

Arkansas Indistar
District Engagement Plan*

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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)]

The district has collaboratively developed a written policy with parents in each of our schools to form strong partnerships. This policy was made available to all parents and the community via the school district's website (<https://www.hpsdistrict.org/>). To involve parents and the community in the development of the district parent and family engagement policy and in the development, review, and revision of the district parent engagement plan, Title I plan, and the comprehensive support and improvement plans, the LEA will:

- Involve parents in the development of the district parent and family engagement plan, the school-wide program plan, and support and improvement plans by developing a diverse (race, gender, and Title I parents) Parent Engagement Committees at the district and school levels that consists of parents and community members, parent surveys, and comments/suggestions from Title I Report to the Public
- Establish expectations and objectives for meaningful involvement, reflecting the specific needs of students and families based on parent survey & parent engagement evaluation data
- Make the district parent and family engagement plan available /accessible to the families and the local community electronic copy on the district & school websites, parent events, and disburse hard copies during parent/teacher conferences as well as housing copies at each school and district offices
 - ✓ File with the Department of Education by August 1 [Indistar]
 - ✓ Place a copy on the district website by August 1
 - ✓ Place a parent-friendly summary/explanation of the parent and family engagement plan online and as a supplement to the student handbook
 - Obtain signatures from each parent acknowledging receipt of the [district's] parent and family engagement plan summary at the fall parent/teacher conference
- Involve parents and families in the decisions regarding how funds reserved for parent and family engagement are allotted for activities - through the parent engagement committees, parent/community surveys, & during the Title I report to the public
- Involve parents and families meaningfully in the evaluation, and update, at least annually, of the district parent and family engagement plan parent survey data will be used during the review and update process

- Ensure adequate representation of parents and families through a diverse committee (of participating children in the process (parent make-up will represent the demographic make up of the student population/diverse committee)
- Incorporate the parent and family engagement plan into the school-wide plan (district will approve school plans)
- Involve parents and families in the decisions regarding how funds will be allocated for parent and family engagement are allotted for activities
- Submit to the State the comments from parents who deem the school-wide plan unsatisfactory, if such comments exist
- (May accomplish collaboration through the coalition of parents and community representatives)
- (May accomplish collaboration through the coalition of parents and community representatives) during the annual Title I meeting, all parents were invited to participate and provide suggestions and ideas to improve the district parent and family engagement plan and policy. The district posted an announcement on the school district website and published the announcement in the local newspaper. During this meeting, parents also reviewed and discussed the School Improvement Plan (SIP). Additionally, each Title I school used its Parent Advisory Committee to review the district parent and family engagement policy before the end of the school year. Upon final revision, the district parent and family engagement policy and plan was incorporated into the School Improvement Plan (SIP) which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy/plan at any time on the school district website or by submitting written comments. All feedback received by July 1, 2022 was included with the policy for this school year

The district parent and family engagement policy and plan are posted on district and school websites, distributed during the fall Parent/Teacher Conferences, annual Title I school meetings during the fall semester, and made available in the schools' parent resource centers for new parents during the school year.

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)]

LEA will:

Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A and assist in the development of parent engagement groups at each school. Portia Jones, Federal Programs Coordinator

Designate a parent and family engagement facilitator at each school to create and supervise events/activities to build and maintain partnerships between the district, schools, and families. Each parent facilitator will be compensated with a stipend from Hope School District

Encourage the formation of partnerships between schools and local businesses that includes roles for parents

Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child or children

Involve parents through an annual survey to improve school effectiveness. Portia Jones, Federal Programs Coordinator

Approve reasonable and necessary expenses associated with parent and family engagement activities. Title I buildings will spend a minimum of 1% of their designated building funds for parent and family engagement activities

Provide any reasonable support for parent and family engagement at the request of participating Title I, Part A schools. Title I funded events will be tied to academic standards and informing parents about how they can assist their children to be successful in school. Portia Jones, Federal Programs Coordinator

