

Arkansas Indistar  
**District Engagement Plan\***

Page 1 of 1

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may 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)]

1.1: The District will involve parents in the development of the Districts Parent & Family Engagement plan by engaging parents in the annual evaluation of the Title I, Part A Programs and the development of the school improvement plans as well as the school-wide program plan. The Title I committee, made up of teachers, parents, and school staff, will determine the effectiveness of the Parental & Family Engagement Plans and make changes if needed. Most of these members are invited to serve on the committee based on their level of involvement and accessibility. Collecting evidence about satisfaction with the program and the district's efforts to increase parental and family will be a part of the evaluation. This is generally done with surveys to parents, either via Survey Monkey, or our facebook page (face-face paper copies have been restricted due to Covid). Specific information evaluated will include identifying growth in the number of parents participating in workshops and meetings, specific needs of parents, effectiveness of specific strategies and engagement of parents in activities

to support student academic growth. Our parent center coordinator will keep record of volunteer hours and training as well. The District Parent & Family Engagement Plan will be posted to the district website, and placed in the student handbook. Each year, the District Parent & Family Engagement Committee will evaluate and update the plan and its members who consist of parents, teachers, and other staff members. Any comments from parents unsatisfied with the schoolwide plan will be submitted to [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov). This group will also suggest possible funding of certain programs as identified.

1.2 and 1.3- Viola School District has partnered with an outside company "Save the Children". Viola School District employs two staff members that are under direction of "Save the Children". One is employed as an early childhood interventionist that targets children that are not of school age. She works with families and the Viola Headstart to ensure all students receive additional curriculum to prepare students for Kindergarten. Part of the early childhood interventionists job description is to recruit families that are unable to enroll in head start or financially unable to provide funding for day care. The employee contacts families, does home visits, and provides curriculum for the family to work on at home. Another employee of "Save the Children" works as a reading interventionist for grades K-4. Along with reading interventions she supplements reading curriculum to students and monitors reading level progress. Throughout the year both employees host family nights to recruit families to their programs and provide reading curriculum and other household goods. (Past examples of materials given away are soap, shampoo, deodorant, play-doh etc.) The role of this program is to recruit families and provide supplemental material that families would not otherwise have access to.

1.4: Improving literacy and ACT Aspire scores continues to be a major emphasis for Viola School District. The Parent Center has always been an incredible resource to help connect families to the school and provide additional education materials. However the last three years more steps have been incorporated to improve educational results and to improve parental involvement. Partnering with "Save the Children" has made a positive impact of reaching out to young parents and better preparing students for the transition to beginning school.

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## **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: Providing coordination in developing school parent and family engagement plans, implementing effective parent and family involvement activities and jointly-developing school-parent compacts. This is accomplished by the administration and handbook committees for the respective buildings getting together to review and brainstorm ideas to form policies to help keep families engaged with the schools during these difficult times.

2.2: The Viola School District will provide the required number of hours of training in the area of family engagement for our teachers and parents by including it in the beginning of the year in-service training and as needed throughout the school year. Train teachers, instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents as well as how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs and how to build ties between parents and the school.

2.3: We will also plan to provide consultation with families and/or community through various methods of communication such as the school website and mass communication through the school communication software (Thrillshare, all-calls, Facebook and website live feed and phone notifications) Finally, we will ensure information is sent in a language and format parents and families can understand.

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## **3: Building Parent Capacity**

Describe how the LEA supports parents in helping with their student's academic success.

### *Guiding Questions*

- **3.1:** *How will 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: Through our District's Family and Community Engagement Plan we will provide assistance to parents, as appropriate, in understanding the challenging State academic standards, state and local academic assessments, the 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. We will share curriculum information during our Face-to Face and Virtual Open houses, parent-teacher conferences, phone calls and emails. Specifically, during our parent-teacher conferences, which are scheduled for September and February for the 2021-2022 school year, we will share current student assessment results and our assessment processes with parents. Teachers will use the learning platforms Google Classroom, Kami (and others) as well as TAC/HAC to keep parents updated on their child's grades and attendance. Each teacher will establish procedures through our LMS, emails, texts, phone calls, the Remind App and the new school district app notifications as well as face-to-face conferences for parents to receive the specific but confidential information on the academic requirements and progress for their student.

