

AR
 Arkansas School for the Deaf
 2400 West Markham Street
 Little Rock AR 72205
 501-324-9506

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)]

The 2023-24 ASD Parent and Family Engagement Committee will develop effective expectations and objectives for parental and family engagement by providing strategies to support partnerships among ASD, parents and families and the community to improve student achievement. It is due August 1st annually. Information will be provided in a language that parents can understand, to the fullest extent possible. ASD demonstrates the following expectations of being committed, collaborative, responsive and respectful to families.

A child's education is a responsibility shared by the Arkansas School for the Deaf and family during the entire time a child attends ASD. ASD staff, parents/guardians, and community members work together collaboratively as knowledgeable partners to support educating all ASD students effectively. Parents/guardians of ASD are diverse in culture, language and needs. Parents are integral components of ASD's ability to provide maximized opportunities for education and personal successes of the children.

The Engagement Coordinator and the ASD Engagement Committee has worked with the School Improvement Support Committee to incorporate the Engagement Plan into the School-wide Plan. Components of this plan are planned, monitored and analyzed to ensure implementation is effective.

- Assemble a Family and Community Engagement committee that is representative of ASD's population (including representation of diversity such as social economic status, single parent home, grandparents as parents, and foster parents).

- Implement parental and family engagement policy and activities as well as share information to the community to promote parental and family engagement, i.e. ASD website social media and ASD Student Handbook, ASD News Schoology, ASD Carousel, etc.
- Conduct quarterly meetings with the ASD Parent and Community Engagement Committee quarterly. At the spring committee meeting, the ASD Parent Engagement Committee to update policy for the next year's District and School Engagement Plan and include Title I information as part of that meeting.
- Coordinate parent and family engagement activities with those of other programs (statewide services, health and wellness, Arkansas School for the Deaf Career Center, ASD athletics)
- Ensure that parents and families of children with disabilities and/or limited English proficiency have the same access as other families including information in a language and form they can understand.
- Complete and submit mandatory reports as mandated by Arkansas and Federal Regulations.
- Assist parents with understanding and engaging in the development of their child's IEP/504 Plan. All ASD Students are on an IEP or 504.
- Provide a parent friendly summary of the parent and family engagement plan online.
- Provide and assist parents with support and opportunities to submit unsatisfactory implementation of plans.
- Annual report to the public.
- ASD will file the plan with the Division of Elementary and Secondary Education in the Indistar System on or before August 1st annually.
- Provide surveys in variety of formats to determine needs and opinions of parents, families and community members.
- Utilize survey data to assist in evaluation and update the Family Engagement Plan, District and School Improvement Plans.
- Schedule at least two parent conferences throughout the year.
- Provide parents with information, training and tools to support their child's academic, communication and functional development.
- Offer ASL classes free to ASD parents and families.

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)]

ASD will strive to provide options and opportunities for staff to meet parents and families in ways that work best for their needs. ASD will engage in the following.

