

Arkansas Indistar

District Engagement Plan*

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

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

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

1.1 The school district and school buildings have parents that serve on several committees including the District Parent and Family Engagement Committee. We strive to have diverse groups of parents, students, and community members serve on our committees. The District Parent and Family Engagement committee has members that serve on other committees that review our school improvement plans. We will file the district's plan on Indistar by August 1 (as required) and place it on the district's website by August 1, as required by law, recognizing that this is a working plan that can be updated, monitored, and adjusted as needed, based upon the needs of our district.

1.2 Parents are sought during registration and other times during the year for involvement in any/all committees. The district has a summary of the Parent and Family Engagement Plan written in our handbook. The parent's signature is required. A Needs Assessment Survey will be sent digitally to gather information about the needs of the district's students and families. We will continually push it out to check for changing needs. We have found success using short questionnaires for input on Facebook, which is the requested communication platform with a majority of our parents. These surveys provide us with timely information to allow us to better serve our stakeholders.

1.3 Each school will provide a link to the Parent and Family Engagement plan within the school improvement plan. Parent feedback regarding our school plan will be sought using surveys during our annual report to the public. The District Parent and Family Engagement committee has members that serve on other committees that review our school improvement plans.

1.4 Our district will increase participation by 5 parents at events hosted at each school.

2: Building Staff Capacity

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

Guiding Questions

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
 - *jointly-developing school engagement plans*
 - *implementing effective parent and family involvement activities*
 - *jointly-developing school-parent compacts*

[ESSA § 1116(a)(2)(B)]
- **2.2:** *How does the LEA build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL school staff are aware of:*
 - *the value and utility of contributions of parents*
 - *how to reach out to, communicate with, and work with parents as equal partners*
 - *how to implement and coordinate parent programs*
 - *how to build ties between parents and the school*

[ESSA § 1116(e)(3)]
- **2.3:** *How will the district ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How are you ensuring that relevant information is provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*

[ESSA § 1116(e)(5)]

2.1: School plans will be reviewed by the district. School chairpersons will be a member of our district committee and work closely with our district. The district will provide funds when necessary to implement effective parent and family involvement activities. Parents and students receive a school-parent compact during registration. This compact requires the signature of parents, students, and the principal. The district will keep this in each student's file. The district will work with the schools to revise the school-parent compact each year.

2.2: Hermitage School District (HSD) staff will receive training annually prior to the first parent-teacher conference in the value and utility of the contribution of parents, how to reach out to, communicate with, and work with parents as equal partners, and how to implement and coordinate parent programs and how to build ties between parents and the school.

2.3: Information related to school and parent programs, meetings, and other activities will be communicated in English and Spanish in a variety of ways including Facebook posts, phone texts, and posts on the district's website.

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)]

3.1: The Hermitage School District will provide parents with the source to find their child's academic standards, state and local assessments, and how to monitor their child's progress. A link to academic standards will be placed on the high school and elementary websites. State and local assessment scores are distributed at parent-teacher conferences. Parents can monitor their student's progress in each class utilizing the Home Access Center (HAC)

and by contacting educators with questions and/or concerns about their child's achievement. Teachers provide their email numbers to parents during our Open House prior to school beginning. Parents will be notified of the requirements of Title I, Part A at the annual Title I meeting.

3.2: To further assist parents in improving their children's achievement, the Hermitage School District will provide parents with online tools to assist students with literacy and math goals. Parents will be asked if they are in need of any technology training to help them navigate the websites with their children. If there is a need among parents for technology training or assistance with the FAFSA, this need will be facilitated through scheduled events at various times and through various formats to accommodate parent schedules. Our district houses a Parent Center on campus. Our Coordinator, Deanna Smith, provides resources to parents such as a clothes closet, toiletries, and blankets, as well as written resources in English and Spanish. The parent center gives parents information about the food pantry and church's clothes closets. Parents will be made aware funds will be available to support and plan activities as requested. Requests for funding in our district will flow through the school-based PFE Committees, then will be submitted to the district for consideration of approval.

3.3 Our district reaches out to parents and family members in various ways in English and Spanish. Our district reaches out to parents using text messages, Facebook, questionnaires, flyers, and planned events and activities.

