

## Arkansas Indistar

## District Engagement Plan\*

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Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2023-24.

**1: Jointly Developed Expectations and Objectives**

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

*Guiding Questions*

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*  
[ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
[ESSA § 1116(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*  
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*  
[ESSA § 1116(a)(2)]

1. Involve our parents through flexible meeting times in the process of jointly working with school personnel in the creation/revision of our policy and providing input in the process of school review and improvement including recruiting parents to serve on district School Improvement committees that develop the Title I application.
2. We are continuing to provide coordination, technical assistance, and other support necessary to assist our Title I funded schools in planning and implementing effective parent and community engagement activities designed to improve student academic achievement and school performance.
3. We are helping the schools to build their capacity and the parents' capacity to form strong partnerships with each other.
4. Administration, Teachers, and Pre-School will ensure, coordinate and integrate parental and community engagement strategies included in other programs, such as Head Start, HIPPO, and cooperative-operated preschool programs.
5. We will, on an annual basis, conduct an evaluation of the content and effectiveness of the LEA's parental and community engagement policy. This evaluation will be in conjunction with our parents and community. We seek to confirm whether our policy is helping improve the academic quality of our schools, including identifying any barriers to greater participation by parents. We are determined to use the results of this evaluation to help us design better strategies for parental and community engagement and revise our policies, as needed. Parent facilitators along with the federal coordinator will oversee the meeting and make sure that recommendations are considered in next year's Title I, Part A program. Parents and/or community partners that deem the LEA Plan unsatisfactory will have their comments submitted to the state.
6. Funds will be provided for parental and community engagement funds at eligible campuses and will be used to purchase materials for conducting parental and community engagement in Education Night and materials for the parent centers on the campuses.
7. As part of the School Improvement Plan, the federal coordinator will ensure that each school has appropriate representation on their committee for their family and community engagement committee and plan and is meeting the requirements for Title I, Part A schools. Title I, Part A provides financial assistance for additional instructional services and activities to meet the educational needs and support of students at risk.
8. By August 1 the District and each of its schools shall review and update their District Parent/Guardian and community engagement Plans and will file copies of those Plans with the Department of Education as well as post updated plans on the school website.

## **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)]*

The School District will design professional development opportunities for teachers to include no less than two hours of professional development. The two hours may be included in the thirty-six hours of required professional development. The School District will design a minimum of three hours of professional development opportunities for administrators -- in addition to the minimum number of hours of professional development required.

All of these professional development opportunities are designed to enhance the understanding of: effective family and community engagement strategies, the importance of administrative leadership in setting expectations and creating a climate conducive to parent/guardian participation, 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/coordinate parent programs, how to build partnerships between parents and the school.

To ensure that these professional development activities are completed, the district will keep a professional development log for every staff member through the ESCWorks program. Documented completion of required professional development hours will be submitted to the curriculum coordinator at the end of the year.

The District will provide training at least annually for volunteers who assist in an instructional program for parents.

The District will 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, and jointly-developing school-parent compacts.

A summary of the parent and family engagement plan will be placed in the handbooks, linked on the school web page, provided in another language when necessary, and a copy placed in each school and district office. Parents will return signature pages noting receipt of the handbook as well as the parent and family engagement plan.

Deer School, the students receive information in their folders for parents to receive. Likewise, parents/families receive emails if they are on file. Mt. Judea School, on file the parents, receive most of the material/information through email. Information is also sent home as well.

## **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)]

Schedule regular parent and community engagement meetings at which parents are given a report on the state of the school and an overview of what the students will be learning; how the students will be assessed; the requirements of Title I, Part A; what parents should expect for their child's education; and how a parent can assist and make a difference in his or her child's education.

Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitations: role play and demonstration by trained volunteers; the use of and access to Department of Education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the DESE.

School officials, especially counselors, communicate through all channels to reach most parents/families. For example, counselors share information about information items of business through Facebook messenger groups. Additionally, parents and students have a chance to connect broader with counselors through personalized Google docs uploaded into the Google folders about student progress and post-secondary opportunities. They also send out emails to parents to be sure the parents know what is being shared in the folders in case there are parents that did not attend the training.

Engage in other activities determined by the school to help a parent assist in his or her child's learning. Some activities include: family academic nights, guest speakers, weekly newsletters and 9 weeks academic letters, published school activities, four parent/teacher conferences per year, continued parent/teacher contacts throughout the year.

#### **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 take advantage of community resources the District will:

Consider creating an alumni advisory committee to provide advice and guidance for school improvement; enable the formation of a Parent Teacher Organization that will foster parental and community engagement within the school. Leaders of this organization shall be utilized in appropriate decisions affecting the children and families;

Create community partnerships to utilize community resources to strengthen school programs, family practices, and student learning.

The Coordinator will ensure that parents' rights are identified within the District Policies published online and that parents are regularly informed regarding national, state, and local educational goals. The District will recruit parents to serve on the district school improvement committee

#### **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 School District will support the development, implementation, and regular evaluation of the family and community engagement program -- to involve parents/guardians in the decisions and practices of the District while using to the degree possible -- the components listed below:

The principal of each school will designate one certified staff member to be compensated by school funds -- as a parent/guardian facilitator for the purpose of:

Organizing meaningful training for staff and parents/guardians for the purpose of promoting and encouraging a welcoming atmosphere to parents/guardians involved in the school, undertaking efforts to ensure that parents/guardians participation is recognized as an asset to the school.

