

AR  
 Yellville-Summit School District  
 1124 North Panther Avenue  
 Yellville AR 72687  
 870-449-4061

### **District Engagement Plan**

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please 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 2022-23.

#### **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)]

The District Policies indicate and are reflective of the policies set forth by the Arkansas School Board Association in regard to parent/community involvement program guidelines and stated expectations for both the parents and the school. These policies are disseminated through the use of the district website and district handbook. The District Family and Community Engagement (FACE) Plan will be incorporated within the schoolwide improvement plans which are approved by the local school board and posted on the district website by August 1 of each school year. The District Plan will also be filed with the Arkansas Division of Elementary and Secondary Education (DESE) by August 1 and posted on the district website. If there are any comments from the parents about the existing plans the district will submit the comments and plan to the State. At this time, we have no comments for the 2021-2022 school year. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

The schools will involve parents/guardians on school improvement planning committees. To support this process, the schools will offer both school staff and parents/guardians training on how to contribute to the process in a meaningful way. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

Parents/guardians are encouraged to participate in the planning process for creating each school FACE Plan. Input from the elementary Parent Teacher Organization (PTO) is also incorporated. The middle school and high school are continuing efforts to organize a PTO at the 5-12 level. (Hannah Shipman, 9-12 Facilitator, 449-4066; Makala Allen, 5-8 Facilitator 449-4066; Becca Gustin, K-4 Facilitator, 449-4244)

The schools will engage parents/guardians in the annual evaluation of the FACE efforts through an annual evaluation using a comprehensive needs assessment filled out by instructors, parents, and school staff. The school improvement committees, compiled of instructors, parents, guardians, and school staff, will determine the effectiveness of the FACE plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parent and family engagement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in the number of parents/guardians participating in workshops and meetings; (2) specific needs of parents/guardians; (3) effectiveness of specific strategies; and (4) engagement of parents/guardians in activities to support student academic growth. (Hannah Shipman, 9-12 Facilitator, 449-4066; Makala Allen, 5-8 Facilitator 449-4066; Becca Gustin, K-4 Facilitator, 449-4244)

The District Parent and Family Engagement Committee will update the FACE policies and implement appropriate activities as well as disseminate information to the community to promote parental involvement in the schools. Activities will be coordinated with those of other federal, state, and local school programs. (Marilyn Pangle, chair; Hannah Shipman, high school; Makala Allen, middle; Becca Gustin, elementary)

Parental engagement activities will be funded by Title I or local funds as the purpose of the activities is to strengthen the student/parent/school community. Schools will provide resources for parents to learn about child development, child-rearing practices, and academic strategies that are designed to help parents become full partners in the education of their students as well as any reasonable support for parental involvement at the request of each school. To promote and support responsible parenting, the schools shall, as funds are available, also purchase parenting books, magazines, and other informative materials regarding responsible parenting through both parent centers and school media centers, advertise the collection, and make those items available for review. (Marilyn Pangle, District Federal Programs Coordinator, 870-449-4066)

The District will ensure, to the extent possible, that parents of students with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand. (Valerie Davenport, K-12 ESOL Coordinator, 870-449-4066)

Parents and community members are encouraged to share at relevant school and/or district levels any concerns about the Parent and Family Engagement Plans so that issues may be resolved without involving the Arkansas Division of Elementary and Secondary Education. (Wes Henderson, Superintendent, 870-449-4061)

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## **2: Building Staff Capacity**

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

### *Guiding Questions*

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

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

*[ESSA § 1116(e)(3)]*
- **2.3:** *How will the district ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to*

*the extent practicable)?*

- *How are you ensuring that relevant information is provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*

*[ESSA § 1116(e)(5)]*

The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts requires that every four years, all instructors will have no fewer than two (2) hours of professional development designed to enhance the understanding of effective parent and family engagement strategies. Every four years each administrator is required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation. (Wes Henderson, Superintendent, 870-449-4061)

The superintendent shall designate one certified staff member who is willing to serve as a district parent and family engagement facilitator and conduct ongoing site visits to observe parent and family engagement practices and work with the building facilitators. (Wes Henderson, Superintendent, 870-449-4061)

School staff, parents, and students will develop a school-parent-student compact. This compact will outline 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 students achieve the state's high academic standards. All stakeholders will sign the compact. (Calvin Mallett (K-4), Kary Duffy (5-8), and David Wyatt (9-12), building principals)

