

AR
 Dierks School District
 P.O. Box 124
 Dierks AR 71833
 870-286-2191

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)]

2022-2023 Parent dates are August 11, 2022. Parents will meet again in the spring with a date to be determined at a later day.

The Dierks School District's Title I Program understands the vital role of involving parents, families and the community in encouraging higher student achievement. Dierks School district uses an array of curriculum which follows Arkansas standards to promote student success. Dierks School District strives to connect parents, families and the community with student learning and other school activities, which ensures that families remain actively involved in their child's education at school. Dierks want families to be full partners in their child's education. The district strives to develop meaningful and productive family and community engagement that will result in partnerships that are beneficial to our district, students, families and the community.

1.1 Dierks School District has involved parents in planning and reviewing its schoolwide Title I Family and Community Engagement Plan. Superintendent Grover Hill is the districts Homeless and Foster Liaison (870-286-2191). Kayla Jones is the districts Federal Programs Coordinator (870-286-2191). The Federal Programs Coordinator works with the Parent Coordinator to plan and develop the districts Health and Wellness Plan. The committee meets annual to discuss, amend and review the districts plans. Information is shared with parents on

district parent nights, as well as the Annual Title I meeting.

1.2 Dierks School District greatly appreciates parents, family and community feedback. Numerous efforts are made to ensure adequate representation of Title I families. The committee is made of a group of people representing cultural diversities in order to be an adequate representation of the various students we have as far as gender, special needs, and their financial strata. Parents are encourage to participate in various committees in order to promote parental involvement and to ensure they are involved in the district's decision-making process.

1.3 The Title I and Family and Community Engagement committees include parents and community members. The committee is able to discuss, develop and revise plans. Elementary Principal Lori Finley and High School Principal Gene Strode are the building level administrators who review the plans. The district will continue to plan and implement ways to assist students with learning loss that was acquired due to COVID-19. The district is carefully monitoring data such as ACT for junior, ACT Aspire, I-Ready and Renaissance in order to know target areas to focus on to promote student sucess.

1.4 Dierks School Districts most important goal is student success. By creating clear expectations and goals, we believe that by partnering with families and members of the community, we can have a successful outcome and meet all of our goals.

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 Technical assistance is proved by the IT department, Doug Simpson as needed. Doug provides assistance as needed for help with training, google forms and entering data. The district provides other assistance as needed to the elementary campus and high school campus to meet all Title I requirements. Assistance is available at Title I meetings, professional development, as well as academic support.

2.2 Staff receive continuous training through professional development, staff meetings, webinars and PLC groups. District wide professional development is conducted annually through surveys, workshops and district committees. District staff an array of workshops to enhance skills such as Federal Programs, RISE, PLC, and Science of Reading.

2.3 Dierks School District provides various forms of communication for non English speaking families. ELL Coordinator Crystal Neal, can schedule translators that are available for parents and students. Translators are available for conference and student enrollment. Our Apptegy Program which allows the district to send messages/reminders to parents can also be translated.

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 Information is shared through parents meetings and open house. The district will host it's first open house for the 2022-2023 school year on August 11th from 2:00p.m. through 7:00p.m. The district hopes by expanding hours, more families will be able to attend. Information is also shared through class dojo, google classroom, social media, email, the districts app, as well as apptegy.

3.2 Dierks School district provides different types of materials and training like literacy and technology to support families and to help parents work with their children to improve academic achievement. During Open House, families will be given insight on supplemental classroom instruction such as Class Dojo and Google classroom. FAFSA Financial Aid workshops are provided to students annually. The district shares login information for HAC where parents can monitor their child's progress. The district provides families with resources that provide information regarding safe internet usage.

3.3 The district conducts outreach to all Title I, Part A parents and family members, particularly those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district works to eliminate language barriers through English Language Learners (ELL), translators and district staff. Title I funds are set aside to help with homelessness.

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)]

4.1 The district works with Kindergarten and preschool staff to host orientation programs for families and students entering kindergarten. This year the district had different community members be a part of open house. The district was able to work with translators, the Dept. of Health, local doctors offices and counseling services to interreact and educate families. Written notifications and social media posts are given to preschool families for entry into kindergarten. The district has coordinated with activities to enhance enrollment and preparedness such as Head Start, HIPPPY and ABC.

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 The district examines the content and effectiveness of its district program at each building level. The Parent and Family Engagement Plan is developed in a committee where families and community members engage in the process of school review and areas that need improvement under ESSA. Parent facilitators are given the task to engaging parents.

5.2 The district reviews and evaluates the plan annually. The Federal Programs Coordinator is responsible for conducting the review processes.

5.3 Policies are reviewed and revised as needed by the superintendent. Policy revisions are generally adopted July board meetings. The district is required to set aside funds for parent, family and community engagement.

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:	Dierks
District Engagement Coordinator's Name:	Kayla Jones
Plan Revision/Submission Date:	August 1, 2022
District Level Reviewer Name, Title:	Grover Hill, 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)
Melanie	Gadbury	Staff
Beth	Shelton	Teacher
April	Bray	Parent
Tori	Mitchell	Parent

(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.)

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>

☒ I have read and understand that all evidence requested below must be uploaded in the **2022-2023 Engagement** folder in Indistar by October 1, 2022.

<p>The Engagement Plan was developed jointly with parents, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p>Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)</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</p>

	the SEA.]
LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)	<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>
The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children . ESSA §§1116,1117(a)(1)(B)	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.
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)	<p>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.</p> <p>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</p>

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

☒ Compliance is Met

Comments:

8/30/22 KB: Section meets compliance.

Section 2 - Building Staff Capacity through Training and Technical Assistance

☒ Compliance is Met

Comments:

8/30/22 KB: Section meets compliance.

Section 3 - Building Parent Capacity

☒ Compliance is Met

Comments:

8/30/22 KB: Section meets compliance.

Section 4 - Coordination

☒ Compliance is Met

Comments:

8/30/22 KB: Section meets compliance.

Section 5 - Reservation and Evaluation

☒ Compliance is Met

Comments:

8/30/22 KB: Section meets compliance.