

AR
Two Rivers School District
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Ola AR 72853
833-272-8773

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)]

1.1 The Two Rivers School District (TRSD) will continue to support the formation of a Parent/Teacher Organization that will foster community, parent, and family engagement within the school as interest is expressed. TRSD will host an Open House in August 2023 and invite all parents and family to attend. During this Open House, the parents and family members can voice their concerns and take surveys to voice their opinions on certain items within the school district. TRSD will also hold a Handbook Committee meeting in April 2024 for parents and community members to voice their opinions on Handbook Policy changes.

1.2 TRSD will take advantage of community resources; the school will consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. These individuals will be invited to attend advisory committee meetings and other scheduled events.

- TRSD also reaches out to the local churches and businesses to help sponsor and provide school materials for EVERY student. The students will have their supplies waiting on them at school during the month of August 2023.

- Parents and family members for students in grades K-12 will have the opportunity to express their concerns and share their opinions throughout the 2023-2024 school year. Activities and resources include: Parent contact logs, updated webpages and social media, emails, signs, school messenger, calendars, classroom announcements, parent meetings, Zoom meetings, etc..

- Parents and families will also be provided with letters in their native languages. This will help support healthy and

accurate communication.

- Three ELL instructors will assist in communicating with our families of students that are ELL.
- A District Special Education Supervisor, Kelli Rainey-Arch Ford, will assist with parent communication and provide ideas and strategies to promote student achievement.

1.3 TRSD will ask community, parents, and family members to attend meetings to review and develop the school improvement plan and the school community, parent, and family engagement plan, along with the Engagement Coordinator and committee. When the TRHS community, parent, and family engagement plan is distributed at the beginning of the school year-August 2023, TRHS will attach a suggestion page to allow for ALL parents and family members to provide feedback and suggestions of changes to the current plan. TRSD will send notices of upcoming meetings to review and develop the Community, Parent, and Family Engagement Plan. These notices will be in multiple forms. They include: Facebook posts, local newspapers, school website, and written notices.

TRSD will host meetings as requested by parents and family members regarding the Community, Parent, and Family Engagement Plan. Each school building will participate in analyzing and evaluating the content and policies of the school improvement plans, parent/family/community engagement plans, and school wide plans while evaluating the input and opinions of the community to make the necessary changes to each policy to improve the quality of its Title I, Part A schools. Parents and community members will also have the opportunity to state their input and have a voice at meetings such as, Literacy nights, Parent/Teacher conferences, Report to the Public, Title I, etc. Building and district family coordinators with the assistance of ELL teachers, SPED teachers, and dyslexia specialist will encourage parental involvement with our families and students with varying cultures and abilities at peer reviews and evaluations. These peer reviews and evaluations will allow us the opportunity to identify additional barriers we need to eliminate in order to gain more parental involvement and meet any needs to ensure the best opportunity for the families to participate.

1.4 The Two Rivers School District will use findings to design strategies to obtain a more efficient method of gaining more parental involvement. The district will also revisit and revise the parental engagement plan and policies and Title I program to ensure that each program is the most effective for our students.

A survey tool or questionnaire will be used to assist in the reviews and evaluation process. TRSD will host meetings requested by parents and family members regarding the Community, Parent, and Family Engagement Plan.

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 TRSD will provide the mandatory Parental Involvement training to all staff and administration during scheduled professional development sessions. Training will include information regarding: parents playing an integral role in assisting student learning, the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, implementing and coordinating parent programs and building ties between home and school, welcoming parents into the school and seeking parental support and assistance, providing information in a format and language the parents can understand, responding to parent requests for parent and family engagement activities, and recognizing that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns.

2.2 Digital signs in hallways with upcoming events posted and pictures of past events, "HAC" (Home Access Center) to allow parents to access their student's grades at any time and ability to email teachers directly, Email address of administration available to parents on the district website, "Home Connect" allows parents to view their child's progress in "Accelerated Reader", Virtual Open House, Parent Meetings, Pen and paper correspondence for parents without access to technology, Phone conferences and individual parent conferences, as needed, with flexible times to accommodate parent schedules, Progress reports, Report cards Report to the Public, Scheduled Parent/Teacher Conferences (Twice Yearly), Surveys/Questionnaires that provide the opportunity for feedback and requests for additional support, School and District Websites (can be translated to Spanish), School and District Facebook, "School Messenger System" calls parents with special announcements and notifications, "Remind" is used to provide text and email reminders of upcoming events and announcements, Google classroom Digital announcements on the Marquis in front of the school building, Announcements in local newspapers (Yell County Record, The Courier, Petit Jean Headlight), Email communication with parents, Surveys for Volunteers.

