

AR
 Fordyce School District
 #4 Redbug Bus Loop
 Fordyce AR 71742
 870-352-3005

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)]

1. Fordyce School District will develop and distribute a district Parent and Family Engagement Plan.
2. The plan will be available on the district website by August 1 of each year and in each schools' handbook. A parent friendly summary of the plan will be place online and included in the student handbook.
3. Parent are required to sign a form acknowledging the receipt of the parent and family engagement summary each year at Open House before school starts in August.
4. The Fordyce School District will hold an annual meeting in the spring in order to update and answer questions about the plan for the next school year's Title I, Part A program.
5. Parents of students participating in the district's preschool program will be invited to participate in any parent and family activities at the district.
6. At least one parent and one student from both schools will be represented on the committee to help develop and implement the plan.
7. The district will conduct an annual review of the effectiveness of the Parent and Family Engagement Plan in the spring of each school year.

8. The district has a family and parent engagement committee to create a plan and to implement activities that involve parents.
 9. Information will also be shared with the parents, families, and community members at the Annual Report to the Public in order to promote parent and family engagement.
 10. The Fordyce School District will take the following actions to involve parents in the review process and improvement: yearly evaluation of the School Improvement Plan and the Parent and Family Engagement Plan; Parents will be invited to serve on SIP committees at each of the schools in the district.
 11. The district will ensure adequate representation of parents of parents and families representative of the demographics of the district's student population.
 12. The parent and family engagement plan is incorporated into the schoolwide plan by the district parent and family engagement facilitator. The plans are included in the district's Annual Report to the Public and shared at Parent and Family Engagement Nights.
 13. If a parent submits comments indicating that the Parent and Family Engagement Plan is unsatisfactory, comments will be forwarded to the superintendent for submission to the appropriate DESE personnel.
 14. It is the expectation of the Fordyce School District for all parents/families to participate in their student's school experience. In order to accomplish this, the district will focus on the following objectives: provide opportunities for parents and families to acquire strategies for supporting their students' academic, social and emotional learning; develop a variety of participation activities that allow all parents (including, but not limited to, working parents, single parents, non-English speaking parents, and parents of students who are homeschooled or attend private school) the opportunity to have meaningful engagement; remove barriers that deter parents and family members from participating within the school community.
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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)]

1. The building principals will ensure that parent involvement professional development requirements are met for teachers.
2. The district will provide coordination, technical assistance and other support to school in jointly-developing school parent and family engagement plans, implementing effective parent and family involvement activities, and jointly-developing school-parent compacts.
3. The district will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff with assistance of parents in: the value and utility of parents' contributions, 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.
4. The district will ensure that the schools provide training at least annually for volunteers.
5. The district will place a parent-friendly summary for the Fordyce School District's Parent and Family Engagement Plan as supplement to the student handbook and will obtain signatures from each parent acknowledging receipt of plan.
6. The district will ensure that information is sent in a language and format parents and families can understand.

3: Building Parent Capacity

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

Guiding Questions

- **3.1:** *How does the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of their children*

[ESSA § 1116(e)(1)]
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*

[ESSA § 1116(e)(2); ESSA § 1116(e)(4)]
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

[ESSA § 1116(a)(1)]

1. The district will provide assistance to parents, as appropriate, in understanding the challenging state academic standards, state and local 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.
2. The district will assist in the development of parent and family engagement groups at each school.
3. These groups will meet at least twice a year and will be used to gain information on how to better serve our parents in order make our school more parent friendly.
4. The Fordyce School District will engage parents through a survey to improve school effectiveness.
5. The survey results will be made public.
6. The district will provide any reasonable support for parent and family engagement at the request of each school.

7. Materials are available at the school from teachers for parents to use as supplements to the curriculum.
 8. Parent Teacher Conference dates are October 20, 2022 and March 16, 2023.
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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)]

1. The Fordyce School District will provide information to parents in areas such as national, state, and local education goals, including Parents' Rights (Title I, Part A)
2. Materials are available at each school for parents to use as supplements to the curriculum.
3. Parents of students parents of PreK students will be invited to participate in any parent and family activities at the district.
4. The district will coordinate and integrate programs and activities with other Federal, State, and local programs/agencies such as First Step of Fordyce, Headstart, ForFordyce, The Chamber of Commerce.

Activities include:

- * The Chamber of Commerce has parent-friendly materials available for incoming parents and families.
 - * Each school and the district have social media pages to keep parents informed of activities and opportunities for school connections.
 - * Activities for transition from 6th grade to 7th grade that inform parents and students and also help to reduce anxiety levels and build positive relationships with families as they move to the high school.
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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)]

1. The district will reserve at least 1% of the district allocation and ensure a minimum of 90% of that 1% goes to the school.
2. Parents will be given the opportunity to assist in the development of the evaluation procedures and to analyze the collected data.
3. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities, paying particular attention to parents who are economically disadvantaged, disabled, limited English proficiency or are of any racial or ethnic background.
4. The district will use the finding of the evaluation concerning the Parent and Family Engagement Plan and activities to design strategies that will be more effective for parents and families to revise, if necessary, with the engagement of parents its parent and family engagement plan.
5. Strategies that are being implemented are as follows: making sure parents feel welcome at school, making sure parents know they can help, provide recognition of parents who volunteer by hosting a reception, listening to parents, building positive relationships with parents, sending out phone messages and Facebook messages about important dates and events at school.
6. The results of the evaluation will be compiled and be shared with parents, staff and community members.
7. Information will be shared at the Annual Report to the Public.
8. The District Parent and Family Engagement Plan will be included in the school improvement plans.
9. Parents will be invited to serve on the School Improvement Plan committee at each school.
10. Meetings will be scheduled at times that best accommodate the time constraints of the parents.
11. The district will review and approve the school Parent and Family Engagement Plans.
12. The district parent involvement teams reviews each schools parent involvement plan to ensure the funded activities and strategies are consistent with the district parent and family engagement policy.