- Ensure a safe learning environment based on the most current guidance from the Arkansas Department of Health, DESE and state and federal laws.
- Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum that introduces new learning while utilizing technology to enhance regular classroom instruction.
- Support teachers by providing continued professional development in technology and other curriculum related training, addressing social and emotional needs of students and self. Teachers are required to earn 60 hours of professional development yearly. Teachers must follow state guidelines pertaining to required professional development. Two hours of professional development relating to parent involvement very four years. In addition to this requirement, trainings will be offered by the school to educate staff on the value of parent contributions, communicating and working with parents as equal partners, and implementing parent programs. These trainings will be provided in response to identified staff needs and in collaboration with parent facilitators.
- Qualified staff who wish to become educators or obtain additional endorsement are encouraged to do so by pursuing higher education.
- Provide guidance and support for teachers and other ASD staff, parents and students in the areas of health, safety and social emotional learning.
- All teachers must complete required Science of Reading training
- ASD will host Parent Orientation Meetings at the beginning of each school year. Title I information such as the school's participation in Title I, requirements of the program and rights of parents under Title I. Parent/Student Handbooks will be discussed and parents will be given copies upon request and provided website information for parent access. We will obtain signatures from each parent acknowledging they have received handbook information and a Family and Community Engagement Plan summary.
- Provide Parent Volunteer Interest Surveys links on Parent Square and during Open House and Parent/Teacher Conferences along with information and requirements for those demonstrating interest in becoming a school volunteer.
- Engage ASD school staff, parents, students, and the community. ASD will use the following strategies:
 1. Provide materials and training not otherwise available to assist parents and families in supporting their child's academic achievement. Assistance for using Parent Square and other online applications will be provided by the ASD IT department.
 2. Enhance the awareness and skills of administrators, teachers, paraprofessionals, dorm staff in reaching out to, communicating, and working with parents and families as equal partners through annual professional development training and requirement for certification licensure.
 3. Provide information on post high school learning through the Arkansas School for the Deaf Career Center.
 4. Provide assistance and guidance for non-ASD schools, Arkansas educational cooperatives, programs, and educators of deaf and hard of hearing students through the ASD Statewide Services Program.
 5. Notify parents of meetings and events using the ASD Website, Parent Square, Facebook, Instagram, Newsletters, and Flyers.

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)]

Arkansas School for the Deaf will support the development, implementation, and regular evaluation of the parent involvement program in order to involve parents in the decisions and practices of the school, while using to the degree possible the components included within. ASD will organize meaningful training for staff and parents in order to promote and encourage a welcoming atmosphere to parents involved ASD. All certified staff members will participate in professional development, in accordance with State requirements and timelines, which are designed to enhance understanding of effective parent involvement strategies. ASD's goal is to improve district effectiveness and student achievement.

To help parents assist students during their learning processes, Arkansas School for the Deaf will:

- ASD will host quarterly Very Important Parents (VIP) meetings and a Parent/Family Orientation Day.
- A minimum of two Parent-Teacher conferences will be held as well as IEP and other Special Education related meetings throughout the school year. ASD will provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to learn about child development, language development (American Sign Language/Spoken English), parenting practices, academic strategies.
- Provide information to participating parents regarding national, state and local education goals as well as Title I information.
- Provide information to participating parents regarding their federal and state rights regarding Individual Education Plans and 504 Plans.
- Obtain approval for necessary and reasonable expenses associated with parent and family engagement activities.
- Distribute information regarding the Parent and Family Engagement Summary and Plan through the ASD website. Signatures may be requested during parent engagement activities such as parent/teacher conferences.
- Collaborate with community partnerships to provide incentives to increase parent and family engagement.
- Distribute information through engaging advertisements on the school website and social media regarding parent and family engagement activities.
- ASD will provide quarterly reports of student progress. Parent/Teacher conferences are scheduled on the calendar and more will be conferred based on student need. Parents will be counseled on what state standards, test scores and child progress means in terms understood by parents and in parents' native language.
- Reasonable parent support requests will be addressed and resolved to the fullest extent possible.
- Parents will be able to contact principals, teachers and other school staff through Parent Square and email. Staff email information will be provided on the ASD website.
- Offer opportunities for training and volunteer school involvement both in person and virtually. Parent volunteer opportunities will be posted on Parent Square. ASL classes are offered free to parents/guardians and families. Volunteer training will be provided annually. Parents will be provided with resources to help students practice and retain skills.
- Provide parents with ideas and strategies for parents to implement with their children at home.
- Encourage parents to provide positive feedback and suggestions for growth.

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)]*

ASD works to promote positive relationships between parents, family members, community stakeholders and school staff members. It is important for these relationships to foster relationships of trust. To help parents assist students during their learning processes, Arkansas School for the Deaf will coordinate and integrate, to the extent feasible and appropriate, parental involvement programs, such as the VIP meetings. Other support can be provided in parent resource centers to encourage and support parents in more fully participating in the education of the child. the development of and participation in family oriented community based physical activity and mental health programs.

