

AR
Greenland School District
P.O. Box 57
Greenland AR 72737
479-521-2366

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)]

Adequate representation of parents and families of participating children in the process is ensured by thoughtful and purposeful selection of the parent and family engagement committee to include a diverse panel. The district ensures adequate representation of parents and families of participating children in the process by keeping parents informed when events, programs, and meetings occur, such as: parent and family engagement nights and meetings, the annual report to the public, school leadership committee meetings, wellness meetings, various committee meetings, parent teacher conferences, and other school activities.

Parents are highly encouraged to attend all school events and happenings and are welcomed onto school campuses. Meeting dates and times are shared with parents and the community by the district calendar, district website, social media, the school district's mobile app, phone calls, text messages, email, newsletters, and notes home.

Parents and community members are highly encouraged to provide input and express concerns at any time and during any school event, meeting, etc.

The Greenland School District Parent and Family Engagement Committee as well as district and school leadership teams will conduct meetings throughout the school year to involve parents in the development of the district parent and family engagement plan, the schoolwide program plan, and support and improvement plans.

Surveys will be conducted at both district and school level to identify the specific needs of students and families.

Parents and families will be involved in decisions regarding how funds reserved for parent and family engagement are allotted for activities.

All Greenland schools will hold building level parent and family engagement meetings regularly (at least quarterly) to plan and develop events and to review/revise/amend the building parent engagement plans.

The Greenland School District will hold Parent Teacher Conferences in September and February each year to inform parents of the academic achievements of their child and to involve them in decisions made concerning their child's academic and extracurricular activities. These conferences will be scheduled at a time/manner/place mutually agreed upon by the teacher and parent.

District and school leadership teams will ensure that the parent and family engagement plan is incorporated into the school wide plan.

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 Greenland School District will provide support and technical assistance to all Title I schools to plan and implement effective parent and family engagement practices, including parents and family engagement plans, policies, school-parent compacts, and all Title I parent and family engagement requirements. PFE Coordinators have a shared google drive in which information is shared, posted, and submitted. The district coordinator will meet with school coordinators in April/May of each year to prepare a timeline and plan for the upcoming school year. All documentation of parent-school compacts, parent right to know letters, parent friendly plans, survey results, volunteer training, and annual meetings are maintained with the Parent and Family Engagement Team Google Drive.

The Greenland School District Parent and Family Engagement Coordinator will observe parental engagement practices at the building levels. They will attend activities and will support the building level facilitators in their role

as parent engagement facilitators.

The Greenland School District, under the direction of Amber O'Neal, is dedicated to ensuring that parents are provided with information in the language they read and understand. The district has an ESL Coordinator and ESL facilitator in each building to provide services to non-English speaking parents.

Parent and Family Engagement Facilitators will offer flexible meeting times for Parent Engagement Committee Meetings.

Teachers, students, and parents will read and incorporate the ideas presented in the Parent/Teacher/Student Compact which is located in the schools' student handbooks.

The Greenland School District, under the direction of Hope Dorman, Professional Development Coordinator, will enhance the awareness and skills of teachers, staff members, and administrators and encourage them to reach out to, communicate with, and work with parents as equal partners. Professional development will be provided each year to prepare all educators to actively engage parents in their student's academic achievement and effectively communicate with parents in our community.

Professional development for staff focused in the science of reading, professional learning communities, virtual and blended instruction, and technology will be emphasized. Hope Dorman, PD coordinator, keeps records of all staff PD to ensure that all staff members have met the minimum requirements.

The Parent and Family Engagement Facilitators will ensure that their school has a current Parent and Family Engagement Plan that they will disseminate to the parents and community by posting it on the district website and informing parents and the community of how to access it.

Each School's Parent and Family Engagement Facilitator will create and disseminate a parent information guide to provide information to the parents about the school's Parent and Family Engagement Program. Each school has a parent resource center where materials are available for parents to use to better aid them in supporting their student's academic progress.

Under the direction of each School Parent and Family Engagement Facilitator, each school will provide training to help parents to improve their child's academic achievements in literacy, math, and the use of technology.

Each School Facilitator will conduct a Parent Interest Survey to determine parental educational needs/wants of parents. The District will offer Volunteer Training so that volunteers feel valued and will be effective.

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)]

Each school, observing Best Practices, will hold Literacy Nights, Math/Science Nights, and Technology Nights. Parents will have the opportunity to learn about standards, strategies for learning, educational goals and resources.

The annual District Report to the Public will be given in the fall by the Superintendent to help parents understand the policies and procedures, yearly goals, and statistical facts/results for the District.

The Greenland School District supports the efforts of school parent groups such as PTA/PTO and Boosters. A partnership with these groups allows the schools to communicate their needs and accomplishments, to assist these groups in activities and fundraising, and to help further the goals of the district. Each School Parent and Family Engagement Facilitator will be available to assist these groups and individual parents with reasonable support.

