

Marmaduke School District Family Engagement Plan

2023-2024

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 2023-24.

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 Marmaduke School District will foster effective parental involvement strategies and support partnerships among school, parents, and the community to improve student achievement by welcoming parents and families into the school and the learning process by establishing positive relationships through meaningful communication.

The Marmaduke School District will ensure adequate parental/family representation by utilizing demographic data, data from needs assessments, and feedback of family members to address concerns as well as by making parent and family engagement a standing agenda item in all district parent and community input meetings. Any parent or community member present is welcome to provide input or express concerns at these meetings. We will accomplish these goals in a variety of ways including:

1. Lisa Hargrave (870-597-2711) will be the Parental Involvement contact person for the district. Bill Muse will oversee hosting the annual meeting for parents to update policy for the next year's Title I, Part A program as well as review the effectiveness of the plan. They will also make sure each action completed and ensure all students have access to the plan via the website. Students who do not have access to the website will have a copy of the parent involvement plan printed for them upon request.

2. Involve parents and the community in the development and improvement of Title I programs for the school. The district administration will maintain a district parental involvement committee to ensure the parental involvement policy stays up to date and improve any parent activities as well as disseminate information to the community to promote parental involvement in the Title I, Part A schools. The committee consists of: Lisa Hargrave, Keith Richey, Bill Muse, Shane Robinson, Christie Hudspeth (parent), and Cristy Hensley (parent). This committee will change as needed to ensure a proper representation of our district families. This committee will meet throughout the year to examine surveys and discuss barriers of parental involvement. Inviting all parents to participate in an online survey twice each year. Paper copies of the surveys will be available in case some are unable to complete them online. Information surveyed will include questions about expectations and objectives for engagement, perception of strengths and areas for growth, and the specific needs of students and parents regarding parental involvement. The District Parent Facilitator along with the building principals and parent volunteers from each building will use this survey information to help develop the district parent and family engagement policy and to implement parent and family engagement activities as well as disseminate information to the community to promote parent and family engagement in the Title I Part A Schools. The building coordinators will reach out to parents regularly seeking input concerning perceived strengths and weaknesses and areas for growth. This information will be provided to the District Parent Facilitator who will be responsible for conducting an annual review of the effectiveness of the parent and family engagement policy using data collected from parent surveys, feedback, and needs assessments. This review will provide data to be used in the development of future plans. Expectations and objectives for meaningful involvement, reflecting the specific needs of students and families will be established and altered as needed to ensure that all stakeholders are fully represented. The parent facilitators for each building are Shane Robinson, High School, and Lisa Hargrave, Elementary. The plan will be reviewed, evaluated, updated, and accepted and filed with the Department of

Elementary and Secondary Education by August 1 each year. A copy of the plan will be posted on the District's website by August 1 each year as well.

3. Have a coordinated involvement program where the involvement activities of the school will enhance the involvement strategies of other programs such as: Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, and area Pre-K programs.

4. Explain to parents and the community the state's content and achievement standards along with State and Local student assessments. Parents will also need to be informed of how the school's curriculum is aligned with the assessments, and how parents can work with the school to improve their child's academic achievement.

5. Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community-based organizations to foster parental involvement and provide literacy and technology training to parents. Schools will regularly share student data in ways that are accessible to parents and families through digital means as well as bi-quarterly progress reports and report cards. Schools will also provide communication in a variety of methods including email, phone calls, letters, open-office hours, social media, and formal meetings to maintain ongoing, two-way communication with families. The

Marmaduke School District will ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form, they can understand. This plan will be submitted through Indistar to the ADE.

6. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents. Ensure that parents of children with disabilities or limited English proficiency have the same access as other parents. Also, any comments from parents unsatisfied with the schoolwide plan will be submitted to ade.egagementmatters@ade.arkansas.gov.

7. Keep parents informed about family engagement programs, meetings, and other activities in which they could be involved. Such communications shall be, to the extent practicable, in a language the parents can understand. A copy of the family engagement plan will be included in the student handbook each year. Copies of the district's family engagement plans are also posted on the website.

8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and childcare to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences.

9. Find and modify other successful parent and community involvement programs to suit the needs of our school.

10. Train parents to enhance and promote the involvement of other parents.

11. Provide reasonable support for other parental involvement activities as parents may reasonably request.

12. Convene an annual meeting in the fall to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parents' right to be involved in the education of their child.