The schools will enhance the awareness and skills of instructors, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. (Wes Henderson, Superintendent, 870-449-4061)

The schools will encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts. Training for volunteers will be provided each year. (Ashley Woodell (K-4), Katy Stoops (5-8), and Anna Cantrell (9-12), building counselors)

The schools will encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times (morning, afternoon, and/or evening), in order to maximize the opportunities for parents to participate in school-related activities. (Calvin Mallett (K-4), Kary Duffy (5-8), and David Wyatt (9-12), building principals)

A summary of the District FACE Plan will be incorporated within the student handbook of which parents acknowledge receipt. (Marilyn Pangle, District Chair, 870-449-4066)

The District will ensure, to the extent possible, that parents of students with disabilities or limited English proficiency have the same access as other parents, including information in a language and form they can understand. (Valerie Davenport, K-12 ESOL Coordinator, 870-449-4066)

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### **3: Building Parent Capacity**

Describe how the LEA supports parents in helping with their student's academic success.

#### *Guiding Questions*

- **3.1:** *How does 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)]

The schools will provide instruction to parents/guardians on how to incorporate developmentally appropriate learning activities in the home environment, the use of and access to the Arkansas Division of Elementary and Secondary Education (Arkansas DESE) website (arkansased.org) tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Arkansas DESE. (Ashley Woodell (K-4), Katy Stoops (5-8), and Anna Cantrell (9-12), building counselors)

Using log-in information supplied by appointed staff, each parent/guardian is encouraged to access Home Access Center (HAC), which provides current classroom grades, instructor contact information, upcoming projects or assignments, and a method for a point in time interventions. In response to the desire of parents/guardians to be contacted via the internet, instructors are asked to weekly update pertinent information such as grades and assignments in HAC and share information via electronic means. (Ashley Woodell (K-4), Katy Stoops (5-8), and Anna Cantrell (9-12), building counselors)

Parents/guardians will be given a summary of the student's test scores and an explanation of the interventions instructors are using to assist the student in reaching achievement goals. Parents/guardians will be encouraged to engage in a discussion of how they can support these efforts. Parents/guardians will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. (Ashley Woodell (K-4), Katy Stoops (5-8), and Anna Cantrell (9-12), building counselors)

In addition to the early contacts made to welcome parents into the academic worlds of their children, the district will release first-quarter progress reports and third-quarter report cards at parent/teacher conferences October 21, 2021, and February 17, 2022, to discuss student learning progress, areas requiring attention and those worthy of praise. Parents/guardians will be given interventions being used to assist learning, asked for suggestions, and engaged in discussions about how each party involved can support these efforts. These contacts may be done virtually, if necessary. (Ashley Woodell (K-4), Katy Stoops (5-8), and Anna Cantrell (9-12), building counselors)

Schools will provide computers to be checked out by families and hot spots are available for families in need of internet access. This allows for parents and students to continually have access to digital classroom materials at home. (Marilyn Pangle, District Federal Programs Coordinator, 870-449-4066)

The schools will encourage parents/guardians to participate in celebrating their student's efforts by attending choir concerts, academic achievement ceremonies, sports competitions, band performances, school plays, athletic awards ceremonies, etc. (Calvin Mallett (K-4), Kary Duffy (5-8), and David Wyatt (9-12), building principals)

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and how the school and parents will build and develop a partnership to help students achieve the state's high academic standards. All stakeholders will sign the compact. (Calvin Mallett (K-4), Kary Duffy (5-8), and David Wyatt (9-12), building principals)

Instructor contact information is posted on the district website. Parents/guardians are encouraged to meet with instructors before/after school or during their preparation period. The building administrator is available to attend these meetings at the request of the instructor or parent. (Calvin Mallett (K-4), Kary Duffy (5-8), and David Wyatt (9-12), building principals)

Parents/guardians will be encouraged to serve in various capacities throughout the schools to foster ease with the surroundings and engagement with their students. Such roles might include but are not limited to: media assistant, mentor, guest speaker, field day volunteer, technology advisor, wellness committee member, art assistant, school improvement committee member, etc. (Hannah Shipman, 9-12 Facilitator, 449-4066; Makala Allen, 5-8 Facilitator 449-4066; Becca Gustin, K-4 Facilitator, 449-4244)

