

AR
 Barton School District
 5995 Highway 49
 Lexa AR 72355
 870-572-7294

District Engagement Plan*

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)]

Barton School District fosters the belief that student success is a shared responsibility among everyone involved in the student's education. "It Takes Three", is a BSD school-wide initiative. This concept reflects the collaborative efforts of home, school, and community supporting student success. Schools alone cannot address all of a child's developmental needs. The meaningful engagement of parents and support from the community is essential. BSD involves the community, families, parents, and students in the development and review of relevant plans, policies, and strategies related to the district's Engagement Plan and the long-range planning of the district. This helps to incorporate the Engagement Plan into the BSD school-wide plan and is done by encouraging parents to be a part of the BSD Family Engagement Team. Surveys are sent out to parents in addition to collaborative monthly sessions and ongoing home, school, and community activities scheduled throughout the year. This process creates an opportunity for parents and all stakeholders to have a voice and input with the district-wide team to implement the school-wide Engagement Plan.

The long-term vision for the district is reflected in the school's improvement plan. The goal for each school is to build supportive meaningful relationships in which all voices are equally valued between home and school. Both schools are working with students and families to set and achieve individual goals for student learning. We also have added an onsite Mental Health Therapist and Mental Health Counselor to work with and support students and their families.

The District's interconnected system of plans (Engagement Plan, Mental Health Services, Health and Wellness, and School Improvement Plan) is created to give support to parents/families and assist in their child's academic and emotional development. Research states, "When families, communities, and schools work together, students are more successful, and the entire community benefits."

BSD Parent Coordinator ensures a cohesive connection of the entire engagement program between the district and schools to enhance a school-wide action plan to flow together toward successful engagement. Monthly meetings are held to build and maintain an ongoing plan to facilitate a collaborative bond with home, school, and community. Some of the topics addressed reflect focus areas of concern from Barton School District's 2022-2023 Family Survey and Needs Assessment. The data analysis from the BSD Elementary and BSD High School Family Survey and Needs Assessment

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provided meaningful input that will be incorporated into BSD Parent and Family Engagement Policy/Plan for 2023-2024.

Monthly topics and discussion focus will include:

(Barton School District's Parent and Family Engagement Plan/Policy) - Discussion and recommendation to improve communication and engagement with parents and community partners

(Family Support) - Discussion on identifying and implementing research-base strategies, to provide support to families regarding curricular and extracurricular student activities

(Family Efficacy) - Discussion on a plan of action to make parents/guardians feel more confident about their role as a parent

(School Climate) - Discussion on the implementation of a process reflecting how the school district can create and maintain a positive social school climate for all stakeholders

(Barriers to Engagement) - Discussion on identification and alleviation of barriers/obstacles that prevent parents from getting more engaged, and ways the school might help overcome the barriers/obstacles

(Roles and Responsibilities) - Discussion on the overlapping responsibilities of home, school, and the community for ensuring student success

These collaborative monthly meetings will guide the district on how to incorporate the Engagement Plan into the Schoolwide Improvement Plan. BSD Parent Engagement plan of action will also include: Why Engagement Matters, The Effects of Engagement, and the Collaborative Efforts Beyond Parent/Teacher Conferences and Surveys. The Engagement Matters Toolkit, "The Six Essentials of Engagement," will be a resource to guide the district in the process of identifying and implementing specific requirements, roles, and responsibilities relating to Parent and Family Engagement.

Barton School District coordinates and incorporates Parental Engagement programs and activities with the Parent and Family Engagement Advisory Committee which is made up of parents, students, teachers, community members, and administrators. Our Parent and Family Engagement Policies are jointly developed, reviewed, and updated annually with the support of the Great Rivers Educational Service Co-op, BSD High School Facilitator and staff, BSD Elementary Facilitator and staff, and the BSD District Administration Team. An update was done in March 2023. Monthly sessions allow team members to invite and collaborate with administrative staff, community businesses, agencies, and individuals. Sessions create opportunities for open communication between all stakeholders. The committee identifies community resources related to home and curricular activities.