Each school's annual Title I meeting in September/October will provide assistance to parents in understanding challenging state academic standards, state and local assessments, requirements of Title I Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Through the district website and through campus events, the District provides materials and training to help parents to work with their children to improve their children's achievement in literacy and math.

Parents are included in discussions on how to increase the number of students reading at or above grade level as stated in the school level school improvement plan and will be provided information and strategies to support the Science of Reading with their students at home.

Parents will be offered training on using technology Parent Q&A zooms will be offered at both district and school levels if needed due to COVID closures.

Information obtained in parent surveys and by parent request will be used to identify needed support, training, and parent activities.

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 Greenland School District, under the direction of Alexander Hardin, Preschool Director, will provide an ABC preschool at the Greenland Elementary School and work with local pre-school providers to help students and parents determine what types of services students will need when they enter kindergarten. Kindergarten registration is held in April in the elementary school. Students are assessed to see if there are any

special needs.

Transition conferences for special needs students are also held to help individualize instruction prior to the beginning of kindergarten or shortly after the beginning of the school year.

The Greenland School District participates in the HIPPPY program. The Home Instruction for Parents of Preschool Youngsters (HIPPPY) USA has equipped parents with skills, tools, and confidence to prepare their children for success in school in their most important role as their child's first teacher. HIPPPY serves families with children ages 2 to 5 and helps them overcome barriers and build a foundation for school success.

The Greenland School District partners with NWACC to provide college level courses on campus to high school students. Parent night are provided to inform parents

The Greenland School District is partnering with the Arkansas Public School Resource Center and the H.I.R.E.D! grant to hire a college and career coach, Amanda Creamer, for the district

The Pirate Pantry is available to all families in the district to combat food insecurities.

The district partners with the Essential Outreach program to provide cleaning supplies and personal care items to families monthly in conjunction with the Pirate Pantry.

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 district committee will review and approve the plan for each school using the school plan checklist and their School Improvement Goals/needs assessment. This approval will be documented in Indistar.

The District Parent and Family Engagement Committee, will create a Parent Survey which will determine each school's effectiveness where parent engagement is concerned. The survey will identify future needs. School Facilitators will distribute and collect surveys and promote completion online throughout the school year. School Facilitators will collect their documented volunteer data. This statistical information will help decide the effectiveness of each building's engagement plan in bridging the gap between home and school, and identify the barriers to parental engagement.

The School Facilitators will collect data by conducting an evaluation after each parent event to determine effectiveness and value. Events will include: Literacy/Read Night, Math/Science Night, Parent's Night, Open House, Volunteer Orientation, etc.

The District Parent and Family Engagement Committee will develop procedures to evaluate the District Parent and Family Engagement Plan which will include analysis of data collected by School Facilitators each year. The evaluation findings will be used to make recommendations to each participating school for parental engagement policy revision.

Greenland School District is not required to allocate a parent engagement set-aside to the schools because we receive less than \$500,000 in Title I, Part A funding. However, the district still allocates funds at each school and the district level to implement and motivate increased family and parent engagement. Parents are involved in the decisions as to how these allocated funds are used. The district will ensure that all strategies used will be evidence-based. Schools will be provided with resources to explore evidence-based practices and encouraged to seek additional evidence-based strategies as they plan, for example, the What Works Clearinghouse. Proposed expenditures are expected to align with schools needs assessment and school improvement plans.

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:	Greenland
District Engagement Coordinator’s Name:	Heather Cheevers
Plan Revision/Submission Date:	June 20, 2022
District Level Reviewer Name, Title:	Sarah Trublood

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)
Mary	Larkan	High School COunselor and Parent ENgagement Facilitator

Garth	Owens	Highs School Teacher and Parent engagement facilitator
Sidney	Barton	High School Student
Joey	Sorters	High School Principal
John	Marotte	parent
Jeff and Sarah	Hood	parents

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)
Stephanie	Baker	Middle School Teacher and parent engagement facilitator
Meaghan	Dill	Counselor and parent engagement facilitator
Kevin and Dana	Froud	parents
Jim and Chantal	Renfrow	parents
Alan	Barton	middle school principal
Alexandria	Lance	counselor and parent engagement facilitator

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)
Kem	January	GT teacher and parent engagement facilitator
Jake	Hardin	elementary principal
Brian and Irene	Olinger	parents
Chris and Megan	Luttrell	parents

(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>

	<p>Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)</p> <p>- One example of a Committee meeting sign-in sheet that clearly</p>
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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>	<p>identify parents in attendance and minutes from that committee meeting</p> <ul style="list-style-type: none"> - 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>
	<p>LEA must upload a completed Copy of the Annual Parent Notice:</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)

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: