

District Engagement Plan

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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)]

Magazine School District involves parents in the development of the parent and family engagement plan, the districtwide program plan, and support and improvement plans through scheduled parent-teacher conferences twice a year and Family and Community Engagement facilitators. The district will make the Family and Community Engagement Policy available to parents by including it on our district website and copies will be distributed in parental involvement kits at parent-teacher conferences, as well as found in the Student Handbook (pg 87). The district and school shall meet with committees of parents regularly each quarter, including in the spring to review and implement plans. We will contact all parents and encourage them to participate in the program through various methods including social media outreach, disseminating information through local churches and businesses, and direct personal contact with families. We hold parent meetings and programs on a regular basis and all are well attended by the parents of high school and elementary school students. We encourage partnerships with our parents. Magazine School District has a Parent and Community Engagement

Committee that promotes ways to get parents and other stakeholders involved in the district's activities. Our parents provide input on Improvement Plans, and suggestions to improve communication between the district and community, work with special groups to raise funds, and work as volunteers to help students with learning services. Parent committees will change yearly to include a variety of viewpoints and values. Parent representatives will be made up of a representative team to ensure that the district and each school are properly represented and the interests of each are heard. Parents will be able to participate in person, via telephone conference call, web meeting, and email.

Magazine School District will conduct an annual review of the effectiveness of the parent involvement policy. Data collection including interviews, surveys, and/or focus groups will be conducted in the spring semester so that parents have an opportunity to suggest changes to the next year's plan. Additionally, we have established the goal of 50% parental participation in parent/teacher conferences. Administrators and teachers will make a minimum of five parental contacts per week. The results will be reviewed periodically throughout the year with summary results guiding plan updates on May 29, 2023.

There are no parents who spoke out about the plan being unsatisfactory.

Contact: Shaunna Moore, Jared Higginbotham 855-900-2001

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)]

Magazine School District provides a student handbook at the beginning of the year with a summary of the Parent and Family Engagement Plan. The parents and guardians will sign a receipt saying they received a copy of the handbook. Additional copies are available in the office. Parent kits will also be provided during the fall parent-teacher conferences. In addition, parent newsletters from Home and School Connections are distributed monthly and linked to the district website. The classroom teachers and program coordinators provide parents information periodically through class newsletters, electronic methods, and social media. The SMS feature for text messaging will be used more frequently to keep parents informed. Additionally, the parent engagement committee will look at additional and more consistent electronic formats for communication. These methods are offered in English with the option of having translation if needed.

Family packets are distributed at the beginning of the school year through Open House nights, parent-teacher conferences, and upon moving into the district. Packets include a description of engagement programs, ways families can get involved, volunteer interest surveys, and the schedule of activities throughout the year. The district will provide training for volunteers annually through face-to-face meetings, email, PowerPoint, or other media. A volunteer banquet will be held annually to recognize and celebrate volunteers. Regular, two-way, meaningful communication is encouraged at Open House and throughout the school year.

Parent information is provided in a variety of ways. The district continues to use a variety of traditional and electronic methods of communication. Newsletters and family information are both provided in paper and digital copies. The social media sites, school apps, and websites are kept up to date with school information, parent programs, meetings, and other activities. Voice call and text messaging notifications are used to ensure families are provided information in other modalities. Push notifications will be used on the ThrillShare App. Information will be provided at the Annual Report to the Public meeting where parents and community members are invited to attend. Additionally, the electronic sign is updated with parent and family messages. We will encourage parent participation through innovative scheduling of activities through strategies like holding meetings at a variety of times, such as morning and evening, to maximize the opportunities for parents to participate in school-related activities. Additionally, social media and building websites will provide information to parents to accommodate parents with more flexible options of participation

The district will ensure that all professional development requirements are met annually for all stakeholders. The district will also provide counselors and administrators with professional development each summer for building capacity within parents, families, and the community. The district offers flexible opportunities for meeting with families. Regularly scheduled parent-teacher conferences have been broken up into three separate days with varying and extended hours to meet the family's needs. Additionally, parents may call the office to schedule face-to-face appointments at any time throughout the school year. Email addresses are provided to families and shared with teachers as an option for ease of communication. Phone conferences and zoom conferences are also available upon request

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)]

Magazine School District provides multiple opportunities to build parents' capacity to play a role in the academic success of their children. Parent-teacher conferences are conducted twice each year. Once in the fall and once in the spring. This year the fall conference will be split into two days to add more flexible hours and times for parents to attend. Additionally, conferences can be held face to face, by phone, zoom, or other ways that parents can visit with the teacher about their child. During the parent-teacher conferences and at other times by appointment, assistance will be provided to parents, as appropriate, in understanding the challenging state academic standards, state and local assessments used to measure student progress, including alternate assessments, and the requirements of Title I, Part A. The district also provides parents and guardians with Home Access Center information to monitor their child's progress and work with educators to improve the achievement of their children. Additional training to use HAC will be given as needed. The parent engagement committee in conjunction with the guiding coalition will revise and re-establish teacher update expectations for posting grades in HAC. Classroom teachers and program coordinators provide parents information periodically through class newsletters, social media, and other methods. The parent engagement committee will look at ways to have more proactive electronic communication with parents about daily assignments, projects, and assessments including but not limited to using text messaging systems. Parent kits will be provided at the fall parent-teacher conferences. These will include but not be limited to literacy information and learning activities to support classroom instruction, and volunteer opportunities. The family facilitator will be available to help families in any way necessary, within reason, to assist in promoting educational experiences. The district will provide additional materials in the family resource center. Collaboration with the community and the

development of district goals and priorities will take place during a yearly needs assessment that is conducted through interviews, surveys, and face-to-face meetings. A survey will be shared with parents to help evaluate the effectiveness of the school improvement plan.