An outgrowth of our Parent and Family Engagement Policy goal is to invite and encourage more parents, students, and community members to all meetings in order to create a more diverse group of committee members. Diversity demographic data in BSD goes beyond race and socioeconomic status. There are many single-parent homes, grandparents as parents, and homes where the parent/guardian is a foster parent. The knowledge and usage of demographic data increases student success in the district. Parent and Family Engagement meetings are scheduled and posted through text and email, website postings,

and school marquee announcements. We encourage all parents and community leaders to attend these monthly meetings.

The following is a list of the dates, times, and scheduled activities for parents during the 2023-2024 school year.

August 10, 2023, Open House for Parents/Students (2:00-6:00 p.m)

August 2023 Family and Community Night: Meet the Bears (Time TBA)

September 2023 Annual Title 1 Night/Report to the public (5:30 p.m.)

October 2023 Parent/Teacher Conference (2:30-6:30 p.m.)

October 2023 Family and Community Fall Festival (4:30-6:30 p.m.) -

February 2024 STEAM Night (4:30-6:30 p.m.) - Date TBA

March 2024 Parent/Teacher Conferences (2:30-6:30 p.m.)

May 2024 May Date and Time TBA

BSD school-wide initiative, "It Takes Three," home, school, and community partnerships enhance engagement critical to our student's academic success.

Barton School District's parent-friendly updated Parent Engagement Summary for our 2023-2024 school year will be posted on our website, in August 2023. Parents and guardians will review and sign an updated Parent and Family Engagement Policy/Plan Summary during BSD Open House, in August 2023. The Parent Engagement Summary will also be sent home for parents to review and sign. BSD Parent Engagement Summary will have an addendum access website link in the district's 2023-2024 student handbook. Comments from any parent who finds any portion of the Family Engagement Policy/Plan unsatisfactory will be forwarded to the District's Parent Coordinator for a scheduled committee review.

Parental Engagement Facilitators are Amanda Chaney BSD High School, and Sherry House BSD, Elementary School. They are selected annually by the school district's principals.

The goal of the BSD Engagement Policy/Plan is to go beyond compliance by fostering the premise "It Takes Three" to enhance home, school, and community partnerships. STEAM and family nights are scheduled to encourage, support, and promote family efficacy. Enrichment and/or intervention measurable objectives and strategies are reflected in the district's curricular and extracurricular activities for students' success.

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)]

Barton School District Parent Coordinator brings cohesion to the engagement program by building and maintaining a positive relationship between building-level facilitators, parents, staff, community, and all stakeholders. Monthly sessions provide an opportunity to create and reflect a vision of what the broad district-wide engagement plans look like. Sessions allow all voices to be valued, keep team members focused on the target, and are supportive of the implementation of school engagement programs and activities. Emphasis will be placed on ensuring that parents of limited English proficient students have access to information in a language and form they can understand. A district calendar of engagement activities reflecting evidence of engagement is available and accessible to stakeholders, and a Google Drive is used to collect and document engagement activities.

Barton School District's 2022-2023 Professional Development for Parent and Family Engagement two-hour staff development was scheduled on August 11, 2022, and conducted by Great Rivers Educational Service Cooperative. BSD and the Parent and Family Engagement Committee partner with community resource components to train educators, administrators, support staff, paraprofessionals, facility personnel, bus drivers, volunteers, and anyone who will come in contact with students and families. PD Sessions reflect the value and utility of the contributions of parents. This partnership includes how to reach out to, communicate with, and work with parents as equal partners. A focus is also on how to implement and coordinate parent programs and how to build ties between parents, schools, and communities.

Great Rivers Educational Cooperative, Delta Cultural Center, Phillips County Cooperative Extension Services, Helena Health Foundation, Delta AHEC-UAMS East, AR Department of Workforce/Helena Local Office, Lee County Cooperative Clinic, Mid-South Health Systems, Phillips County Community College, other individuals, and community agencies are used as resources for professional development and technical training for parents, faculty, and staff. The parent coordinator will also provide professional development through Professional Learning Communities by educating parents and staff on the overlapping responsibility of home, school, and community.

