

## Arkansas Indistar

**District Engagement Plan\***

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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 develop a parental engagement committee to create a parental engagement policy and implement parental engagement activities, as well as disseminate information to the community to promote parental engagement in the Title I, Part-A School. This committee will meet throughout the year to examine data from surveys with the goal of creating high parental engagement and brainstorming solutions to any obstacles or problems that would hinder parental engagement in our district. The Piggott School District will provide an annual meeting to inform parents of the opportunities in parental engagement and inform them of their right to be involved in the education of their child. All parents are encouraged and welcomed to provide input or express any concerns at designated meetings. The school district provides opportunities for parents to assist or be involved in the development of the policy through data analysis during the revision of the School's Improvement Plan, Parental Involvement committees, and surveys yearly.

1.2--The Piggott School district has made efforts to:

\*Involve parents through an annual survey to improve school effectiveness. District personnel, school personnel, and parents will be asked to reflect upon their efforts to have increased engagement of parents, based on improved or expanded methods of volunteerism and engagement activities. Diana VanderKooi, Parent Center Coordinator, is responsible for conducting this survey and collecting the data.

\*involve parents through regularly scheduled parent and community engagement meetings and numerous surveys to improve student learning.

\*communicate all meetings, programs, and activities to parents about opportunities to be involved in their child's education.

\*invite and encourage parents of our students to serve on the district School Improvement committee. This will help provide opportunities for parents to contribute to the Title I Application.

To help communicate with the families and community, the district has created links on the website where parents can find information about the schools' curriculum, policies and handbooks, programs, upcoming meetings, parent center information, and all applicable student, faculty, and handbook information. The Piggott Schools encourages and promotes an atmosphere of regular two-way communication between family members and school staff and if practicable in a language that family/guardians can understand.

- 1.3--The school district provides opportunities for parents to assist or be involved in the development of the policy through data analysis during the revision of the School's Improvement Plan, Parental Involvement committees, and surveys yearly. The engagement coordinator and school improvement committee review survey data and suggestions to assist us in making the schoolwide plan more effective and inclusive of parental suggestions. Any results of stakeholder surveys or other communication received from parents/guardians whether by email, written, or verbal will be taken in consideration when developing the schoolwide plan.
- 1.4--The Piggott School District will promote effective parental engagement strategies and support stakeholder partnerships consisting of parents, school employees, and members of the community to improve student achievement. This will be done by welcoming parents and families into the district and all students learning experiences by striving to build relationships through meaningful communication. The Piggott School District ensures family engagement by looking at relevant data such as data from needs assessments and feedback from family members to address concerns, as well as make parent and family engagement a priority in all district and parent and community input meetings. We will know that this is being effective as we increase the number of students that are ready and above on state testing math and literacy data and through increased graduation rates.

## **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--The district will provide support and assistance to each school to plan and implement parental and family engagement practices including plans, policies, school-parent compacts and all Title I requirements.

The district will also monitor each school for the purpose of helping make sure that each school develops a parent engagement plan with parent and stakeholder input, while offering all stakeholders convenient meeting times. This will help ensure that all parents have ample time to be involved in their child's education and that the district will be able to communicate to the parent/guardian all about the school's programs and plans. School facilitators will be responsible for meeting with the district coordinator and analyzing PFE information, including timelines, agendas, sign in sheets, and other resources. Both schools and their staff will work with parents/guardians to develop a school-parent compact with the goal of all students reaching their highest potential as a student in the Piggott School District. The compact will be sent home each year to be signed by parents.

-The district will 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 to the extent possible.

-The district will encourage parent participation through innovative scheduling of activities.

- The district will conduct ongoing site visits to observe parental engagement practices. This will be done by the

District Level Parent Involvement Team and ESL coordinator.

\*The district will monitor each Title I, Part-A school to ensure that each school performs the following tasks, the

Federal Programs Coordinator will monitor this:

-Develop a Parental Policy

-Offer flexible meeting times

-Develop and use the School-Parent Compact

-Provide information to parents about the school's program, including the parent information guide

The district will establish a parental engagement contact person at the elementary, our Title I, Part-A School, and our high school. Certified staff members Ellen Meadows is the Parental Involvement Facilitator at Elementary and Jerri Tate is the Parent Involvement Facilitator at the High School. They are responsible for organizing parent engagement activities throughout the year. Diana Vanderkooi is the Parent Center Coordinator at both the elementary and high school campuses.

2.2--The district will train staff and parents in various ways to work and communicate with parents and to know how to implement parental engagement programs which will be conducive to forging partnerships between the community, school, and parents. The Piggott School District requires yearly PD for parental engagement and will provide to all staff any resources, new technological information, seminars, workshops or other new cutting edge ideas about the importance of parental engagement. The curriculum coordinator will plan and implement professional development for all administrators, teachers, and relevant staff. The focus of the professional development training will consist of subject matter addressing important topics such as strategies to enhance parental engagement, why parental engagement is important, needs of parents based on needs assessments, and how to promote two-way communication with parents. Feedback from the parents indicated needs such as reading and science of reading training and blended learning. This data will be used to drive and plan professional development to help train the staff on how to involve and more appropriately help involve parents in the stated areas of need.