Each fall and spring, school improvement facilitators and parent and family engagement facilitators are invited to School Improvement planning meetings. The purpose of these meetings is to inform pertinent school personnel of changes in law that may affect their school improvement plans and parent and family engagement planning. During the month of September two initial informational meetings were held and two follow-up meetings were held to ensure staff members were updated on the following items:

Ensure professional development requirements are met for teachers and administrators through the district professional development plan

- Provide coordination, technical assistance, and other support to schools in
 - ✓ jointly-developing school parent and family engagement plans
 - ✓ implementing effective parent and family involvement activities
 - ✓ jointly-developing school-parent compacts
- Train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in:
 - ✓ the value and utility of contributions of parents
 - ✓ 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
- (May include meaningful consultation with families and/or community)
- Provide training at least annually for volunteers
- Place a parent-friendly summary of the (district) parent and Family engagement plan as a supplement to the student handbook
 - ✓ Obtain signatures from each parent acknowledging receipt of the district handbook
- Ensure information is sent in a language and format parents and families can understand In addition to the aforementioned activities, Hope School District will provide additional support and training during the COVID pandemic to assist parents and families and are made available through the district and school websites, hard copies, and through social media

The district Parent and Family Engagement coordinator will provide support and technical assistance to all schools by periodically meeting with school coordinators to discuss plans, school-parent compact, resources for parents and the parent center, volunteer opportunities for parents, events and activities for parents/families, and the annual Title I meeting requirements. In addition, all school coordinators are encouraged to attend other professional development offered by the local educational cooperative or others throughout the state. State law mandates all school staff receive professional development with regards to parent and family engagements.

Ensures all staff receive such training as required. Additional Parent and Family Engagement training and workshops are offered locally by the local educational cooperative, LEA, & schools.

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)]

The Hope School District understands the importance of involving families and the community to promote higher student achievement and a culture for learning within the district. The district will strive to develop relationships and opportunities to cultivate meaningful family and community involvement that will be mutually beneficial to the school, families, and the community. In order to achieve this goal, the district will work to:

Involve families and the community in the development of the long range planning for the district. The district parent committee will meet monthly at least 3 times in the fall semester, and three times in the spring semester to discuss long range planning for the district. Agenda items will include; parent and family engagement policy, parent and family engagement plans, parent survey information and results, questions and suggestions, and supplemental resources available to parents and students

Support schools and families in planning and implementation of effective parental involvement, which can include;

- Checking your child's folder, grades & attendance
- Staying in contact with your child's school through email or social media
- Encouraging your child to get involved in school activities
- Encouraging your child to be responsible and do their very best

Be involved in activities that support additional programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area PreK programs, student mentoring, and volunteer parents

Clearly Communicate standards, assessments, and curriculum alignment. Parents will be presented, at least once yearly, with the process and progress of the school improvement planning and implementation. Specific data will be accessible and shared with stakeholders, both in person and on the district and websites

Provide parents with the materials and training they need to be better able to help their child or children be successful in school. The district may use parent resource centers or other community based organizations to foster parental involvement and explain how parents can help improve their child's achievement with opportunities for literacy and technology training. Each campus will have a designated parent & family engagement facilitators who will coordinate all activities in the building. Here is a detailed list of those facilitators:

Case Schoenberger - William Jefferson Clinton Primary Elementary, Christi Sullivan - Beryl Henry Elementary, LaTonya Bradley- Hope Academy of Public Service, Earlene Gulley - Yerger Junior High School, and Kelly Muldrew - Hope High School

Train district staff on how to implement parental involvement, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will allow schools and families to work as partners. Parent & Family Engagement training will be offered at least twice over the course of the school year to staff members