Documentation is kept through agendas, sign-in sheets, and other presentation documents. The parent coordinator ensures that the information sent home is in a language and format parents can understand. Our Title 1 Federal Coordinator, Parent and Family Engagement Coordinator, and Parents' Advisory Committee members attend Parent and Family Engagement workshops and conferences. Arkansas (IDEAS) online assessments and Commissioner's memos provide support and technical training for parents, faculty, and staff.

The district ensures that the minimum professional development requirements are met for teachers and administrators at the beginning of the school year as well as throughout the year. Parents and community volunteers are trained at the beginning of each school year by our parent coordinator. Training hand-outs are given to parents and community volunteers reflecting volunteer guidelines/etiquette.

Barton School District provides coordination, and technical support to plan and implement effective Parent and Family Engagement quality training to staff. Monthly sessions focus on topics that include: the contribution of parents, families are equal partners, and the implementation of parent programs. Sessions build staff capacity and improve students' academic success.

Parent and Family Engagement policies are distributed and/or accessible to all stakeholders: parents, school board members, administrators, staff, and Parents' Advisory Committee Members. The parent coordinator and facilitators have a shared Google Drive which provides online resources for all stakeholders. The Parent and Family Engagement policy, a Parent-Student-School Compact, and a parent-friendly, Parent and Family Plan/ Policy Summary, can be found on our school's website. Also, as a supplement to the student handbook. Signatures obtained from each parent acknowledge receipt of the parent-friendly summary. Engagement Plan/Policy is filed with other BSD parent and family documents.

The district co-hosts a Great Rivers Education Service Cooperative-Area-School-District Parent and Family Engagement annual meeting. District meetings provide collaborative opportunities to enhance the implementation of effective Parent and Family Engagement practices. During the session, easy-to-read infographics are used to share important messages, community resource guests are invited to speak, and each school district in the Great Rivers Education Service Cooperative Area has the opportunity to collaborate and share effective Family Engagement practices and activities.

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)]

Barton School District assists parents in understanding the challenging local and state academic assessments. Formative and summative data are shared with parents. The district also provides the opportunity for families to understand the requirements of Title 1, Part A. Parent-friendly language and infographics are used to assist parents in understanding how to monitor their child's progress through our annual Title 1 meeting and scheduled parent sessions throughout the year. The district communicates with families about school programs and student progress through effective school-to-home and home-to-school communications. In order to help support parents in helping their students with academics, the district sends parent-friendly letters to parents explaining their child's test results and standardized test scores from the previous year and academic status during the year. Parents are given updates any time they have concerns about their child's academic performance.

A monthly newsletter is distributed to parents in BSD Elementary School. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips and organization skills in order to build parent capacity needed to help their child with academic success. School Status is used to communicate positive messages about students.

Demonstrations of literacy, math, and science activities are presented at BSD STEAM Family Night. Curricular school-related rules and guidelines are discussed with parents throughout the year and during scheduled family events. The district provides parents with national, state, and local education goals, including parents' right to know as defined in Title 1 Part A. BSD supports ESL parents and their students in the acquisition of English.

The District assists parents by providing them access to our Parent Center which is equipped with computers, home, school, and community resources. This will ensure that parents receive help in making sure that their child has academic success. The Parent Center is open two days a week and other days as requested.

Barton School District uses multiple ways to communicate how students are doing: conferences, report cards, curricular assessments as well as standardized tests. Sharing student progress can keep parents up to date and avoid any surprises. This consistent school-to-home communication allows parents to take action before it's too late. Also, BSD communicates with families about programs and strategies to improve the ability of families to work effectively with their children, teacher, and staff. State and local assessment calendars are available on the school websites for our parents as well as students.

An Annual Report to the Public Night is held at the beginning of the school year. Also, annual BSD Parent Surveys focus on an evaluation and Needs Assessment of Barton School District. Family surveys reflected relevant topics of

concern. Parent Family Surveys topics included, test information, technology, literacy training, mental health, and wellness. The following methods; Apptegy, social media, email, text messages, the school website, and school marquee will be utilized to educate parents on the best learning strategies, and resources available.'