1. Ensure a safe learning environment based on the most current guidance from the Arkansas Department of Health, DESE and state and federal laws.
2. Ensure the continuity of teaching and learning by providing a guaranteed and viable curriculum that introduces new learning while utilizing technology to enhance regular classroom instruction.
3. Support teachers by providing continued professional development in technology and other curriculum related training, addressing social and emotional needs of students and self.
4. Provide guidance and support for teachers and other ASD staff, parents and students in the areas of health, safety and social emotional learning. ASD works cooperatively with Arkansas educational cooperatives, medical, audiological and vision facilities, school districts, preschools and other local, state and federal programs across Arkansas to identify children in need of services. Our Student Health Services department works with local medical facilities such as Arkansas Children's Hospital, Baptist Health, and Arkansas Department of Health to assist with providing dental, vision, and hearing services. ASD also works with Behavioral Health Services of Arkansas to make sure families receive support for mental health needs.
5. Engage ASD school staff, parents, students, and the community. ASD will use the following strategies:
 - ASD Statewide services will work with parents and other programs that serve deaf/hard of hearing programs to provide resources, support, materials and training not otherwise available to assist parents and families in supporting their child's academic achievement.
 - Enhance the awareness and skills of administrators, teachers, paraprofessionals, dorm staff in reaching out to, communicating, and working with parents and families as equal partners through annual professional development training and requirement for certification licensure.
 - Provide information on post high school learning through the Arkansas School for the Deaf Career Center.
 - Provide assistance and guidance for non-ASD schools, Arkansas educational cooperatives, programs, and educators of deaf and hard of hearing students through the ASD Statewide Services Program.
 - Collaborate with Community Organizations such as Arkansas Association for the Deaf, ASD Alumni Association, Little Rock Black Deaf Association to provide support to parents, students, staff and other stakeholders.
6. Monitor and ensure ASD does the following:
 1. Updates the parent and family engagement plan annually.
 2. Offers flexible meetings quarterly.
 3. Provide information to parents about ASD's school program.

4. Ensure parents, families, students, teachers and administrators representing each department work collaboratively to improve the academic achievement of the student.
5. Support parents and families in establishing high expectations for their child's performance, motivating students to achieve, and monitoring their child's progress.
6. Involve parents in committees to assist in decision-making.
7. Offer stakeholders meaningful opportunities and provide any necessary information, screening and/or training as required for volunteer placement.
8. Reinforce parenting skills to support academic skills in real life situations.
9. Encourage parent and family participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, various venues and virtually to maximize opportunities for parents and families to participate in school-related activities.
10. Conduct annual school meetings to inform parents and families of their school's parent and school engagement plans and encourage involvement.
11. Provide annual training for volunteers and ensure any new volunteers receive training.
12. Ensure a family friendly summary of the Parent and Family Engagement Plan is included in the ASD Student Handbook and signatures reflect receipt.
13. Ensure information is provided in a language parents and families can understand.

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)]

ASD will conduct evaluation and reservation of the Family and Community Engagement Plan on a continuous cycle by the following actions:

1. The School Engagement plan will be uploaded into Indistar and shared on the ASD website annually by August 1st. The plan will be reviewed and updated annually. Responses in Indistar will serve to indicate compliance has been met for each required action and/or suggest changes. Surveys parents annually Parent surveys conducted via Parent Square, ASD Newsletters from the Superintendent and ASD website will be conducted by the Superintendent's office in the Spring of 2024 regarding Parent Satisfaction and Engagement. Survey Information will be shared via the same means as to which it was conducted.
2. Provide a report to the public presented by the ASD Superintendent in the fall of 2023. State required data will be presented. Parents and the community are offered opportunities to provide input and feedback.
3. Updates the parent and family engagement plan annually.
4. Offer VIP meetings quarterly. KaAnn Varner will coordinate VIP meetings. ASD does not receive \$5000,000 Title I information will be presented in the October meeting. Opportunities for feedback will be provided in the form of surveys, email to the Parent Engagement Coordinator, and verbal feedback provided during this meeting, other VIP meetings, Parent/Teacher conferences, through the ASD website and Parent Square.
5. Provide information to parents about all of ASD's program offerings.
6. Ensure parents, families, students, teachers and administrators representing each department work collaboratively to improve the academic achievement of the student.
7. Support parents and families in establishing high expectations for their child's performance, motivating students to achieve, and monitoring their child's progress.
8. Involve parents in committees to assist in decision-making.
9. Offer stakeholders meaningful opportunities and provide any necessary training, information, screening and/or training as required for volunteer placement and allow for more effective parental engagement.
10. Parent and Family Engagement committee members will attend relevant trainings to ensure they are engaging in evidence based strategies to encourage effective parental engagement
11. Encourage parent and family participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, various venues and virtually to maximize opportunities for parents and families to participate in school-related activities.
12. Provide annual training for volunteers and ensure any new volunteers receive training.
13. Ensure a family friendly summary of the Parent and Family Engagement Plan is included in the ASD Student Handbook and signatures reflect receipt.
14. Ensure information and training materials are provided in a language parents and families can understand.

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, and the district military education coordinator shall be included in the establishment and adoption of a public school district’s and public school’s parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

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

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

LEA Information

District/LEA Name:	Arkansas School for the Deaf
District Engagement Coordinator’s Name:	KaAnn Varner
Plan Revision/Submission Date:	July 30, 2023
District Level Reviewer Name, Title:	Dr. Gretchen Cobb, Interim 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)
KaAnn	Varner	Elementary Principal
Rayburn	Boland	Secondary Principal

Chloe	Smith	ASD PR and Media Administrator
Gretchen	Cobb	Statewide Services Coordinator
Holley	Mott	Parent
Jackie	Pompeo	Parent

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Aaron	Choate	High School Teacher
Kara	Siemens	Middle School Teacher
Amy	Yetley	Elementary Teacher

(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.)

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:

<p>The Engagement Plan was developed jointly with parents, agreed upon, and disseminated to parents. ESSA §11116(a)(2)(A) and (b)(1)</p>	<p>Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> minutes from that committee meeting - One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input <p>(The following information should be located on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community</p> <ul style="list-style-type: none"> - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
<p>LEA ensures the Title I</p>	<p><i>[Upload the below documentation for one Title I school. LEA should maintain documentation for EACH Title I school at the local level to be available for upload into Indistar at the request of the SEA.]</i></p> <p>Evidence that the Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</p>

<p>school Engagement Plan has been implemented and that each Title I school has carried out requirements to build parent capacity. ESSA §1116 (e)(1-5,14)</p>	<ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics <p>Evidence that the Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement
<p>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports citing data indicating how the LEA will respond with policies, plans, and/or practices
<p>At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)</p>	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2023-2024 Engagement folder by October 1, 2023 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</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 or 501-371-8051.

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

Changes Required

Compliance is Met

Comments:

1/9/2023 FScott

This section meets all required components.

11/14/2022 FScott

This section needs to address Guiding Question 1.3.

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)]

Section 2 - Building Staff Capacity through Training and Technical Assistance

Changes Required

Compliance is Met

Comments:

11/14/2022 FScott

This section meets all required components.

Section 3 - Building Parent Capacity

Changes Required

Compliance is Met

Comments:

11/14/2022 FScott

This section meets all required components.

Section 4 - Coordination

Changes Required

Compliance is Met

Comments:

11/14/2022 FScott

This section meets all required components.

Section 5 - Evaluation and Reservation

- Changes Required
 - Compliance is Met
-

Comments:

1/9/2023 FScott

This section meets all required components.

11/14/2022 FScott

This section needs to address Guiding Questions 5.1 and 5.2.

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)]