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*
 - *organizational/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)]*

Our district and buildings Parental Involvement Committees coordinate activities with our Migrant and ELL Program. The district Migrant Program Coordinator is a member of our committee and helps to assist the District PFE Committee in providing school supplies, free lunch during the summer months, coordinating efforts with Hermitage Baptist Church to distribute food from the food pantry, assists with translation when needed, the purchase of glasses and hearing aids when needed, transportation for medical and/or school needs with approval.

Our Coordinator, Deanna Smith, provides resources to parents such as a clothes closet, toiletries, and blankets, as well as written resources in English and Spanish. The parent center gives parents information about the food pantry and church's clothes closets.

When 6th-grade students are transitioning to the high school (our school is small so we have a K-6 building and a 7-12 building), we bring them over to tour the high school at the end of the 6th-grade year. They are allowed to meet the principal, secretary, and teachers. Students learn important landmarks such as the bathrooms, library, gym, and cafeteria. After the tour, they meet in the cafeteria with our Student Services Coordinator to review how high school works and allow them to select electives for their schedules. They are instructed to take a copy of these schedules home for their parents to sign.

Our district social worker is vital to our school as she is consistently working to provide families with what they need so the students can succeed at school. She is very experienced and provides the wraparound services needed. She makes frequent home visits and assists our families with whatever their needs may be. Hermitage High School and Elementary School coordinates services with the Hermitage School District Migrant Program to further serve and provide support for all students and parents in the district. Our counselor meets with families and helps to set up mental health services for students and families.

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)]

5.1 The district Parent and Family Engagement committee will review and approve the elementary and high school plans in November making sure each plan is in full compliance.

5.2 A survey at the end of the year will be conducted as an evaluation piece to help identify barriers, needs, and strategies. The administration will also solicit feedback at the end of each District Parent and Family Engagement meeting from the team members. The plan will be reviewed and updated annually by August 1.

5.3 Survey results and feedback will be reviewed, considered, and/or used in developing the plans for the next school year. Evidence-based strategies/actions will be sought for optimal impact in our district.

5.4 The Hermitage School District reserves 1% of district allocation under Title I and Part A. The District Parent and Family Engagement Committee will ensure the funded activities and strategies are consistent with the District Parent and Family Engagement Plan. This will be done at each meeting (once a quarter).

5.5 Parents will be made aware funds will be available to support and plan activities as requested. Requests for funding in our district will flow through the school-based PFE Committees, then will be submitted to the district for consideration of approval.

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 (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.

LEA Information

District/LEA Name:	Hermitage Public Schools
District Engagement Coordinator's Name:	Deanna Smith
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	LaDonna Spain

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)
LaDonna	Spain	Superintendent
Tara	Gates	Elementary Principal
Mistie	McGhee	High School Principal
Deanna	Smith	District PFE Coordinator
Tracie	Richard	Elementary PFE Coordinator
Leah	Smith	High School PFE 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)
Matt	Huitt	Safe and Drug-Free Schools (SDFS) Coordinator
Selena	Juardo	Migrant Program Coordinator
Jennifer	Rice	Parent
Mary	Hamilton	School Board Member
Tonya	Kendrix	Community Member (Mayor)

Jade	Huitt	ELL Coordinator
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Committee Members, Role

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Katelyn	Hankins	Parent
Aceen	Jurado	Student
Roshell	Crowell	Student

(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.)

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:

<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
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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><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 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 2023-2024 Engagement 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.</p> <p>*Search <u>TransAct ParentNotices</u> for document "TPQ-01" for editable template in 10 languages, if needed.</p>

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>)

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 or 501-371-8051.

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

Changes Required

Compliance is Met

Comments:

8/22/2022 FScott

Meets all required components.

Section 2 - Building Staff Capacity through Training and Technical Assistance

Changes Required

Compliance is Met

Comments:

8/22/2022 FScott

Meets all required components.

Section 3 - Building Parent Capacity

Changes Required

Compliance is Met

Comments:

8/22/2022 FScott

Meets all required components.

Section 4 - Coordination

Changes Required

Compliance is Met

Comments:

8/22/2022 FScott

Meets all required components.

Section 5 - Evaluation and Reservation

Changes Required

Compliance is Met

Comments:

8/23/2022 FScott

Meets all required components.

8/22/2022 FScott

Meets all required components of section 5, however **all Assurances must be checked.**

Close