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)]*

Barton School District coordinates and integrates Parental Engagement programs and activities with other organizations to provide additional support and resources. Partners include federal, state, and local agencies. These community partnerships are the local college/university, technical/workforce training programs, head start, and preschool affiliations. BSD distribution of backpacks is an annual allocation of school supplies to all students. Disadvantaged students have access to a food pantry facilitated by a local community church. A homeless training session is scheduled annually. Foster care parents are supported as guardians in the district. Our BSD Library Media Center provides an opportunity for Dolly Parton student participation. Mental Health services are accessible onsite and as an offsite referral. Bright Future and City Serve initiatives are discussed during professional development sessions, and BSD reaches out to local civic groups, parents, and families for community partnerships. The district has several parents that are community professionals that are engaged and supportive of the school and provide support throughout the school year.

The Parent and Family Engagement Committee supports the local Parent and Teacher Organization (PTO) and co-hosts an annual meeting with other school districts to gain new ideas in order to build more substantial parent support. The district also provides space and resources for the Family Engagement Committee's monthly meetings and approves necessary expenses associated with parent and family engagement conferences and workshops. The Parent and Family Engagement Committee collaborative monthly sessions allow team members to coordinate and integrate community resources with school-related curricular extra-curricular activities.

Barton School District fosters the premise, "It Takes Three", home, school, and community supporting student success. The district maintains an ongoing plan to assist in facilitating a collaborative bond with parents and the community. This plan includes academic and health-related support for parents. The district provides preschool and college prep/career readiness information to parents. The district distributes technology resources, school supplies, and students' backpacks, and provides local food bank information to help facilitate support to parents. The Parent Center, the ABC Preschool Program, Delta AHEC, Lee County Cooperative Clinic, Phillips County Community College University of Arkansas, and the Phillips County Health Unit partnerships provide parent support for student success.

LEA Title 1 Coordinator and Barton School District's Parent Coordinator, monitor the Parent, and Family Engagement Policy/Plan. The Parent Engagement Policy/Plan is jointly reviewed and updated annually.

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)]

Barton School District will make recommendations to BSD Elementary and BSD High School for Parental Engagement Policy revisions. At the Annual Review Meeting, changes are made before being submitted to the BSD Parent Coordinator. The coordinator then will review and or return with revisions. After final approval, the newly revised plans will be posted on the BSD School District website.

Annually, the district brings the BSD Parent Advisory Committee and BSD Leadership Team together to discuss, plan, and update BSD Family Engagement Plan/Policy. Then, revisions, and an annual evaluation is made.

The Parent Center Coordinator will set up an informational table at each district event: BSD Open House, Parent/Teacher Conferences, and Family/STEAM nights. On the tables will be updated information in the flyers/brochures available for parents. Computers are also made available for the community to fill out surveys, student information, and necessary forms.

Barton School District sets aside funds to ensure Parent and Family Engagement needs are being met. BSD surveys parents and stakeholders annually to identify barriers to Parental Engagement. From data collected through surveys with parents and the community, the district identified communication and school climate as focus areas of concern. Data results will be the focus of recommendations for Parental Engagement Plan/Policy 2023-2024 revisions.

Barton School District surveys parents and staff annually to identify barriers to parent and family engagement. The needs of parents and families are accessed and identified. The district is then able to use evidence-based strategies to enhance and increase parent engagement. Parent Facilitators will provide an opportunity for parents to assist in the development and evaluation procedures. Findings from the evaluation will be used to make revision

recommendations to schools in the district. BSD uses the results from the annual Family Survey and Needs Assessment completed by parents and stakeholders to create strategies to alleviate barriers to Parent and Family Engagement throughout the year as well as during monthly sessions.

From data collected through surveys with parents and the community, the district identified **Communication as a focus area of concern. The school-home communication goal for 2023-2024 in Barton School District will include the following strategies. The staff, teachers, and administrators will model respect for parents in speech and action. The district will hold conversations on the topic in staff meetings. Barton School District will remind staff of the positive intentions parents have academically and socially for their children. The district will reach out to parents with a letter that welcomes and conveys to families that the school and community cares about their child's success. Throughout the year the district will extend an invitation to parents to share their opinions and concerns. Also, the district will send information/communication through text message using School Status which is a two-way communication between parents/guardians and school staff. BSD will utilize email, school marquee announcements, website, social media, and Apptegy which "blast" school messages to all phones, the App, and other forms of communication. Paper copies of information are also sent home and available to all parents/guardians.**