Assurances

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

✓ **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.

[A.C.A. § 6-15-1704(a)(1-2)]

✓ **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.

[A.C.A. § 6-15-1704(a)]

✓ **A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.

[A.C.A. § 6-15-1704(a)]

✓ **A.4:** LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]

✓ **A.5:** LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]

✓ **A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.

[A.C.A. § 6-15-1703(b)]

✓ **A.7:** LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

✓ **A.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.

[ESSA § 1116(a)(3)(A)]

✓ **A.9:** LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

✓ **A.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to

ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

✓ **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

[ESSA § 1116(e)(14)]

References

State

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

Federal

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

District/LEA Name:	Fordyce
District Engagement Coordinator's Name:	Rhonda Lawson
Plan Revision/Submission Date:	08/01/2022
District Level Reviewer Name, Title:	Rhonda Lawson, Director of Federal Programs, Curriculum and Policies

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)
Rhonda	Lawson	Director of Curriculum and Federal Programs
Lena	Rogers	PreK-6 Principal
Anthony	Socia	7-12 Principal
Cari	Ledbetter	Parent
Tommy	Tidwell	Teacher
Kyleigh	Turner	Student

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)
LaVaughn	Socia	teacher
Chrissy	Brown	parent/business owner
Samantha	Axsom	Media Specialist
Carter	Brown	student

(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.)

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 developed jointly with parents, 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 build parent capacity. ESSA §1116 (e) (1-5,14)</p>	<p>Evidence that each Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics <p>Evidence that each Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement <p>[Upload above documentation for one Title I school into Indistar in the 2022-2023 Engagement folder by October 1, 2022. LEA should maintain documentation for EACH Title I school at the local level to be available to be uploaded into Indistar at the request of the SEA.]</p>

<p>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports indicating how the LEA will respond to the data <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p>
<p>The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children. ESSA §§1116,1117(a)(1)(B)</p>	<p>LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the 2022-2023 Title I folder in Indistar by May 1, 2022.</p>
<p>At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)</p>	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-2023 Engagement folder by October 1, 2022 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search <u>TransAct ParentNotices</u> for document "TPQ-01" for editable template in 10 languages, if needed.</p>

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

✓ Compliance is Met

Comments:

12/2/2022 FScott

This section meets all required components.

12/2/2022 FScott

This section still needs to address "**how**" the **district engagement coordinator and/or committee** has worked to incorporate the plan in to the Schoolwide Plan.

Additionally, the section needs to further define "**what**" the **expectations and measurable objectives** for engagement for the year.

11/17/2022 FScott

This section needs further clarification to address Guiding Questions 1.3 and 1.4.

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?

1.4: What expectations and measurable objectives has the LEA established for meaningful family and community engagement?

[ESSA § 1116(a)(2)]

[ESSA § 1116(a)(2)]

11/14/2022 FScott

This section needs to address Guiding Questions 1.1, 1.2, and 1.3.

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)]

Section 2 - Building Staff Capacity through Training and Technical Assistance

✓ Compliance is Met

Comments:

11/14/2022 FScott

This section meets all required components.

Section 3 - Building Parent Capacity

✓ Compliance is Met

Comments:

11/17/2022 FScott

This section meets required components.

11/14/2022 FScott

This section needs to address Guiding Question 3.3.

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)]

Section 4 - Coordination

☑ Compliance is Met

Comments:

12/2/2022 FScott

This section meets all required components.

12/2/2022 FScott

This section needs to address Guiding Question 4.1 and clarify "How" the LEA coordinates with other external programs for compliance.

11/17/2022 FScott

This section needs to address Guiding Question 4.1 and specifically discuss "**how**" the LEA **coordinates and integrates specific programs**.

11/14/2022 FScott

This section needs to address Guiding Question 4.1.

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)]

Section 5 - Reservation and Evaluation

☑ Compliance is Met

Comments:

12/2/2022 FScott

This section meets all required components.

11/17/2022 FScott

This section needs to address Guiding Question 5.1

11/14/2022 FScott

This section needs to address Guiding Questions 5.1, 5.2, and 5.3.

Additionally, please ensure that all Assurances are checked.

5.1: How does the LEA review and approve the Engagement Plan for each school?

o 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?

o Who is responsible?

o When will it be conducted?

o How will parent input be solicited?

o How will it be disseminated?

o 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 order to improve the academic quality of all schools?

o How will the findings of the evaluation be shared with families and the community?

[ESSA § 1116(a)(2)(E)]