- LEA will provide training and assistance to parents, as appropriate, in understanding
 - ✓the challenging State academic standards (Essential Standards are posted on each school's webpage; ELA/Math Night) - Due to COVID19 virtual meetings and training will be available for parents in a language they can understand
 - ✓ State and local academic assessments- Parent Nights/brochures- Due to COVID19 virtual meetings and training will be available for parents parents in a language they can understand the requirements of Title I, Part A
 - ✓ How to utilize technology to monitor a child's progress and work with educators to improve the achievement of their child/children (Parent/Teacher conferences 1 during the fall semester & 1 during the spring semester, Parent Night)
 - Provide materials and training to help materials and training to help parents to work with their children to improve their children's achievement (Parent Night, Parent Center)
 - ✓ such as literacy training and using technology (including education about the harms of copyright privacy), as appropriate, to foster parental involvement - Additionally, parent technology training will be provide parent training and virtual tutorial videos through the HPS information hub. The information hub will provide additional virtual technology training for parents. This specific training will help parents gain knowledge on how to utilize technology and will allow parents to monitor virtual assignments and grades. Additionally, the literacy training will allow parents to assist and encourage their children in becoming better readers

✓ Other reasonable support for parental involvement activities under this section as parents may request. Such support includes providing parents with access to technology by allowing parents to check out Ipads from the school parent centers to provide the parents with learning opportunities. Providing parents with technology can help them gain access to the online parent information hub, virtual parent training, court ordered parent training, and enable parents to view virtual students' assignments and grades. Keep parents, family and guardians, and the community informed about parental involvement opportunities, in a way they will understand. Enclosed in each building plan is a series of events and dates, allowing the parents to know at a glance when important family and parent engagement events are taking place

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

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

The Hope School District also recognizes the importance of each school's commitment to parental involvement

Describe how each discretionary item your district and parents chose will be implemented (Annual Report to the Public, Parent Night)

Build school and parent capacity for strong family engagement to ensure effective involvement of family members and the community, as equal partners, to improve student academic achievement through districtwide activities and programs such as literacy/math night to review Arkansas standards and model strategies for parents to use to help their children improve in reading and math. Also, FASA training to assist parents in completing FASA for their children and themselves to attend college. LEA will provide assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and family engagement strategies and activities are being implemented. All Title I schools will receive notifications and resources from the district to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district will hold monthly meetings and training with its Title I schools' principals and school Family Engagement Facilitators to review family engagement plans and activities. Parents are encouraged to participate in the school's local parent organization which is involved with fundraising activities, STEM Nights, Literacy Nights, Fine Arts Night, etc. Parents have the opportunity to participate in local field trips, activities during the school day, etc. Parent resources are located at each school in the parent centers and additional information is available in the school libraries. Libraries are also open on a schedule after hours to work with parents and students to improve reading levels and support student literacy growth.

During the district's annual report to the public, the following components will be presented and addressed:

Federal Funding

State Funding

Accreditation Status

Enrollment Trends

Parent and Family Engagement Policies

Professional Development

Standardized Testing

School and District Goals

Child Nutrition Regulations

Summer Feeding and Mobile Book Bus

Sponsor the Farmers Market and receive fresh food from farmers for our Child Nutrition Program

In addition, each school will hold a meeting annually to discuss with parents the school's plan for Title I. This meeting will include information such as:

Parent's Right to Know

School Performance

Compliant Procedures

School/Parent Compacts Parent and Family Engagement Plans

Rights for Disabled Parents

School Improvement Plans

School Curriculum

Assessment Data

School Safety Data

Provide parent/student information hubs- tutorial videos for virtual learning, how to view assignments, students grades, how to utilize google documents, and other needed technology tutorials as needed by parents.

Partner with the local educational Cooperative to provide parent engagement training that focus on literacy such as RtI interventions. Each school provides annual training for all parents wishing to serve as volunteers or to assist with instructional programs during the school year. Parents are kept abreast of news and information from the school through the school-wide messaging system. Parent/Teacher conferences are scheduled at varied times to allow for parents with varied work schedules to attend. In addition, teachers will make themselves available to parents who are unable to attend conferences as needed. Copies of the Parent and Family Engagement Plan will be provided to families who may not have access to the plan from the school's website. Also the plan summary is included with the student forms book at the beginning of each school year or given with the new student enrollment packet. Signed copies of the receipt of the forms book are kept on file at each school