13. Allocate funds for all schools for parental involvement.

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)]

1. Lisa Hargrave will conduct ongoing site visits to observe parental involvement practices in both of the district's schools. Lisa Hargrave will have conversations with administrators on the practices each school uses to ensure parental involvement in their school. To help promote an understanding of each party's role in improving student learning, the district will develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the state's academic standards.

2. The district will ensure each school is provided with materials to assist parents in supporting their child's academic achievement. Professional Development requirements will be monitored and provided as mandated and/or needed for teachers and administrators. Training will be provided for volunteers on an annual basis. Surveys will be conducted to obtain feedback from parents on trainings not otherwise available to assist parents in supporting their child's academic achievement.

3. Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. Lisa will be responsible for making sure this communication gets in the hands of the district's parents.

4. Ensure, to the extent possible, that information is sent home in a language and form parents can understand. The district's counselor's will be responsible for making sure, to the extent possible, all literature sent home is in the language the parents can understand.

5. Provide information on adult literacy training available in the community. Lisa Hargrave, Parent Center Coordinator, will alert all district parents on available trainings in the area as well as at school.

6. Provide a copy of the school policy at each school in each parent center for parents to view as well as provide a copy to each parent in the handbook and on the website. This will include a summary of our parent and family engagement plan as a supplement to the student handbook. Documentation will be kept by Lisa ensuring each parent received a copy of the plan.

7. Monitor each Title I, Part A school to ensure that each school performs the following tasks:

a.) Maintains a parental involvement policy. Each school has a parent facilitator who is responsible for meeting with the school's parent involvement committee and developing this plan.

b.) Offer flexible meeting times. Several meetings will be held at various times of necessity to adequately reach parents of participating students.

c.) Provide information to parents about the school's program.

d.) Use the School-Parent Compact. This compact is kept on file and is printed in the student handbook each year. Parents sign a form at the front of the handbook acknowledging receipt of the compact.

e.) Provide training, if needed and requested, for parents in working with their child to improve academic achievement including the use of the district's systems available for them to access student grades, attendance, and discipline reports.

8. Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use.

9. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.

10. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evening, in order to maximize the opportunities for parents to participate in school-related activities.

11. Continue to inform parents of their school's participation in the development of the family engagement policy and their right to be involved.

12. The District requires annual professional development for parental and family engagement and is committed to providing to all staff online resources, workshops, and information about the importance of Family and Community Engagement. The District Director of Instruction will ensure and require that professional development be provided for all administrators and teachers, including special education teachers, and that this professional development is

designed to enhance understanding of effective parental involvement strategies, focused on the science of reading, professional learning communities, and facilitating two-way communication. This required training will also include information to address the differing parenting needs of various cultures as well as be focused in the areas in which the school needs support. Families will be consulted in the development of training when appropriate. Based on survey data from the 2021-2022 school year, parents indicated they need more information concerning blended learning and how to assist their students with their work at home. As a result, training on FACE with focus on blended learning and how to involve parents will be a priority of this year's parental involvement professional development for all staff. The school coordinators will establish a list of volunteer activities and develop an annual training for all volunteers. During the training, volunteers will be trained in school policies, procedures, and expectations. This year's volunteer training will also focus on blended learning and how to assist parents in helping their students learn at home. The district will develop strategies that schools can use to provide parents information on the District's curriculum and ways they can assist in their child's educational needs. The District has created parent information links on the website where parents can find information about the district and schools, curriculum, policies and handbooks, programs, upcoming meetings, parent center information, and where they may check student's grades and faculty contact information. Handbooks are available for every child at the beginning of each school year. Handbooks include rules and policies and information on communicating with teachers and school administrators. Handbooks are also located on the district website. The District encourages regular two-way meaningful communication and sharing of information between family members and school staff and to the extent practicable in a language that family members can understand.

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)]

1. Lisa Hargrave and Bill Muse will conduct surveys annually to determine the parents' opinion on the effectiveness of the school.

2. The district will approve reasonable and necessary expenses associated with parental involvement activities. Such expenses could include computers, copier, supplies, etc. for the parent center. This will allow parents to go to the center with their children and have equal access to the internet and various other technologies. The parent center will be open 30 minutes before school and remain open for one hour after school. Arrangements can be made through each school's principal for additional hours, if needed.

3. The district will provide reasonable support for parental involvement in all of its schools by using local funds as well as Title I, Part A funds. The district will also provide 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.

4. The district will commit to helping each school develop parent engagement groups.

a.) We have a Parent Volunteer Program in which parents can become involved. Parents can contact Lisa Hargrave for information about the volunteer program.

5. Parents' rights as defined in Title I, Part A are provided in the annual meeting.

6. Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A. Keith Richey will be responsible for communicating this goal to the parents.