School Climate was another area of concern that needs to be addressed according to the annual survey. Barton School District's 2023-2024 goal to create a more positive school climate will include the following strategies. Barton School District will use school data to set goals. The District's parent coordinator and facilitators in the district will engage students, teachers, and administrators in the promotion of a shared vision for a positive school climate by tracking, assessing, and monitoring school climate data. BSD will work on the focus areas of concern by inviting parents to attend events, ensuring them that their presence is essential to student learning. Building a positive school climate for BSD centers on equity and focus on diversity and inclusion. The district will make intentional efforts by welcoming communication from all stakeholders to express their thoughts and concerns. In addition, we incorporated "Communication, and School Climate", as the main focus during the monthly parent and family engagement meetings for parents to have a voice.

The district committee reviews areas of concern and engagement policy annually. Parents are provided an opportunity to assist in the development and analysis of the data collected. Findings from the data collected will be used to make recommendations for policy revisions as they relate to Parent and Family Engagement. BSD's school-wide initiative is "It Takes Three", supporting student success; through home and school partnerships with community support.

Assurances

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 [ESSA § 1116(b)(4)]
- **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. [ESSA § 1116(e)(14)]
- **A.12:** LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator, and the district military education coordinator shall be included in the establishment and adoption of a public school district's and public school's parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

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

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

LEA Information

District/LEA Name:	Barton School District
District Engagement Coordinator's Name:	Cuarlstine Thomas
Plan Revision/Submission Date:	7/31/23
District Level Reviewer Name, Title:	Debbie Young, Instructional Facilitator

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)
Bruce	Guthrie	Superintendent
Cuarlstine	Thomas	Parent Coordinator
Lauren	Corder	Federal Programs Coordinator
Stacy	Hardy	Parent/Technology Coordinator
Deborah	Bland	Grandparent
Jannie	Lamar	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)
Minnie	Thomas	Parent
Avis	Donahoo	Parent
Wyatt	Donahoo	Parent
Jake	Gerrard	Elementary Principal
Scott	Carpino	High School Principal
Jennifer	Gibbs	Art Teacher

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)
Kim	Williams	Elementary Counselor
Monique	Miller	High School Counselor
Valarie	Roebuck	Dean of High School Students
Emma	Lucas	Community Member
Sherry	House	Elementary Parent Facilitator
Amanda	Chaney	HS Parent Facilitator

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)
Naya	Thelman	High School Student
Jada	Sumpter	High School Student
Chandler	Hensley	Elementary Student
Jaden	Palmer	Elementary Student
Lessie	Calhoun	Community Member
Zaria	Sumler	Community Member

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)
Helen	Spearman	Community Member
Debbie	Young	Instructional Facilitator

(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>

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:

<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 District 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 <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 <p>(The following information should be located 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><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>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.)</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 the 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>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 citing data indicating how the LEA will respond with policies, plans, and/or practices
<p>At the beginning of each school year, the LEA notifies the parents of each student</p>	<p>LEA must 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 verifying that parents were informed and received timely</p>

about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)	notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. *Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.
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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 or 501-371-8051.

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

7/27/2022 FScott

This section meets all required components.

7/26/2022 FScott

This section was not clear on **how** the Coordinator nd/or Committee worked with the School Improvement /District Support Committee in order **to incorporate the Engagement Plan into the Schoolwide Improvement Plan.**

7/18 FScott

Discussed recommended changes to address Guiding Question 1.3.

Section 2 - Building Staff Capacity through Training and Technical Assistance

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

7/18/2022 FScott

This section meets required components.

Section 3 - Building Parent Capacity

☐ Changes Required

☒ Compliance is Met

Comments:

7/18/2022 FScott

This section meets required components.

Section 4 - Coordination

☐ Changes Required

☒ Compliance is Met

Comments:

7/18/2022 FScott

This section meets required components.

Section 5 - Evaluation and Reservation

☐ Changes Required

☒ Compliance is Met

Comments:

7/26/2022 FScott

This section meets required components.

7/20 FScott

Discussed recommended changes to address Guiding Questions 5.1 and 5.5.