3.2: We will provide materials and training to help parents to work with their children to improve their children's achievement such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, and we will provide such other reasonable support for parental involvement activities under this section as parents may request. The elementary school will utilize family reading nights through the Save the Children program to further engage families in reading initiatives.

3.3: Save the Children helps reach all families and provides supplemental material to better prepare students for school and also act as an intervention program for school aged children. The Parent Center has supplemental material that can be distributed to minority families that may request additional information about the School District. Material can be distributed via teacher referral, new student registration, or surveys conducted throughout the school year.

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#### **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 following is a list of current community resources being used to support our school.

Food Bank/Pantry- Our foodbank relies on donations and support from many local organizations and businesses. This includes a yearly change drive to raise awareness of childhood hunger and raise money for our foodbank. Each week, community volunteers and staff prepare the food bags for distribution. The Food Pantry is a grant (\$25,000) through the local food bank that supports the food insecure families in our district. It provides larger quantities of food both perishable and not to entire families based on size and need.

Save the Children partnership provides additional support in Literacy to families pre-birth through School age students.

Our Parent Center involves parents in many facets through volunteers, outreach, etc in our community.

We also provide a list of agencies and support programs to families in our beginning of the year packet.

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#### **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 sets aside an allocation of Title I funds to be used for Parent & Family Engagement activities. This includes our Parent Center activities as well as a cooperation with 'Save The Children' Family involvement and outreach activities. The annual report to the public meeting is the best opportunity to gain input from the community. This is an opportunity to identify barriers that hinder active participation. The Parent & Family Engagement committee determines how the allocation will be spent, based on the needs of the parents & families and as discussed with the Parent & Family Engagement Committee. These decisions are supported by the District Parent & Family Engagement Committee. A needs assessment is completed annually. Based on the needs assessment and survey, needs are identified and evidence-based strategies are developed to identify more effective parent and family engagement. Covid hindered our parental participation in many facets. The Save the Children early childhood was unable to enter the homes to provide educational experiences during the summer and the school year. The District Parent and Family Engagement committee will review and approve the plan as well as review and update it annually. The following is a list of current community resources being used to support our school. Food Bank/Pantry- Our foodbank relies on donations and support from many local organizations and businesses. This includes a yearly change drive to raise awareness of childhood hunger and raise money for our foodbank. Each week, community volunteers and staff prepare the food bags for distribution. The Food Pantry is a grant (\$25,000) through the local food bank that supports the food insecure families in our district. It provides larger quantities of food both perishable and not to entire families based on size and need. Save the Children partnership provides additional support in Literacy to families pre-birth through School age students. Our Parent Center involves parents in many facets through volunteers, outreach, etc in our community. We also provide a list of agencies and support programs to families in our beginning of the year packet.

Title I funds are used to cover the salary of the Parent Center Coordinator and all supplies necessary for the program. Title I funds are also used to cover the expenses of Apptegy (website and mobile app). The website and mobile app are imperative to the school's ability to communicate with families. The District is able to distribute surveys on the website, mobile app, or school social media. Families have multiple avenues to receive information and are able to give their input to the District.

The District Engagement Plan is reviewed each year at its annual public meeting. It is also reviewed, modified, and approved by the Engagement Committee before August 1st of each new school year and as needed at other times during the school year.

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

**Please read the following statements closely.**

- **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. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- **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 (mailto: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)]
- **A.12:** LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator, and the district military education coordinator shall be included in the establishment and adoption of a public school district's and public school's parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

**(Please Note: This form will not save unless the following box has been checked.)**

- ☒ By checking this box, the LEA understands the legal requirements and will meet them accordingly.

**LEA Information**

<b>District/LEA Name:</b>	Viola School District
<b>District Engagement Coordinator's Name:</b>	Ryan Walker
<b>Plan Revision/Submission Date:</b>	8/8/23
<b>District Level Reviewer Name, Title:</b>	John May, 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)
Ryan	Walker	High School Principal
Wade	Powell	Elementary Principal
Grace	Qualls	Parent Center Coordinator
Beth	Waltrip	Elementary Teacher
Taylor	Guffey	High School Teacher
Kandie	Walker	Food Pantry Outreach

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**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)
Tara	Williams	Parent
Stephanie	Vacante	Parent
Mary	Mulford	Save the Children Coordinator

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(Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/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](mailto:ade.engagementmatters@ade.arkansas.gov) (mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

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<b>Parent and Family Engagement: Required Uploads for 2023-24</b>
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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> (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>)