Assuring that a parental and community engagement plan is prepared and shared on the website and disseminated to all stakeholders.

Conduct an annual parent activity evaluation report to share with parents, staff, and the community which could be included as a part of the annual report to the public.

The district coordinator will work with the superintendent to ensure that funds will be allocated to parent and family engagement activities. Of these funds, the parent and family engagement facilitators at each campus will ensure that parents and families are involved in those decisions regarding how funds are allotted and that the activities and strategies are consistent with our district policies. Each facility will also conduct an annual evaluation identifying barriers, needs, and strategies to help design evidence-based strategies for more effective parent and family engagement.

The district will review and approve each school plan and review and update the district plan by August 1 of each year.

Parent Facilitators for each campus include: Lindsey Burdine, Deer and Rainey Yeager, Mt. Judea

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

**Please read the following statements closely.**

- **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan. [A.C.A. § 6-15-1704(a)(1-2)]
- **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks. [A.C.A. § 6-15-1704(a)]
- **A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available. [A.C.A. § 6-15-1704(a)]
- **A.4:** LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook. [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- **A.5:** LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- **A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested. [A.C.A. § 6-15-1703(b)]
- **A.7:** LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation. [A.C.A. § 6-15-1704(a)(3)(B)]
- **A.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes. [ESSA § 1116(a)(3)(A)]
- **A.9:** LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan. [ESSA § 1116(a)(3)(D)]
- **A.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov (mailto:ade.engagementmatters@ade.arkansas.gov) [ESSA § 1116(b)(4)]
- **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. [ESSA § 1116(e)(14)]
- **A.12:** LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator, and the district military education coordinator shall be included in the establishment and adoption of a public school district's and public school's parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

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

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

<b>LEA Information</b>
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<b>District/LEA Name:</b>	Deer/Mt. Judea
<b>District Engagement Coordinator's Name:</b>	Melissa King
<b>Plan Revision/Submission Date:</b>	07/20/2022
<b>District Level Reviewer Name, Title:</b>	Brenda Napier, Superintendent

**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)
Lindsey	Burdine	Parent Facilitator/counselor
Jill	Wilborn	Parent Facilitator
Lori	Cantrell	Parent
April	Willis	Parent
Julie	Campbell	Parent
Miranda	Davis	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)
Rainey	Yeager	counselor
Rita	Greenhaw	principal

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

**Parent and Family Engagement: Required Uploads for 2023-24**

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>)

(<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>)As part of federal monitoring, the following items are required to be uploaded into Indistar in the **2023-2024 Engagement** folder by October 1, 2023:

The Engagement Plan was <b>developed jointly with parents</b> , agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)	<p><b>Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> minutes from that committee meeting</li> <li>- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input</li> </ul> <p>(The following information should be located on the District website.) <b>Evidence of how the Engagement Plan is disseminated to families and the community</b></p> <ul style="list-style-type: none"> <li>- Required: posted to district website by August 1st</li> <li>- Required: parent-friendly summary as supplement in student handbooks</li> </ul>
LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build parent capacity</b> . ESSA §1116 (e)(1-5,14)	<p>[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.]</p> <p><b>Evidence that the Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- Title I meeting agenda/minutes/slide deck</li> <li>- One example of parent/teacher conference documentation showing how teachers work with families on these topics</li> </ul> <p><b>Evidence that the Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</b></p> <ul style="list-style-type: none"> <li>- Photos of parent resource centers or links to digital resource centers</li> <li>- Resources posted to the website, LMS, social media, etc.</li> <li>- Recordings or agendas from workshops to address literacy or math strategies</li> <li>- Tutorials/videos posted on website and/or social media</li> <li>- Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement</li> </ul>

LEA should <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)	<b>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</b> - 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
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)	LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the <b>2023-2024 Engagement</b> folder by October 1, 2023 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.  *Search <u>TransAct Parent Notices</u> for document "TPQ-01" for editable template in 10 languages, if needed.

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### References

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#### 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](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>)

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

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### DESE Reviewer Responses

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

- ☐ Changes Required  
☒ Compliance is Met

#### Comments:

08/08/22 David R. Terrell - This section meets compliance.

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

- ☐ Changes Required  
☒ Compliance is Met

#### Comments:

08/08/22 David R. Terrell - This section does not meets compliance. Please check email.

10/03/22 David R. Terrell - This section meets compliance.

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**Section 3 - Building Parent Capacity**

- ☐ Changes Required  
☒ Compliance is Met
- 

**Comments:**

08/08/22 David R. Terrell - This section does not meets compliance. Please check email.

10/03/22 David R. Terrell - This section meets compliance.

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**Section 4 - Coordination**

- ☐ Changes Required  
☒ Compliance is Met
- 

**Comments:**

08/08/22 David R. Terrell - This section meets compliance.

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**Section 5 - Evaluation and Reservation**

- ☐ Changes Required  
☒ Compliance is Met
- 

**Comments:**

08/08/22 David R. Terrell - This section meets compliance.

Close