7. Encourage the formation of partnerships between schools and local businesses that includes roles for parents.
8. The District will hold an annual meeting to inform parents of the school's participation in Title I, the requirements of the program and the right of the parents to be involved in planning, reviewing, and improving the school's Title I program. Each school will designate one certified staff member to serve as a parent involvement facilitator to coordinate with other school programs, faculty and parents to provide training for staff and parents promoting and encouraging parental involvement. The building parent facilitator will maintain and provide the center with age-appropriate information regarding child development, general parenting skills, literacy training, using technology, and the importance of school attendance. Parents are offered a variety of training including using technology, the harms of vaping, anti-bullying and safe online practices. Sessions are designed at the building level by the needs assessment, feedback, and age appropriateness. Materials providing academic support will also be available. The District has a mobile app that will be implemented in August that can be used by parents as a source of information for events, activities and district/campus information. Parents will also have access to schools' social media pages. The District Website has additional information and links regarding Curriculum, State Standards and a Home Access Link for parents to view grades and attendance on a regular basis.

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 District does not receive a Title I, Part A allocation greater than \$500,000 and is not required to include a description of its reservation of funds; however, the district still values parental input regarding how funds are spent.

1. Surveys will be conducted to help identify barriers for parental involvement in the school. Lisa Hargrave will collect these surveys in order to make informative decisions. Data from the surveys will be discussed with the committee to ensure a quality parental involvement program is established and maintained. This will provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected.
2. Survey outcomes and data will be discussed during the family engagement committee meeting in May of each year. Lisa Hargrave will be responsible for inviting parents to participate in this meeting. The committee will decide if the plan needs to be changed. Recommendations will be given to each school for parental involvement revisions and will provide suggestions for designing school improvement policies, as they relate to parental involvement. Each school parent facilitator will be responsible for ensuring this goal is completed. All strategies developed will be evidence based. Each school's individual plans will be reviewed and updated annually along with the district plan.
3. Parents will be given an opportunity to assist in the development of the evaluation procedures. They will also have access to budget items to ensure that funds spent on engagement activities and strategies aligns with and is consistent with the district's parent and family engagement policy. Discussions will be on-going on the questions that are needed on the survey instrument to ensure a meaningful tool is used.
4. Continue the annual family engagement evaluation report to give parents an opportunity to tell how they feel about the parent activities that were offered to them during the school year. Lisa Hargrave will be responsible for completing this activity with the parents.
5. Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.

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)]

1. Principals will recruit parents to serve on school improvement plan committee to develop the Title I Application. Each school has parents who serve on their school improvement plan committees. The district has parents on its committee as well.

2. Principals will recruit parents for a district Parent Advisory Committee.

3. Encourage the formation of partnerships between the district and local businesses that includes roles for parents. Local businesses have donated food for our local Samaritan House and help to deliver it. It is a community project.

4. Involve parents through an annual survey to improve district effectiveness.

5. The Marmaduke School District Family and Engagement plan includes a transition aspect where the District supports the transition of preschool students to the full time kindergarten program each year as well as the transition of the elementary students to the middle school and the middle school students to the high school campus.

6. Students and parents will tour the campuses, either in person or virtually, and have opportunities to meet with teachers, counselors, and principals each year.

7. The District will coordinate and integrate programs and activities with other Federal, State, and local programs. Students in grades 10-12 will benefit from coordinated programs with Black River Technical College, Williams Baptist University, and Arkansas State University to include academic and career and technical training.

8. Students in grades 8-12 will have opportunities to participate in coordinated job shadowing with local and regional businesses. Each school has a parent facilitator that maintains a parent resource center in the building. These centers provide materials that assist parents with educational information about their students' classes, child development, and parenting skills that provide opportunities for student success.

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)]

District/LEA Name:	Marmaduke
District Engagement Coordinator's Name:	Lisa Hargrave
Plan Revision/Submission Date:	08/01/22
District Level Reviewer Name, Title:	Keith Richey, 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)
Keith	Richey	Superintendent
Bill	Muse	Asst. Superintendent
Lisa	Hargrave	Parent/Family Engagement
Shane	Robinson	High School Principal
Lisa	Hargrave	Elementary Principal
Christie	Hudspeth	Parent/Community Member

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs) 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 2023-24

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 <u>developed jointly with parents</u>, 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 <u>2022-2023 Engagement</u> 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</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>

<p>requirements to build parent capacity. ESSA §1116 (e)(1-5,14)</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>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>	<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>