Magazine School District will coordinate with other organizations, businesses, and community partners including alumni to provide additional support, services, and resources to families. Partners in our Wellness Center provide health services for students and staff. Newsletters will be available through community partnerships with local businesses. The district will investigate and utilize community resources in our instructional programs. Local businesses will be involved in our Ready, Set, Graduate program where students take part in the "Mall of Life", a real-world simulation including mock interviews. Local banks will partner with us to teach financial seminars. Classes will explore careers with local business and community partners through our Reverse Career Fair, Rattler Career Connect additionally, we will partner with community members as part of Watch DOG Dads and Cool Cat Moms programs. A list of alumni will be used to help provide additional support and guest speakers through our programs such as VIP banquet, Scholars Banquet, and other various school organizations. Transition activities will be provided for elementary students and their parents. These will include but not be limited to spring scheduling for 7th grade, summer school opportunities, and Open House activities. FASFA and college nights will take place to help students and their families understand the steps for enrolling in post-secondary education. Students will also have opportunities to participate in programs such as WOLF and internship classes to gain work experience prior to graduation. Mini-workshops including mock interviews, elevator speeches, resume writing, and researching companies will be conducted with community partners. Military and college admission reps will come in and visit with the students.

Responsible parenting will be promoted and supported through parenting books, magazines, and flyers. Parents are given the opportunity to borrow the materials for review from the library and/or parent center. The district will provide instruction to parents on how to incorporate developmentally appropriate learning activities, responsibility, and behavior expectations for home the home, and the school environment including through demonstration, the use of and access to DESE website tools for parents, and parent meetings.

Training will include methods for reaching out to parents, communicating with parents, and working with them as equal partners. This will be accomplished by ensuring that information on how to monitor a child's progress as well as technical assistance will be provided to parents in areas such as HAC and Google Classroom. During each building's parent-teacher conferences, information regarding a child's progress, curriculum, and assessments will be shared with parents. Additionally, information regarding national, state, and local educational goals will be provided to students during freshman orientation at the high school.

The district parental involvement team and district parental involvement coordinator will continue to meet and work together to coordinate parent programs and build ties between the home and the district.

The parental involvement team and district parental involvement coordinator will ensure all information sent out to parents is in a language and format parents and families can understand. An interpreter will be provided for all parent/teacher conferences, and all communication will be translated into the language parents speak.

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)]

The school district will support each school in housing parent resource materials that parents can get or check out to aid in the education of their child. Utilize community partnerships held in conjunction with community partners such as AETN on literacy night for the primary and intermediate buildings. Local college and vocational partners during Senior Night at the high school. The Logan County Extension office will be utilized for resources for events such as Farm to You. We will coordinate parent and family engagement activities with those of other programs such as the Magazine Opportunities Program program, Parents as Teachers program, and the Home Instruction Program for Preschool Youngsters, and other state-run preschool programs

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 school district will utilize survey information by each building committee to help in making recommendations to each participating school for parent and family engagement policy revision as well as provide suggestions for designing school improvement policies. Recommendations will include using evidence-based strategies for more effective parental involvement. We will ensure building plans are submitted to Jared Higginbotham for approval in Indistar. Updates to the district plan based upon data and input from a stakeholder meeting on July 19th and submit plan for approval by the state by August 1. Revisions to the plan based upon DESE input will be reflected and the most current plan that is approved will be posted to the District Website under State Required Information. The district will conduct a survey at all parent and community and engagement events so that parents can give input to each event as well as helping to identify barriers to parent and family engagement. We will solicit parent input through a yearly survey disseminated through Google Forms via social media and the district website. Allocation of a minimum 1% of Title I funds to be used for parent and family engagement if receiving an allocation greater than \$500,000. The district will provide stakeholders opportunities to assist in the development of the evaluation procedures, including analysis of data collected through parent and community events as well as Family and Community Engagement committee meetings. Stakeholders will also have the opportunity to identify barriers, needs, and strategies for improving the academic quality of all schools. Sign-in Sheets, Google Forms, call logs, agendas, meeting notes may be used for collecting participation. The district will also ensure that the activities funded will be consistent with the district's Parent and Family Engagement Policy

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](#)

District/LEA Name:	Magazine School District
District Engagement Coordinator's Name:	Jared Higginbotham
Plan Revision/Submission Date:	07/19/2022
District Level Reviewer Name, Title:	Karen Gipson

Committee Members, Role

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

First Name	Last Name	Role (<i>Teacher, Staff, Parent, Student, or Community Member</i>)
Beth	Shumate	Superintendent
Jared	Higginbotham	Principal
Karen	Gipson	Curriculum Coordinator
Delania	Smith	Parent
Alisa	Green	Parent
Shanna	Moore	Counselor

(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.)