\*The school district will 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.

-The district will coordinate and integrate parental engagement strategies in staff training.

2.3--The district will work to ensure that parents of children with disabilities or limited English proficiency have the same access as other parents, to the extent possible, to information in a language and form they can understand. The district will communicate all meetings, programs, and activities to parents about

opportunities to be involved in their child's education. Any results of stakeholder surveys or other communication received from parents/guardians whether by email, written, or verbal will be taken in consideration when developing the schoolwide plan. The district will make sure, to the extent possible, that information is sent home in a language and form parents can understand (building principals and ESL district community liaison will be responsible.) To help communicate with the public, the district has created links on the website where parents can find information about the schools' curriculum, policies and handbooks, programs, upcoming meetings, parent center information, and all applicable student, faculty, and handbook information. The Piggott Schools encourages and promotes an atmosphere of regular two-way communication between family members and school staff and if practicable in a language that family/guardians 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 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)]*

The district will provide any reasonable support for parental involvement at the request of parents/guardians of the schools in the district. The district will involve parents through regularly scheduled parent and community engagement meetings and numerous surveys to improve student learning. At these meetings the goal will be to provide parents with types of curriculum being used, assessments, proficiency levels (Reading), and how the schools are doing when compared with other schools both nationally and in the state. Also, these meetings will provide the contact information of the Title I director, the requirements of the program and the parents and guardians rights as they pertain to Title I schools. Materials will be provided to the public and parents over numerous data driven factors that will help improve student learning and success. Topics to be covered will be general parenting skills, literacy training, the importance of student attendance, anti-bullying, technology, and the consequences of vaping. Parents will have access to the schools' media pages links regarding the curriculum and the literacy improvement plan, state standards, and their child's grades.

The Piggott School District, and its respective school buildings, will ensure that an effective communication plan exists with regard to disseminating school-related information to parents and community (national, state, and local educational goals). This effort will include all communication means accessible to the district. They will include, but not limited to:

-School Website and school Facebook pages

-Announcements

-Email

-School Messenger- telephone and text notifications

-Service Newsletters

-District Calendar

\*Continue to improve systems for the involvement/engagement of parents. Each school will provide a method by which parents are notified of specific ways in which they can volunteer at school. Diana VanderKooi, Parent Center Coordinator, is responsible for providing this information through packets sent home to parents.

\*Involve parents through an annual survey to improve school effectiveness. District personnel, school personnel, and parents will be asked to reflect upon their efforts to have increased involvement of parents, based on improved or expanded methods of volunteerism and engagement activities. Diana VanderKooi, Parent Center Coordinator, is responsible for conducting this survey and collecting the data.

\*Provide any reasonable support for parental involvement at the request of participating Title I, Part-A Schools.

\*STATE REQUIREMENT- Provide instruction to a parent on how to improve developmentally appropriate learning activities in the home environment, including with limitation; role play and demonstrating by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutrition meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.

\*STATE REQUIREMENT- Staff development, the State Board of Education's standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than (2) hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies.

\*No fewer than (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation, rotation of PD hours are required every (5) years.

#### **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 Piggott School District consists of a pre-kindergarten, elementary, and high school building plan. The district preschool program is located on the Piggott Elementary campus. Each year the district conducts a step-up program to help with the transitioning of students from the preschool to the elementary. Also, the family and engagement plan encourages and welcomes all parents to take advantage of the transition plan from the elementary campus to the high school. Students and parents/guardians are allowed to tour the campuses and have opportunities to meet with their teachers, administrators, coaches and all relevant staff for the year of transition. Through the CTE program, students are given opportunities to participate in job shadowing with local and regional businesses to help ensure that students can transition into the college and careers world. The district works collaboratively with local colleges to help plan and prepare students for future academic and career opportunities. Through the management of the parent center, the facilitator will provide materials and resources that will assist parents in the much needed parenting skills and educational information to ensure their child's success.

\*The Piggott School District conducts the monthly school board meeting on the second Tuesday of each month in the Administrative Building. These meetings will allow for and encourage community members to give their input and express their concerns regarding district matters.

\*Parents of our students are invited and encouraged to serve on the district School Improvement committee. This will help provide opportunities for parents to contribute to the Title I Application.

## **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)]*

\*Survey parents annually, including questions to identify barriers to parental involvement. In the spring, district, school, and parent representatives will be asked to reflect on their efforts to have increased involvement of parents and targeted patrons based on improved or expanded methods of volunteerism and engagement activities. Ellen Meadows, Jerri Tate, and Dianna VanderKooi will be responsible for using the evaluation findings to assist participating schools.