(<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>)As part of federal monitoring, the following items are required to be uploaded into Indistar in the **2023-2024 Engagement** folder by October 1, 2023:

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The Engagement Plan was <b>developed jointly with parents</b> , agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)	<b>Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.)</b> <ul style="list-style-type: none"><li>- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> minutes from that committee meeting</li><li>- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input</li></ul> (The following information should be located on the District website.) <b>Evidence of how the Engagement Plan is disseminated to families and the community</b> <ul style="list-style-type: none"><li>- Required: posted to district website by August 1st</li><li>- Required: parent-friendly summary as supplement in student handbooks</li></ul>
LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build parent capacity</b> . ESSA §1116 (e)(1-5,14)	<i>[Upload the below documentation for one Title I school. LEA should maintain documentation for EACH Title I school at the local level to be available for upload into Indistar at the request of the SEA.]</i> <b>Evidence that the 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.)</b> <ul style="list-style-type: none"><li>- Title I meeting agenda/minutes/slide deck</li><li>- One example of parent/teacher conference documentation showing how teachers work with families on these topics</li></ul> <b>Evidence that the Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</b> <ul style="list-style-type: none"><li>- Photos of parent resource centers or links to digital resource centers</li><li>- Resources posted to the website, LMS, social media, etc.</li><li>- Recordings or agendas from workshops to address literacy or math strategies</li><li>- Tutorials/videos posted on website and/or social media</li><li>- Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement</li></ul>

LEA should <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)	<b>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.)</b> <ul style="list-style-type: none"> <li>- Survey results with meeting minutes</li> <li>- Focus group notes/minutes/reports</li> <li>- Written reports citing data indicating how the LEA will respond with policies, plans, and/or practices</li> </ul>
At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)	LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the <b>2023-2024 Engagement</b> folder by October 1, 2023 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 <u>TransAct ParentNotices</u> for document "TPQ-01" for editable template in 10 languages, if needed.

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### References

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#### State

- Ark. Code Ann. § 6-15-1701 et seq.  
(<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement  
([https://dese.ade.arkansas.gov/Files/20201102114851\\_FINAL\\_Parental\\_Involvement\\_Plans\\_and\\_Family\\_and\\_Community\\_En](https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_En))

#### Federal

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320  
(<https://drive.google.com/file/d/1gLCfooJPV5yjHMvnTGmcKRiTThzKwGT9/view>)

Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/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](mailto:ade.engagementmatters@ade.arkansas.gov) (<mailto:ade.engagementmatters@ade.arkansas.gov>) or 501-371-8051.

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### DESE Reviewer Responses

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#### Section 1 - Jointly Developed Expectations and Outcomes

- ☐ Changes Required  
☒ Compliance is Met
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#### Comments:

11/2/22 - S.Green:

Thank you for your submission! It is clear that the district has invested a great deal of time and effort in planning for 2022-23 and engaging families. I was excited to see the ways in which partnering with Save the Children has impacted students and families in a variety of ways.

If there are any questions about the feedback I have provided, please do not hesitate to contact me at [shannon.green@ade.arkansas.gov](mailto:shannon.green@ade.arkansas.gov) or 501-537-9896. I am happy to guide you through any revisions that may need to be made.

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#### Section 2 - Building Staff Capacity through Training and Technical Assistance

- ☐ Changes Required  
☒ Compliance is Met

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**Comments:**

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**Section 3 - Building Parent Capacity**

- ☐ Changes Required  
☒ Compliance is Met
- 

**Comments:**

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**Section 4 - Coordination**

- ☒ Changes Required  
☐ Compliance is Met
- 

**Comments:**

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**Section 5 - Evaluation and Reservation**

- ☒ Changes Required  
☐ Compliance is Met
- 

**Comments:**

11/3/22 - S.Green:

Requested revisions have been made and plan is accepted.

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11/2/22 - S.Green:

Some of the information found in this section would fit better under section 4. This is great info related to partnerships!

A few minor revisions are required to confirm compliance. Please address the following:

- 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.
- The Assurances statement boxes need to be checked near the end of the plan. It's possible you did this previously, but an untimely update in Indistar appears to have "unchecked" them for many plans.
- The Required Uploads acknowledgment box needs to be checked. This can be found just above the table displaying all of the requirements for this year's district monitoring process.
- Please fill in the Revision/submission date area in the committee table.

**Close**