The District is Title I Schoolwide, therefore all students participate in the Title I programs. The District will hold its annual Title I meeting at such a time to ensure that there is ample time to provide a description or explanation of the school curriculum, information on forms of academic assessments used to measure student progress, and information on the proficiency level students are expected to meet. Parents are informed of the requirements of Title I, the district's participation with Title I, and their rights as parents under Title I. This year the meeting is scheduled to be held on Monday, September 12, 2022, in the high school media center and may be presented virtually. (Marilyn Pangle, District Federal Programs Coordinator, 870-449-4066)

The District will monitor each school to ensure that each school performs the following tasks: Develop FACE policy; Offer flexible meeting times; Provide information to parents about the school's program with a parent information guide; Develop and use the School-Parent Compact; Provide training for parents in working with their student to improve academic achievement, and using HAC to have real-time access to their student's attendance and achievement. (Marilyn Pangle, District Chair, utilizing website and handbook, 870-449-4066)

A parent-friendly list of activities for each school will be provided with Back to School paperwork at parent/teacher conferences and published on the district website. (Hannah Shipman, 9-12 Facilitator, 449-4066; Makala Allen, 5-8 Facilitator 449-4066; Becca Gustin, K-4 Facilitator, 449-4244)

The District will encourage the formation of partnerships between schools and local businesses or civic groups that includes roles for parents. (Wes Henderson, Superintendent, 870-449-4061)

Schools will provide resources for parents to learn about child development, child-rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child as well as any reasonable support for parental involvement at the request of each school. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

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#### **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)]*

The District shall enable the formation and utilization of parent/teacher organizations that foster parent, family, and community engagement within the schools. (Calvin Mallett (K-4) Kary Duffy (5-8), and David Wyatt (9-12), building principals)

During the fall open-house (virtual when necessary), the District, in order to provide a smooth transition from one school to the next, will host meetings with instructors, administrators, parents, and students to express welcome,

transitional procedures, opportunities for support, parental awareness, new expectations, and other relevant information to both affected students and their parents. The District hosts one Headstart class and three pre-school classes on campus, providing an opportunity for earlier acclimation to the campus and an easier transition to elementary school. (Calvin Mallett (K-4) Kary Duffy (5-8), and David Wyatt (9-12), building principals)

The annual District 2022 Open House, "Back to School Bash", will welcome students to the new school year and answer questions concerning the schedules and share the district's expectations for the upcoming school year. (Calvin Mallett (K-4) Kary Duffy (5-8), and David Wyatt (9-12), building principals)

To provide K-12 students with additional supervised time on campus, the District offers an after-school program. Staff members work with students on enrichment activities and provide technology access, and bus transportation. (Jaunie Lunceford, Century 21 Director, 870-449-4244)

The District will utilize appropriate communicative media such as local television stations, newspapers, electronic mail, flyers, marquees of local businesses, school website, and Facebook page, etc. to publish information related to meetings, workshops, training, and events of the schools. (Becca Gustin (K-4), Makala Allen (5-8), and Hannah Shipman (9-12), building facilitators)

The District will encourage the formation of partnerships between the district and local businesses and civic groups that includes roles for parents. (Wes Henderson, Superintendent, 870-449-4061)

The schools will coordinate and integrate FACE strategies with other federal, state, and local programs. (Marilyn Pangle, District School Improvement Chair, 870-449-4066)

To take advantage of community resources, the high school shall consider recruiting alumni from the school to create an alumni advisory committee to provide advice and guidance for school improvement. Recent graduates, using social networking sites, will be asked to respond to questions concerning preparedness for college/career, strengths of the district's instructional program, and also the weaknesses of said program. Results of said surveys will be shared with instructional staff and available for view in the counselor's office. The information will also be presented to juniors and seniors. (Hannah Shipman, high school facilitator, Anna Cantrell, 9-12 counselor)

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## **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)]

Parental engagement activities will be funded by Title I or local funds as the purpose of the activities is to strengthen the student/parent/school community. Schools will provide evidence-based resources for parents to learn about child development, child-rearing practices, and academic strategies that are designed to help parents become full partners in the education of their students as well as any reasonable support for parental involvement at the request of each school. To promote and support responsible parenting, the schools shall, as funds are available, also purchase parenting books, magazines, and other informative materials regarding responsible parenting through both our parent centers and school media centers, advertise the current selection, and make those items available for review. (Marilyn Pangle, District Federal Programs Coordinator, 870-449-4066)