Provide parent training and technical assistance on how to improve their children reading abilities. Such training will include phonics, comprehension, vocabulary, and writing. Strategies to help parents in the areas of phonics, comprehension, vocabulary, and writing will be modeled and demonstrated for parents. A list of resources will be provided to parents, so they can check out literacy materials from the parent centers. Also, the LEA will provide training on literacy programs used in the district to help parents gain a better understanding of how the programs work. Such literacy programs include Waterford, MobyMax, MyOn, & iLit

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)]*

To coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers), the LEA will: Coordinate and integrate programs and activities with other Federal, State, and local programs (Title III, SEA, district funds) Conduct other activities, such as parent resource centers at each school, that encourage and support parents (Materials of other languages will be available). Coordinate with local business and other community partners through advisory committees and tours for students with interest in such fields post high school Such tours are arranged with the staff in the Career and Technical Education department at each school. In addition, such businesses and community partners are scheduled to present to students and families during the school year and at school events held in the evenings such as Open House and Parent/Teacher Conferences.

Partner with the Department of Human Services to provide on-campus ABC preschool programs at the elementary school and to aid in the transition to kindergarten

Partner with the city of Hope to sponsor a Farmer's Market

Recruit parents to serve on the district Parent Advisory Committee (Committee will meet at least quarterly to review progress, review and edit plans and surveys, and give input and suggestions for change. district ACSIP committee to develop the Title I Application. Portia Jones, Federal Programs Coordinator

Involve parents through an annual survey, during the 2nd semester, to improve district effectiveness evaluated during the end of the spring semester

Transition nights are scheduled by school counselors as students move from elementary to middle school & from middle school to high school as well as from high school to college and/or the workforce. Parents are active in both the Career Action Planning for their students and the Student Success Plan. These plans are revised annually and are a living document in which parents and students have access to at all times. Other parent resources are available in the parent center on each campus

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 Plan is reviewed by the Parent and Family Engagement Committee in the spring and feedback is provided to update and revise the plan before submitting to DESE prior to August 1 of each school year. LEA will review and approve the plan for each school Portia Jones, Federal Program & Parent Engagement Coordinator

LEA will review and update the district plan annually by August 1

Conduct an annual evaluation identifying/address during 2nd semester

✓ barriers

✓ needs

✓ strategies

LEA will:

Use the findings from the evaluation to design evidence-based strategies for more effective parental involvement and to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy. To assist with the learning of their children, parents/guardians need to know how to:

- Support their child's learning through strategies that are aligned with what teachers are using

- Reinforce good study habits in the home by designating study/workspaces and

solidifying independent work time to complete schoolwork.

Parents/guardians also need to know:

- What and how their children are learning on a consistent basis

- How to establish a partnership with a regular two-way communication between home and school

Hope School District, with the involvement of parents/guardians, shall conduct an annual electronic evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of the school served under Title I, Part A, including identifying barriers to greater participation by parents/guardians in activities under federal law. Parents/guardians will be asked to complete a survey to identify the needs of parents/guardians to assist with the learning of their children. The annual evaluation will be done with the participation and consultation of stakeholders to examine the district and school data and provide their valuable insight. In addition, the parent/guardian survey will be shared out with all parents/guardians of the school. Portia Jones, Federal Program Coordinator, is responsible for ensuring surveys are conducted

LEA will pay particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

To ensure the district Parent and Family Engagement Plan, as well as each school plan meets the required components, the plans are reviewed and approved by Portia Jones, Federal Programs and District Parent and Family Engagement Coordinator, (870) 722-2700 Ext. 11. Should there be components not be fully addressed, the plans are returned with feedback, revised by the school and then resubmitted for approval.