The District Parent Coordinators, Courtney Frost and Kelsey Lisenbey, attend school and/or district parent involvement activities. They provide a notebook to each parent facilitator to be used for parent involvement documentation and checks it periodically. The schools provide a calendar of planned activities which the District Coordinator supports by attending and assisting in the implementation of the parental involvement practices. Courtney and Kelsey conduct a minimum of monthly site visits.

The District Parent Center located in the high school office to provide materials to assist parents in training and for support of academic achievement. The staff receives two hours of parent involvement training as prescribed by the ADE calendar. Efforts are made to develop a parent organization at each campus.

Teachers receive two (2) hours of professional development as per the State schedule to enhance their understanding of effective parent involvement strategies. These strategies include: the importance of the role of the parent, how to engage and work with parents and the community, how to work with the parent coordinators in planning and implementing parent programs, and how to foster positive relationships with parents and community members. Administrators will participate in two (2) hours of professional development as per the State schedule to enhance effective parent involvement and to give leadership in setting the expectations of creating a climate conducive to parental participation. Communication with parents occurs in the following ways: Parent/Teacher conferences (two per year- September 2023 and February 2024) which are on the school calendar; distribution of Parent and Family Engagement Packets including the Parent and Family Engagement Plan to each students; letters as appropriate such as: "Right to Know" letters, School Status letters and Arkansas Qualified Teacher status notification; information on the District and Schools websites; online student progress reports; Public meetings; Open House (August 2023) at each campus; announcements using local media; phone and e-mail contact; District Facebook. Parent signatures are obtained in a variety of ways: at open house, at the annual Title 1 meeting, at the September parent teacher conference or parents deliver the signed sheets to the school.

2.3 To the extent possible, information is sent home in a language which the parent can understand, including written communication in the parents' native language.

A copy of the Parent and Family Engagement Plan is sent home in the Family Information Packets and is available on the District Website – www.trgators.org. A parent-friendly summary of the plan is available on the website for ease of use.

Each Title I school's Parent and Family Engagement Plan is sent to the District Office for review. Agendas, minutes and sign in sheets are kept for documentation of the planning and development of the plan. Parent activities occur at flexible meeting times to attempt to meet the schedule of the parents. The School Improvement Plans for the District and the schools are available on the District website. Additionally, a calendar of school events is provide to parents via the web and calendars and newsletters sent home by the students. A School/Parent Compact is

developed jointly and is a part of the school handbooks which are provided to every student. Documentation of receipt of the document is maintained. Parents are provided training in the use of the online progress report and on the navigation of the District and Arkansas Department of Education websites. Parents are notified about student absences in real time via an online messenger system. Literacy, math and science nights are provided at each school for parents (Literacy and Math parents nights-March, Reading parent night- Elementary December, Adopt a Reading Buddy- Kindergarten- November, and Book Study and Ice Cream Social- May). Teachers and administrators work with parents in understanding test data which is used to guide instruction to meet the needs of the students. Parents are invited to visit their child's classrooms. Requests for volunteers are made through the information in the Parent and Family Engagement Packets. A workshop for volunteers is conducted at each school. Parent activities occur at various times throughout the day: morning, afternoon or night to meet the various schedules of the parents. School meetings (August and May) are held to inform parents to their right to be involved in the development of the Parent and Family Engagement plan and to encourage participation. The parent coordinator attends and participates in each school's Open House (in August or September) and Title 1 Planning meetings to promote parent involvement.

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 TRSD will schedule regular parental involvement meetings to be held immediately prior to the regularly scheduled Band Booster Meetings. Parents are provided opportunities to receive information regarding the curriculum programs at TRHS. These opportunities may include: Class Syllabi, Title I Informational Meeting, Home Access Center, Google Classroom Access for parents, media announcements, open house, parent-teacher conferences, and Moodle. Parents are provided access to the interpretation of student performance on Individual Student Academic Assessment through an individual meeting with a faculty member. In addition, information is discussed during Parent-Teacher conferences and through regular parent communications. Parents are provided with a description and explanation of the assessments used to measure student progress and achievement, levels of the challenging state academic standards during the yearly Title I informational meeting as well as during parent-teacher conferences. Resources for parents regarding Arkansas Academic Standards, State and local academic assessments including alternate assessments, Title I, Part A requirements, Strategies parents can use to support their child's academic progress, partnering with teachers to support their child's academic achievements, incorporating developmentally appropriate learning activities, use of ADE website and tools for parents [<http://www.arkansased.gov>], assistance with nutritional meal planning and preparation are available to all parents in the TRSD Parent Center. TRSD faculty have been assigned students to advise regarding career and college choices. Through this process, faculty meets individually with parents to guide them with course selection, career planning, and preparation for post-secondary opportunities.

3.2 The TRHS Parent Center also provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement and to promote responsible parenting. Parents are informed at the annual public meetings of the national, state and local education goals and how they are determined using the challenging State academic standards. Parental rights are included in the "Right to Know" letters which are sent to parents. Those letters are also available on the District website - www.trgators.org. Parents are given information to access the Arkansas Department of Education website, www.arkansased.gov, which contains detailed information about state goals and parents' rights. The District Parent Coordinators work with parents at each school in the development of the school Parent and Family Engagement Plan by attending the School Improvement meetings and by facilitating specific parent group activities. The Coordinator also assists in the organization of Parent groups such as Band Booster Club, Athletic Booster Club, and the Handbook Committee. The District works with Alumni in efforts to promote support, guidance and interest in the school system. District personnel engage with community leaders to foster a partnership between school and community. Community entities are encouraged to develop partnerships with the schools. The local churches and businesses are very involved by providing our entire student body with school supplies and providing food for staff professional development days. Parent activities at each campus are designed to help parents become full partners in the education of their child. Resources are used to encourage parent participation and to provide materials to assist parents in their role as the child's first teacher. An annual survey is conducted to provide input from parents concerning their level of satisfaction with parent involvement in the district and to solicit input for improvement. The survey is conducted either by paper/pencil or by the completion of the survey online. The results are tabulated and studied by the parent involvement committees for planning and for improvement. Reasonable funding is available to provide the resources needed. When the plans for the year are finalized, the budgets from the previous year are examined to determine if funding needs to be adjusted.

3.3 The district uses a combination of Title 1, ESA, ABC, and local funds to support parental involvement. The schools use a purchase order process to request funds for support of parental involvement. Each school has a budget based on the plans for the year. The District Parent Coordinators coordinate the provision of needed resources at each school. The requirements of the Title 1A program are explained to parents and community members at the annual Title 1 Parent Meeting that is held in August or September of each school year. Parents are to use the chain of command in dealing with school issues; teacher, principal, superintendent, school board.

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)]*

4.1 Two Rivers holds an Annual Title I meeting. It is open to all parents, family, and community members. The meeting is to give a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency levels students are expected to meet. Notes will be sent home with students prior to the meeting inviting family members to attend. Notices will be published on the Two Rivers School District website as well as Two Rivers Facebook pages.

TRSD will take advantage of community resources; the school will consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. These individuals will be invited to attend advisory committee meetings and other scheduled events. TRSD will continue to support the formation of a Parent/Teacher Organization that will foster community, parent, and family engagement within

the school as interest is expressed. However, at this time, no interest has been expressed. TRHS has an established and active Band Booster Organization and Athletic Booster Organization. TRHS will maintain a community resource book to be located in the Parent Center. However, TRHS currently utilizes many community organizations within our educational entity. Some of these include: EAST Initiative, ATU STEM Institute, VEX Robotics, Ready Set Go! for graduating seniors, ATU Upward Bound, AR Virtual High School, ATU Concurrent Credit, ATU Career Center, Yell County Extension Office, Church groups, Arch Ford Educational Service Cooperative, multiple colleges and military organizations. Two Rivers utilizes various organizations to provide a Community Thanksgiving Dinner. This dinner not only provides nourishment but an opportunity to network within our communities. Parenting resources to promote responsible parenting are available to all parents in the parent center. Community resources will be utilized to make sure that TRSD Community, Parent, and Family Engagement Plan is comprehensive in nature. TRSD Parental Involvement Coordinators will collaborate with the school and district coordinator for school improvement to ensure that components of the TRSD Community, Parent, and Family Engagement Plan are embedded within the TRSD School Improvement Plan.

Parents from each school serve as members of the district planning committee to develop the Title 1 application. Meetings are conducted a minimum of one time a year, usually in May. Agendas, minutes and sign-in sheets are retained. The plan is presented and reviewed at the annual school meetings in August or September. In the meeting, each school presents their priorities for improvement and the committee addresses the support which the District will provide for implementation and support of the programs. The use of federal funding and other supplemental funding is discussed. The value of input from parents in the development of the plan is emphasized.

Efforts are made at each school to recruit parents to serve as members of the district Parent Advisory Committee. The District Parent Coordinators and Federal Coordinator work with each school in this effort. Communication to parents is accomplished in various ways including: Formal letters and/or emails, phone calls, digital messages are sent to parents inviting them to serve on the advisory committee.

Community members are invited to become a part of the advisory committee. As plans develop, the partnership between community, parents and the schools is promoted.

An annual survey is conducted to provide input from parents for improvement of the district effectiveness. A summary of the survey is prepared and used for future planning.

Two Rivers School District operates a parent-resource center that is staffed with a full-time parent engagement coordinator. It provides meeting space, site for distribution of information, and other activities involving parents and the community. Parent and Community engagement activities are incorporated into parent/teacher conferences, Annual Title 1 meeting, math and science nights, band/choir performances, scholarship informational meetings, etc

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)]

Two Rivers School District does not receive more than \$500,000 in Title I allocations. However, parents and family members will be given opportunities to provide input in how any School, Parent, and Family Engagement designated funds should be utilized.

School staff, parents, and students developed a school-parent-student compact. This compact outlines how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact. This compact is sent home at the beginning of the school year and as new students enroll. Included with the compact is a questionnaire asking for feedback and suggestions from parents. The compact is updated yearly based on feedback and suggestions from parents.

Virtual Open House (Report to the Public/ Title I Meeting TBD) Parent/Teacher Conferences (and phone conferences at any time for parents who could not physically attend) TRHS Field days (TBA Spring 2024) GT Parent/Community Night (TBA Spring 2024) Senior/Parent College Financial Night, EAST Night Out, TRHS Book Fair (Fall 2023 and Spring 2024) Band Booster Meetings (3rd Monday of every month at 5:30 p.m.) TRHS Athletic Booster club meetings (TBA) Academic Award Assembly (TBD) Special Education Conferences held as needed. Gator Night (Math/Literacy Night - TBA)

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. [A.C.A. § 6-28-116(2)(A)(3)(B)]

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

LEA Information

District/LEA Name:	Two Rivers
District Engagement Coordinator's Name:	Blake Beggs
Plan Revision/Submission Date:	6/2/23
District Level Reviewer Name, Title:	Blake Beggs, Assistant 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)
Harry	Alvis	Superintendent/Parent
David	Minnie	K-4 Principal
Josh	Harrison	5-8 Principal
Barry	Fisher	9-12 Principal
Debra	Johnson	7-12 Counselor
Kelsey	Lisenbey	7-12 Parental Involvement

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)
Courtney	Frost	K-6 Parental Involvement

Kelly	Brown	Food Service Director
Doug	Biddle	Teacher/Parent
Stephanie	Noles	District Nurse

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)
Michael	Zelnick	Technology Coordinator
Rebecca	Treadwell	ESL/Migrant
Jaime	Hooker	Teacher/Parent
Veronica	Stalnaker	Parent

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs) 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.)

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>

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 <u>developed jointly with parents</u> , agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)	Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.) - 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 (The following information should be located on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
	[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.] 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

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)	items.) - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics 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.) - 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
LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)	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.) - 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 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. *Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.

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:

06/09/23 David R. Terrell. This section meets compliance.

Section 2 - Building Staff Capacity through Training and Technical Assistance

- ☐ Changes Required
 - ☒ Compliance is Met
-

Comments:

06/09/23 David R. Terrell. This section meets compliance.

Section 3 - Building Parent Capacity

- ☐ Changes Required
 - ☒ Compliance is Met
-

Comments:

06/09/23 David R. Terrell. This section meets compliance.

Section 4 - Coordination

- ☐ Changes Required
 - ☒ Compliance is Met
-

Comments:

06/09/23 David R. Terrell. This section meets compliance.

Section 5 - Evaluation and Reservation

- ☐ Changes Required
 - ☒ Compliance is Met
-

Comments:

06/09/23 David R. Terrell. This section meets compliance.