Schools will use findings from evaluation processes to make recommendations to each school for FACE Plan and policy revisions for the following school year and provide suggestions for designing school improvement policies, as they relate to parent and family engagement. Questions will be included to identify barriers, needs, and suggested strategies. (Becca Gustin (K-4), Makala Allen (5-8), and Hannah Shipman (9-12), building facilitators)

Each School FACE Plan will be reviewed and approved by the District FACE Committee who will then incorporate appropriate sections into the District Plan. Annually by August 1, the district will review and update the school district's FACE plan and file a copy with the Department of Education (Indistar), and place a copy on the district's website. Approval of parental involvement activities and programs will be based on evidence-based resources. (Marilyn Pangle, District Chair, 870-449-4066)

The District will encourage the formation of partnerships between the district and local businesses and civic groups that includes roles for parents. (Wes Henderson, Superintendent, 870-449-4061)

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

- 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. (2 hours every 4 years with 2022 being a required year)  
*[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]*
- ✓ **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)]*

<b>References</b>
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**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](#)

<b>District/LEA Name:</b>	Yellville-Summit School District
<b>District Engagement Coordinator’s Name:</b>	Marilyn Pangle

<b>Plan Revision/Submission Date:</b>	06/13/2022
<b>District Level Reviewer Name, Title:</b>	Yellville-Summit School Board of Educatoin

**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Rebecca	Gustin	K-4 Family and Community Engagement Facilitator
Calvin	Mallett	K-4 Principal
Ashley	Woodell	K-4 Counselor
Jessica	Pemberton	Elementary Parent
Briana	Raley	Elementary Parent
Wes	Henderson	Superintendent

**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Kary	Duffy	Middle School Principal
Makala	Allen	5-8 Family and Community Engagement Facilitator
Katy	Stoops	Grades 5-8 Counselor
Emily	Smith	Middle School Parent
Theresa	Rogers	High School Parent
Kathy	Wood	High School Parent

**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Shana	Layton	High School Parent
Hannah	Shipman	Grades 9-12 Family and Community Engagement Facilitator

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.)

<b>Required Uploads for 2022-23</b>
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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>

<p>The Engagement Plan was <b>developed jointly with parents</b>, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p><b>Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance and minutes from that committee meeting</li> <li>- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input</li> </ul> <p>[Upload this evidence into Indistar in the <b>2022-2023 Engagement</b> folder by October 1, 2022.]</p> <p>(The following information should already be found on the District website.) <b>Evidence of how the Engagement Plan is disseminated to families and the community</b></p> <ul style="list-style-type: none"> <li>- Required: posted to district website by August 1st</li> <li>- Required: parent-friendly summary as supplement in student handbooks</li> </ul>
<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><b>Evidence that each 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 each 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>[Upload above documentation for one Title I school into Indistar in the <b>2022-2023 Engagement</b> folder by October 1, 2022. LEA should maintain documentation for EACH Title I school at the local level to be available to be uploaded into Indistar at the request of the SEA.]</p>
<p>LEA should <b>use the annual evaluation findings</b> to help improve the Engagement</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 with meeting minutes</li> <li>- Focus group notes/minutes/reports</li> </ul>

<p>efforts. ESSA §1116 (a)(2)(E)</p>	<p>Focus group notes, minutes, reports          - Written reports indicating how the LEA will respond to the data  <b>[Upload this evidence into Indistar in the <u>2022-2023 Engagement</u> folder by October 1, 2022.]</b></p>
<p>The LEA's Engagement Plan includes strategies for the <b>inclusion of parents of private school children</b>. ESSA §§1116,1117(a)(1)(B)</p>	<p>LEA must complete the required Affirmations of Consultation with Private Schools form and <b>should have been uploaded to the <u>2022-2023 Title I</u></b> folder in Indistar by May 1, 2022.</p>
<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 <b>upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the <u>2022-2023 Engagement</u></b> folder by October 1, 2022 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 <a href="#">TransAct ParentNotices</a> for document "TPQ-01" for editable template in 10 languages, if needed.</p>

**DESE Reviewer Responses**

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

**Comments:**

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

**Comments:**

**Section 3 - Building Parent Capacity**

**Comments:**

**Section 4 - Coordination**

**Comments:**

**Section 5 - Reservation and Evaluation**

**Comments:**