\*Provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected.

\*A district survey regarding annual parent activities will be disseminated among each building and feedback will be obtained and evaluated for patron approval. The survey will be developed and analyzed through the district parent involvement team and results will be used to revise and design school improvement policies as they relate to parental involvement. Ellen Meadows and Jerri Tate, Parental Involvement Facilitators, will oversee this effort.

\*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.

\*Use findings from evaluation process to:

-Make recommendations to each participating school for parental involvement policy revisions.

-Provide suggestions for designing school improvement policies, as they relate to parental involvement.

-Use parent surveys to obtain input from parents and families on how funding can be used to better engage parents and communities in the engagement process and how it can be best be used to increase involvement. The school improvement committee along with Heather Seegraves will review this data and budget accordingly.

\*Ellen Meadows and Jerri Tate, Parental Involvement Facilitators, will lead the district parental team to use the evaluation findings to assist participating schools.

\*Develop and disseminate an annual parent activity evaluation report to share with parents, staff, and the community.

\*The school will engage parents in the annual evaluation of the parental involvement efforts through an annual evaluation using a comprehensive needs assessment (survey) filled out by teachers, parents, and school staff. The parental involvement committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and school's efforts to improve parental involvement will be a part of the evaluation, the survey will also collect specific information on the following:

Growth in number of parents.

Effectiveness of specific strategies.

Engagement of parents in activities to support student academic growth.

\*The school will also seek to take advantage of community resources, and seek to recruit alumni from school to create an alumni commission to provide advice for school improvement. Teachers in the district that are interested will serve along with other alum in the community. This group will help create more interest and involvement within our district.

\*The school district provides opportunity of parents to assist or be involved in the development of the policy through data analysis during the revision of the School's Improvement Plan, Parental Involvement committees, and surveys yearly.

The Piggott School District will review and approve the plan for each new school year.

<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.

<b>LEA Information</b>
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<b>District/LEA Name:</b>	Piggott School District
<b>District Engagement Coordinator's Name:</b>	Diana VanderKooi
<b>Plan Revision/Submission Date:</b>	06/06/2022



<b>District Level Reviewer Name, Title:</b>	Heather Seegraves, Federal Programs Coordinator
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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)
Jerri	Tate	Teacher, HS Parent Involvement Facilitator
Diana	VanderKooi	Parent Center Coordinator
Heather	Seegraves	Federal Programs Coordinator
Ellen	Meadows	Teacher, PES Parent Involvement Facilitator
Freddie	Bowen	Superintendent
Brock	Swann	4-6 Elementary Principal

**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)
Erica	Harris	K-3 Elementary Principal
Paul	Seegraves	High School Principal
Rachel	Mitchell	Parent
Barbara	Collier	Grandparent/guardian
Andrea	Coomer	Teacher/Parent
Ashley	Riddle	Parent, PES employee

**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)

(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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

<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>

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:

The Engagement Plan was <b><u>developed jointly with parents</u></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> - One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> 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
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	<p>(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></p> <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>
<p>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)</p>	<p><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></p> <p><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></p> <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> <p><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></p> <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>
<p>LEA should <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p><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></p> <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>
<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 <b>upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2023-2024 Engagement folder by October 1, 2023</b> 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 <a href="#">TransAct ParentNotices</a> for document “TPQ-01” for editable template in 10 languages, if needed.</p>

## References

### State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

### Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.

### **DESE Reviewer Responses**

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

- ☐ Changes Required
- ☒ Compliance is Met

#### **Comments:**

8/31/22 - S.Green:

Revisions have been made and this section meets compliance.

8/19/22 - S.Green:

Thank you for your timely submission! It is clear that you have invested a great deal of time and effort in planning for 2022-23 and engaging your families. If you have 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.

Please address the following:

- 1.3: Provide information on how the district engagement coordinator and/or committee works with the school improvement committees in order to align and incorporate goals between the two plans.
- The Assurances statement boxes need to be checked at 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.
- It is noted that the plan you have sent for review does not follow the format of the new district engagement plan template making it difficult to determine if all areas of compliance have been met. Please consider utilizing the Google Doc that I shared with Diana Vanderkooi on 7/6/22 to update your plan.

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

- ☐ Changes Required
- ☒ Compliance is Met

#### **Comments:**

8/19/22 - S.Green:

Thank you for sharing information on how the district is specifically addressing feedback from parents and equipping staff to work with them to increase student achievement.

#### **Section 3 - Building Parent Capacity**

- ☐ Changes Required
- ☒ Compliance is Met

#### **Comments:**

**Section 4 - Coordination**

- ☐ Changes Required
- ☒ Compliance is Met

**Comments:**

**Section 5 - Evaluation and Reservation**

- ☐ Changes Required
- ☒ Compliance is Met

**Comments:**

Close