

AR
Westside School District (Johnson Cty)
1535 Rabbit Hill Road
Hartman AR 72840
479-497-1991

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)]

Westside School District is school wide Title I. All Title I; Parent, Family, and Community Engagement; Wellness; and School Improvement Plan Committees are formed in an attempt to include all stakeholders including parents and families. In addition, district wide surveys are sent out annually to stakeholder groups to obtain feedback about current school practices and ideas for school improvement. Committee members are encourage to contact others and act as liaisons between the committee and the community. Some of the Title I meetings and all Parent, Family, and Community Engagement meetings are open to the public. Building Principals and the Federal Programs Coordinator serve on all the aforementioned committees to aid in creating continuity between events and programs offered by the district. This has been very effective in creating a cohesive school culture. The school website also features a link where parents, families, and communities can offer feedback and suggestions for improvement to the superintendnet.

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)]

Even though Westside School District receives less than \$500,000 in Title I funds, it sets aside a portion to support Parent, Family, and Community Engagement activities. These funds are used to provide items such as a parent newsletter that is developmentally appropriate for the grade level and advertisement of parent, family, and community engagement events. In addition to the newsletter, the district supports each building in providing information about school events on Facebook and the school website. When possible, materials are translated into other languages at the parents request. The District Parent, Family, and Community Engagement Coordinator meets with building facilitators to determine a monthly event, program, or workshop for parents/families/community members on how they can support their student either academically, socially, or emotionally. Building principals pair all new teachers with a "hall buddy" to assist them in using the Teacher Access Center (TAC), the Remind App., and any other assistance they may need, including parent communication. All staff are encouraged to attend workshops and training provided by the Arkansas Department of Education, Guy Fenter Educational Service Cooperative, or on Arkansas IDEAS that support Parent, Family, and Community Engagement. Teachers are required to have 2 hours every 4 years.

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)]

Westside Schools has posted on the school website links to the Arkansas Department of Education (including those to academic standards); instructional videos for accessing HAC, Planbook, and Remind; Counselor pages for college and career information; etc.. Annually the district also provides in person training on the use of the website and other programs used in the schools such as Google Classroom and curriculum programs like Lexia, IReady, and Acellus. Parents and families are also provided training as requested. District funds are also used to provide parent/families resource materials on parenting, child development, how to help their student academically, etc. that they can check out or have to take home. A parent newsletter and calendar of events is also sent home every month. The newsletter contains parenting strategies and ways that parents can help their student at home academically. Parents/families are encouraged to email or phone their student's teacher, building principal, district curriculum coordinator, or superintendent with any questions. Parent, family, and community engagement meetings are held at least bi-annually and are open to the public. Attendees are encouraged to provide candid feedback on operations of the schools.

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)]

Westside School District sponsors it's own ABC Preschool located on the elementary campus. This has been a valuable program in helping to prepare students for the start of school. It also allows parents to become familiar with the school campus and staff to alleviate any apprehension to the "first day of school". The high school counselor also conducts an orientation program in the spring semester for elementary students who will be transition to the high school in the fall. The District Curriculum Coordinator, building principal, school nurse, and building counselors also work with local agencies to provide programs for students and parents at the school.

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 Parent, Family, and Community Engagement Coordinator conducts a parent/family survey each spring to obtain feedback and suggestions for school programs and improvement. Results of the survey are shared with the the various committees in the district for program plans and development. Survey results are also shared with the faculty and staff to get their input for ways in which parent, family, and community engagement could be improved as well as the building level Parent, Family, and Community Engagement Committees.

Westside Schools also has an open door policy where parents, family, or community members are free to call, email, or visit with the superintendent, principals, and district curriculum coordinator. Meetings with other school personnel are done by appointment.

Sign in sheets are also collected for all parent, family, and community engagement events that are turned in to the building level Parent, Family, and Community Engagement facilitators.

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](#)

District/LEA Name:	Johnson County Westside
District Engagement Coordinator's Name:	Virga Hayes
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	Virga Hayes, Parent, Family, and Community Engagement; Federal Programs; Curriculum; and District Testing Coordinator

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)
Virga	Hayes	Parent, Family, and Community Engagement Coordinator
Meredith	Young	Elementary Parent, Family, and Community Engagement Facilitator/Teacher
Courtney	Hurt	High School Parent, Family, and Community Engagement Facilitator/Teacher
John	Elms	Elementary Principal
Dennis	Fisher	High School Principal
Kimberly	Owens	Elementary Counselor

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)
Elizabeth	Nichols	High School Counselor
Nick	Bartmier	Teacher/Parent
Mary	Floyd	Reading Specialist/Parent
Brittany	Grigsby	Parent
Tara	Jones	Parent
Sharon	Davis	Community Member

(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>

☒ 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 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 <u>build parent capacity</u>. 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 <u>use the annual evaluation findings</u> 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>Written reports indicating how the LEA will respond to the data</p> <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p>
The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children . ESSA §§1116,1117(a)(1)(B)	LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the 2022-2023 Title I folder in Indistar by May 1, 2022.
At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-2023 Engagement folder by October 1, 2022 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</p>

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

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: