

## Lonoke District 2024-25 Arkansas 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. Our initial goal is to streamline engagement efforts with parents among buildings. This district FACE coordinator meets with school improvement teams from each building in April, June, and July to discuss student needs and action plans for the district and buildings. The FACE plans are a part of the school and district school improvement plans. School improvement plans are working documents until they become live and solidified on August 1. Then the district FACE team meets in August to plan their annual PIE, Partners in Education, objectives. At their first meetings with parents —Streamlining this process to ensure that all parents will feel the same level of invitation to participate in each building. Our parents also have team membership on handbook committees and wellness committees. Parents are integral to all aspects of school life. Additionally, our FACE plan is incorporated into our School Improvement Plans and District Needs Assessment.
2. At the initial parent meetings, that are held at each building in September, facilitators will evaluate the progress of goals by surveying parents on the completion of the previous year's goals and will discuss and set new expectations/goals for the year. Based on these, building goals will be created and integrated into the District plan, which will be posted on our school website and submitted to Indistar. There will also be copies in each of the main offices and in

the student handbook, which can be found on our website. Parents acknowledge receipt of the plan by a written acknowledgment form. A parent-friendly summary can also be found on our website in the same area as the formal plan.

3. One goal of LPSD is to ensure that our ELL parents are better included. The ELL Coordinator/FACE Coordinator will jointly plan parent nights with building facilitators. LPSD will partner with the local Extension office to provide parenting classes. Parents will be surveyed to see which classes interest them. ELL Families will receive special invitations in their native languages to attend our District FYI night. For both October and February, LPSD has a goal that 98% of parents (at the primary and elementary schools) will attend parent-teacher conferences. Secondary schools have a goal of 75% of parents will attend their conferences. Attendance has declined in recent years at the 2nd-semester conferences.
4. For our younger students (LPS and LES), parents will plan various events throughout the year, which will include a fundraiser. Parents will vote by building as to how the money shall be spent. LPS and LES will host family nights that will have a math and literacy focus. Schools are hoping to have a minimum of 100 parents attend these events. The academic focus intends to support our school improvement efforts to increase literacy and math proficiency.
5. At the secondary schools (LMS and LHS), efforts will be made to entice parents to meetings by offering a variety of meeting times. For example, the initial meetings will be at 7:00 a.m., where donuts and coffee will be served before parents having to be at work. Job forums will be conducted at LHS in October and again in the spring where members of the BEC, Business Education Cooperative, (local business owners who meet monthly with LPSD on how to grow our town and produce graduates ready for the workforce) will introduce students to local career opportunities. The BEC partners with Lonoke High School's Internship program to offer jobs to Juniors and Seniors.
6. Two parent-teacher conferences are scheduled (October 22 and March 13), and a Title I meeting will be conducted on these same nights. The District FACE team, which includes district staff and parents, collaborate to create the Parent Compact, which will be disbursed in October.
7. In April, the district FACE team will meet to review progress toward goals and to evaluate the success of our collaborative efforts. Brainstorming for goals to be utilized in the next school year will be done. Parents, facilitators, students (when applicable), community members, and staff will jointly plan tentative goals for the next school year, based upon what worked this year. Parent input will be critical to the creation of these new opportunities for students. After closely considering current goals, and creating a plan for the future, a District plan will be created and submitted (into Indistar). Having an earlier deadline for submission will give our school community an entire school year to see success with our Family and Community Engagement activities.
8. A minimum of 1% of Title I funds received will be set aside for Family and Community Engagement. We are a school-wide program, with all schools being more than 50% free/reduced, so monies will be disbursed equitably. This parent plan will be included in the District School Improvement Plan.
9. Parents were surveyed at the end of the school year as to their thoughts on the goals of the parent plans. Here are a few of their concerns: utilize a universal communications tool with daily communications, inform parents of student progress more frequently, increase security, have later PIE meetings, and provide earlier announcements of school events. The FACE teams will consider each concern going forward. We will continue to implement year 3 of "Capturing Kids' Hearts," an SEL platform that uses evidence-based practices and strategies that address

social aspects of school.

## **2: Building Staff Capacity**

Describe how the LEA 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 LEA 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)]*

1. The district FACE coordinator will share or seek out professional development with PIE teams and staff on how to utilize the FACE toolkit. Within the individual buildings, training has been provided to parents on volunteer opportunities in each building. In all buildings, parents are trained annually on how to run a fundraiser, including collecting money and disbursing goods. Since these volunteers change every year, training is provided annually to the new volunteers on how to items within each building that they may help with. Each year the primary and elementary buildings have Book Fairs. Parents are annually trained on how to help students choose books that are just right for the student and his/her interests. Professional development was given to staff about the resources in the FACE Toolkit. Volunteers must undergo background checks and must attend Mandated Reporter training. Professional development is collected each year from staff, ensuring that all staff meet all state-required training and Parental Involvement in the year that is mandated by state-required rotation. Administrators were trained at a summer Leadership Retreat, on August 1, 2024, on how FACE funds could be spent, how Parent Compacts are developed, and they were informed of

- the requirements of FACE programs. They disseminated this information to their staff.
2. Parents and staff of LPSD will jointly create the required Parent Compacts, which specify how students, parents, and staff will partner to increase reading proficiency, which is the primary goal of our school improvement plans. The district FACE coordinator will attend PIE meetings, as well as family and community events to ensure effective engagement practices are being utilized. Title I meetings are held annually at each of our buildings, where parent feedback is sought to create the parent compacts. The District FACE Coordinator and Building FACE Coordinator meet to discuss creative ways to develop the plan.
  3. The district coordinator, along with the building facilitators, meet with staff throughout the year with information on how to communicate with parents more effectively. Staff are all required to use communication tools, such as Remind or Dojo, to have constant two-way communication with parents. Each building FACE coordinator utilizes the S'more website to construct parent newsletters. An FYI Night was conducted to inform parents of all programs and resources that are available at LPSD, the push for improvement in both literacy and math, and how to be more involved in the schools. Each building has a parent center. Updates for parents will be pushed out on social media. English and Spanish versions of information will be made available. The district coordinator has trained the building facilitators on how to document and conduct and organize meetings. Facilitators brainstormed different parent opportunities/events for the school year, then sought input and support from the building staff. The building FACE coordinator and parents from the FACE committee participate on the School Leadership Team to plan special events and activities. This allows parents to have input in educational goals and decisions for students, have buy-in to programs purchased, and to be active partners with the school. Not only do parents learn from school staff, staff can see how community outreach is beneficial to the school. Leadership teams are much stronger with the engagement from parents. Each spring, the district FACE team meets to review progress toward goals and to evaluate the success of our collaborative efforts. At this meeting, parents and staff determine appropriate FACE goals for the following year. Parents usually oversee fundraisers and have great input into how profits are spent in the school. District family and community events will be scheduled at each building each semester. Frequently, the schools partner in planning these events. Recently, we utilized parent survey data when creating our school parent plans. After hearing from parents that school safety and communications were concerns of theirs, we applied for safety grants that purchased vape/bully detectors, card entry into buildings, and additional cameras.
  4. We will ensure that parents are well-educated on district practices and policies concerning academic interventions, our plan to implement the Science of Reading, discipline expectations, and understanding grading procedures, especially the standards-based grading utilized at the K- 5 grade levels. We do this by including parents on school leadership teams and our other committees. Parents were integral in promoting building the LPSD Business Academy. They conducted meetings all over town in conjunction with school officials, encouraging residents of the need to vote for this. In a small town like Lonoke, many organizations partner with the school and its parents, such as Open Arms Shelter, Wade Knox Advocacy Center, the local health unit, the Family Resource Center, civic organizations, and the Arkansas Extension office. LPSD provides office/meeting space for the regional HIPPY group. Information on the adult education program in Lonoke will be shared with parents and the community through social media, flyers, and word-of-mouth.
  5. Within the individual buildings, training has been provided to parents on volunteer opportunities in the building, such as using the copier, die cutters, etc. In all buildings, parents

are trained annually on how to run a fundraiser, including collecting money and disbursing goods. Many volunteers run copies for teachers. Since these folks change every year, training is provided annually to the new volunteers on how to use the copier machines. Each year the elementary buildings have Book Fairs. Parents are annually trained on how to help students choose books that match their reading levels and their interests. At our FYI Night, Math Night, Art and Literacy Nights, and College and Career Nights, parents are given insights to what educational components are being utilized at school and how they can continue our goals with students at home. Parents attend a FAFSA night at high school where parents are shown how to apply for scholarships and navigate how to help students enroll in college. Whenever possible, we plan to show informational videos to parents that can be accessed on the FACE page on the DESE website. We like to hold a volunteer reception in the spring to honor parents, grandparents, and community members who volunteer in our buildings throughout the year.

6. Our Family Community Engagement Plan will be posted on the school website in a parent-friendly manner. Schools will collect signatures from parents acknowledging receipt of the plan. Paper copies of these are available in the front offices of each of the buildings. The school website can be set to multiple languages so all parents can have access to their native language.
7. Communication with parents is sent in multiple languages. We utilize a translator who translates documents for us. We also have 2 staff members who provide translations for families, and participate in conferences with our ELL parents. We will provide a certified deaf interpreter at all parent meetings for our student who is deaf. Our student handbooks, parent plans, and other information is located on our school website, which can be set to other languages. A parent-friendly format of our FACE plan was included in student handbooks.

### **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)]*

1. Lonoke Schools keeps information current on the district website and our social media accounts. Any communication delivered by the schools is available in multiple languages. We have also employed two staff members who continually push out information through the district website and Facebook.
2. FACE coordinators attend state-offered training and monthly Zoom sessions offered by DESE on how to utilize the Family Community Engagement toolkit, how to create an effective engagement plan, and how to actively assist parents. The district federal coordinator attends monthly meetings at WDMESC and state AAFC conferences twice per year to stay current of emerging activities that would energize the FACE plan at our school.
3. Schools utilize Remind, GroupMe, or Class Dojo apps to keep parents informed in real-time what is transpiring during the school day, including assignments, behavior, activities, and homework reminders. All parents have access to HAC to see student grades. I-Ready data, which is a progress monitoring program, is regularly sent home to parents.
4. The Lonoke Extension office will provide parenting classes, including those on meal-prep and healthy lifestyles. Math and literacy nights will be held at the elementary schools, which will give parents insight into what their children are doing at school and how they can scaffold this at home. At the secondary schools, Job Forums, donut breakfast meetings, and fundraiser events will give parents and community members opportunities to discover more about what LPSD offers students and how the district is preparing children for their futures. Brochures are available at the lower levels which provide information on standards-based reporting.
5. The district provides 2 parent conferences per year (October 17 and March 14) in which staff meet with parents during scheduled meetings during the school day and evening to discuss student progress and academic glows and grows. Four report cards and four progress reports are sent to parents each year. Parents also have continuous rights to access student grades through HAC in E-School. Utilizing social media, parents can also communicate with the district concerning any questions or concerns they may have.
6. Parents and community members will have continuous input into how we can partner with each other and increase the academic and social success of our students by being involved in the initial goal-setting, by being included in engagement activities throughout the year, and by participating in an end-of-year survey as to how successful our goals were and what our future needs are.
7. One tool the District has had great success with is the hosting of an FYI night. All parents are invited to attend, but we especially target our subpopulations, such as ELLs and Migrant families. This is a "what you need to know about Lonoke Schools" session. We demonstrate how to use the school website, HAC (the online grading system), Google Classroom and other online platforms, and warn against copyright piracy. We give parents resources on how to extend comprehension strategies with nightly reading. Monthly, teachers send home an iReady report on student progress in math and reading, along with parent-friendly instructions on how to read the report and extend learning opportunities at home to address

weak areas. At FYI night, we solicit parent concerns and tend to needs as we are able.

8. With Family and Community Engagement funds, we focus on activities that directly promote parent engagement and learning. At times there are other needs that arise. In the past we have paid for a deaf interpreter for a deaf parent to attend parent meetings. This year we are looking into transporting parents to events, when necessary. We have purchased air conditioned buses, which will make traveling to school in Arkansas heat much more pleasurable. After reading parent surveys, we hope to enlist our very own parents in the parent recruitment process, involving community members as we do so. At parent requests, we are adding additional safety measures and streamlining our communication tools.
9. As always, it is crucial for school/home relationships to be strong. The district will support parents with frequent communication about protocols, academics, and other activities.

#### **4: Coordination**

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional support, 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)]*

In order to coordinate with other federal and state programs designed to support students, the LPSD Family and Community Engagement Teams will partner with our Migrant, ELL and Wellness programs to ensure support for all student groups by hosting group nights, joint fundraising and meetings, and engagement opportunities, such as the Job Forum hosted by the BEC and programs offered by the local Extension agency. ASU Beebe and UAMS will also participate with the local businesses at Job Forums. LPSD will also coordinate with the Open Arms Shelter to scaffold the needs of the neglected youth at their facility. Two ABC preschool classes run simultaneously with a district-operated Pre-Kindergarten program. Lonoke also provides a space for the regional HIPPY program offices. Using enrollment forms, preschool Migrant and Homeless students will be referred for services at HIPPY and ABC programs in the area. The FACE Plan will be integrated into the District School Improvement Plan. Objectives in the FACE plan will be derived from a needs assessment.

#### **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 will 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)]*

A set-aside amount of not less than 1% has been divided equally among the 4 school buildings that is to provide support for family and community engagement activities. Parents are included in district and building-level meetings and give input into how funds can best be spent. They also review the effectiveness of the monetary support in the spring. Parents at the building levels frequently conduct fundraisers for the schools. They include school staff in decisions about where the money should be spent, with it always being directly supporting students. Building and district plans will be reviewed

through an end-of-year survey to determine the strengths and weaknesses of engagement activities and to assess and remove potential barriers to family and community engagement. We established new goals for the 2024-2025 school year at the end of May 2025. Goals will be evidence-based and will include student support, integration of families and communities into the school, etc. There will also be a determination on how fundraising money will be spent, as well as the set-aside 1%. For all goals, we will look at numbers of parent participation in our school events and meetings and in student classroom assessment scores. The District plan will be established first by the district team. Once it has been created, the four building facilitators will meet with the FACE District Facilitator to decide on goals for the building plans, based upon survey data and stakeholder feedback. The building-level facilitators will be given a deadline to submit their plans to the District Facilitator. It will be reviewed and approved at that level by the District coordinator before being submitted through Indistar to DESE. A FACE plan checklist will be utilized by the building chairs as a guide for creating their plans. The district coordinator meets with all building facilitators in August and presents expectations/a job description that outlines all of the yearly expectations. Parent surveys are required to be administered in the spring. Results are reviewed and used to create the plan for next year. All building facilitators must submit their completed building plans before checking out on the last day of school in May. The reason for this is so the District Coordinator can create the district plan during the summer months, and all plans can be included in School Improvement Plans. All plans will be on the school website and in school handbooks by August 1.

### **Assurances**

*Please read the following statements closely. By checking these boxes, the LEA understands the legal requirements and will meet them accordingly.*

**A.1:** LEA understands that by August 1<sup>st</sup> 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 1<sup>st</sup>. 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 1<sup>st</sup>; 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)]

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

**LEA Information**

<b>District/LEA Name:</b>	Lonoke School District
<b>District Engagement Coordinator's Name:</b>	Melissa Edwards
<b>Plan Revision/Submission Date:</b>	9/9/24
<b>District Level Reviewer Name, Title:</b>	Melissa Edwards/ Tonya Weaver

**Committee Members, Role**

<b>First Name</b>	<b>Last Name</b>	<b>Role</b> <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Melissa	Edwards	<b>District Parent and Family Coordinator</b>
Tonya	Weaver	<b>Director of Finance</b>
Kaleigh	Huff	<b>LPS Parent and Family Engagement Coordinator</b>
Kala	Raper	<b>LES Parent and Family Engagement Coordinator</b>
Sissy	Fletcher	<b>LMS Parent and Family Engagement Coordinator</b>
Lauren	Henderson	<b>LHS Parent and Family Engagement Coordinator</b>
Susanna	Gann	<b>Parent/ Committee Member</b>
Maghan	Evans	<b>Parent/ Committee Member</b>
Tori	Whitaker	<b>Parent/Committee Member</b>

**Parent and Family Engagement: Required Uploads**

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 **developed jointly with parents**, 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 identifies parents in attendance* and minutes from that committee meeting
- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verifies 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

<p>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>	<p><i>[Upload the below documentation for <b>one</b> 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><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>
<p>LEA should <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p><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></p> <ul style="list-style-type: none"> <li>- Survey results <i>with</i> meeting minutes</li> <li>- Focus group notes/minutes/reports</li> <li>- Written reports citing data indicating how the LEA will respond with policies, plans, and/or practices</li> </ul>
<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><i>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.</i></p> <p><i>*Search <a href="#">TransAct ParentNotices</a> for document "TPQ-01" for editable template in 10 languages, if needed.</i></p>

## 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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.

## DESE Reviewer Responses

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

- Changes Required
- Compliance is Met

[Text box for responses]

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

- Changes Required
- Compliance is Met

[Text box for responses]

### **Section 3 - Building Parent Capacity**

- Changes Required
- Compliance is Met

[Text box for responses]

### **Section 4 - Coordination**

- Changes Required
- Compliance is Met

[Text box for responses]

### **Section 5 - Evaluation and Reservation**

- Changes Required
- Compliance is Met

[Text box for responses]