- Providing minutes to those members unable to attend the meeting(s) to encourage input and participation
- Providing an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected. Persons responsible are Portia Jones, Federal Programs and District Parent and Family Engagement Coordinator (870) 722-2700, Casey Schoenberger - William Jefferson Clinton Primary Elementary School (870) 722-2723, Christi Sullivan - Beryl Henry Elementary School Parent Facilitator (870) 777-6222, Earlene Gulley - Yerger Junior High School Parent Facilitator (870) 777-5134, Kelly Muldrew Hope High School Parent Facilitator (870) 777-3451, & La Tonya Bradley (870) 777-3454
- Developing and disseminating an annual parent activity evaluation report to share with parents, staff and the community. Following meetings with parents, an opportunity will be provided to allow input from parents concerning their evaluation of the meeting(s). The number of parents in attendance will be recorded and feedback from the evaluations compiled and disseminated

The findings from the evaluation will be used to design evidence-based strategies for increased and more effective parent involvement. This will be accomplished through sharing the results with the Parent and Community advisory committee and stakeholders to work together to develop strategies that will best meet the needs of the schools and parents in the District. These strategies will then be shared with school and district leadership teams.

Ensuring each district LEA Parent and Family Engagement Plan is reviewed and approved by Portia Jones, Federal Programs and District Parent and Family Engagement Coordinator (870) 722-2700 Ext. 11

Due to receiving more than \$500,000 in Title I funds, each Title I school will reserve at least 1% of their funding and allocate the funds to be spent exclusively on parent and family engagement. A minimum of not less than 90 percent of the LEA's one percent set-aside must be distributed to Title I, Part A schools for the purpose of parent-related activities—with priority given to high need schools. LEA will engage in other activities and strategies that the LEA determines appropriate and consistent with the LEAs Parent and Family Engagement policy. Staff and parents and families may voluntarily decide that some or the entire amount of the set-aside be administered by the LEA.

In addition, the school will provide parents/guardians with opportunities and support on how to help their child with homework, monitor their child's progress, and how to effectively work with the school to help all students succeed.

The Arkansas Family and Parent Engagement Framework will be used as a guide in determining effective strategies and provide materials and training to help parents/guardians and families work with their children to improve their achievement, such as literacy training and using technology. To support successful school and parent/guardian interactions, the LEA committed to engaging parents/guardians through:

- The use of multiple methods of communication - flyers, phone calls, school websites, to promote participation
- Scheduled parent meetings
- Annual parent/guardian surveys
- Information shared via the school website
- Enhancing the awareness and skills of teachers, administrators, and staff in reaching out to, communicating with, and working with parents/guardians as equal partners
- Parent education workshops provided by local community partners or agencies provide teachers, instructional support staff, principals, and other school leaders with professional development opportunities and training to assist them in utilizing effective communication and collaboration skills when working with parents/guardians and families with the common goal of improving academic quality for all students.

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.
(<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement
(https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_En)

Federal

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312,6318, 6320
(<https://drive.google.com/file/d/1gLCfooJPV5yjHMvnTGmckRiTThzKwGT9/view>)

District/LEA Name:	Hope School District
District Engagement Coordinator's Name:	Portia Jones
Plan Revision/Submission Date:	07/07/22
District Level Reviewer Name, Title:	Portia Jones, Asst. Supt. of Federal Program Coordinator/District Parent Engagement 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)
Portia	Jones	Federal Program Coordinator/District Parent Engagement Coordinator
Ken	McLemore	District PR
Linda	Clark	District Social Worker/Homeless Liaison
LaDonna	Samuel	Parent
Ernestine	Burton	Community Member
Marcela	Zavala	Parent

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)
Margaret	Moss	School Board Member
Casey	Schoenberger	Clinton Primary School Parent Facilitator
Christi	Sullivan	Beryl Henry Elementary Parent Facilitator
Earlene	Gulley	Yerger Junior High School Parent Facilitator
Kelly	Muldrew	Hope High School Parent Facilitator
LaTonya	Bradley	Hope Academy of Public Service Parent Facilitator

(Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/parent-and-family-engagement-requirements>) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov (<mailto:ade.engagementmatters@ade.arkansas.gov>) 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> (<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
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<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 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

- Changes Required
- Compliance is Met

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

- Changes Required
- Compliance is Met

Comments:

Section 3 - Building Parent Capacity

- Changes Required
 - Compliance is Met
-

Comments:

Section 4 - Coordination

- Changes Required
 - Compliance is Met
-

Comments:

Section 5 - Reservation and Evaluation

- Changes Required
 - Compliance is Met
-

Comments:

Close