

AR  
 Fort Smith School District  
 3205 Jenny Lind Road  
 Fort Smith AR 72902  
 479-785-2501

### **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)]

Fort Smith Public Schools understands the importance of involving parents in meaningful communication and consultation in order to develop and foster partnerships that ensure improved student achievement and academic success. FSPS will pursue the expectation that Parents are recognized as educational partners. Informed parents are our best allies and strongest support in meeting the needs of our children and students. FSPS shall build the capacity for strong parent and family engagement by meeting the following objectives:

- Provide parents assistance in understanding the national, state and local goals, standards and assessments, Title I requirements, and how to monitor their child's performance. We will also provide information on how parents can participate in the education of their child.
- Provide materials and training to parents such as literacy, math, and science training.
- Educate school staff, with assistance of parents, on how to reach out, communicate with, and work with parents as equal partners.
- Reflect on the specific needs of students and families.
- Ensure, to the extent possible, information is provided and/or sent home is in a language parents can understand. For households where English is a second language, the District will provide opportunities for

participation in activities such as cafecitos, as well as information in their primary language.

- Involve parents, when appropriate, in the development of training for teachers and other staff that improves instruction.
- Provide other assistance, such as parent resource centers, where parents can learn about child development in order to assist them in becoming full partners in the education of their child.
- Involve parents and community in the development of long term planning for District school improvement, including the parental involvement requirements of the Title I program and the parental involvement process.
- Conduct an annual meeting, last held in September 2022, to review and revise parental involvement programs and procedures. A meeting was held in May of 2022 to review and update the schools' Parental Involvement Plans for 2022-2023. The meeting was facilitated by Caroline Neel, Director of Strategic Initiatives and Federal Programs. Ms. Neel can be reached at the Parker Center at 479.784.8182, Ext. 73542.
- Reserve a minimum of 1% of the Title I Part A allocation, 90% going to District Title I schools, for parental involvement.
- Have a coordinated effort for parental involvement activities with those of other programs such as the Early Childhood Education program. For questions concerning these activities, please contact Dr. Sarah Yancy, Supervisor of Early Childhood Education, Parker Center, 479.784.8182, Ext. 73533.
- Establish a parental involvement contact person at each of the District Title I schools. The schools and school Parent and Family Engagement Facilitators are as follows: Ballman, Karen Williamson; Barling, Kandace Weisenfels; Beard, Audra Efurd; Bonneville, Shannon Rutherford; Carnall, Jennifer Scott; Cavanaugh, Janice Bower, Cook, Leslie Stewart; Euper Lane, Karen Meadors; Fairview, Nicki Turner; Howard, Jane Stewart; Morrison, Sherri Ray; Orr, Sandra Baulsey; Park, Karen Hollenbeck; Spradling, Kristin Peer; Sunnymede, Erika Rodriguez; Sutton, Tracey Skaggs; Tilles, Laura Carter; Trusty, Caitlin Alewine; Woods, Hannah Massey; Belle Point, Brayden Duane McKeown; Chaffin, Nancy Burris; Darby, Cherri Byford; Kimmons, Shauna Cox; Ramsey, Raquell Elkins; Northside, Karen Vicens; and Southside, Carol Bricker.
- Continue to hold meetings of the established District Title I Parent and Family Engagement Council to encourage parental involvement, implement parental involvement activities, and disseminate information to the community.
- Communicate opportunities to parents for participation in parental involvement programs, meetings, and other activities, including those activities and opportunities specific to families of English Learners, Migrant, and Students with Disabilities. Communication shall be, to the extent possible, provided in a language they can understand. For information concerning the English Language acquisition program, please contact Krystle Smith, Supervisor of Special Programs, Parker Center, 479.784.8182, Ext 73514.
- Maintain a Parent and Family Engagement Council, which consists of individuals who will create a parental involvement policy and implement parental involvement activities as well as disseminate information to the community to promote parental involvement in Title I, Part A schools. Serving on the 2022-2023 District Parent and Family Engagement Council are Parent and Family Engagement facilitators from each of the 26 schools (see names above), Caroline Neel, Director of Strategic Initiatives & Federal Programs, and Parent & Community Services Council Chair; Martin Mahan, Deputy Superintendent; Dr. Kellie Cohen Minton, Director of Student Achievement and Accountability; Dr. Katie Kreimer, Supervisor of Curriculum and Professional Development; Lori Griffin, Director of Elementary Education; Krystle Smith, Supervisor of Special Programs; Sarah Yancy, Supervisor of Early Childhood Education; Dr. Felicia Smith, Supervisor of Assessment & Support Programs; Gary Udouj, Director of Adult Education Center; Sharon Garcia-Aponte, (parent member); Kristi Waller (parent member); Lisa Passmore (parent member); Robin Benham (community resource), Youth Services Librarian (Fort Smith Library); Erica Holland (community resource), Project Coordinator (Child Care Aware, River Valley).
- Conduct an annual review of the effectiveness of the plan during the District Title I Parental Involvement Council Meeting providing the opportunity for verbal input and then disseminating the 2022-2023 plan to all members for review and to provide input. Persons responsible are Caroline Neel, Director of Strategic Initiatives and Federal Programs, and Dr. Kellie Cohen Minton, Director of Student Achievement and Accountability.

The District Parent and Family Engagement Council will have a Goal of 100% participation of all schools on surveying families to seek input on improvements in parent and family communications.

The district Parent and Family Engagement Plan will be made available to families and the local community by posting to the district website after approval by the Division of Elementary and Secondary Education (DESE).

The district Parent and Family Engagement Plan will be filed with the Division of Elementary and Secondary Education through Indistar by August 1, 2022.

Each parent will acknowledge receipt of the district's Parent and Family Engagement Plan Summary by completing and signing the Handbook Verification Form.

The form will state:

Please circle Yes or No on each of the following:

Yes No I received the district's Parent and Family Engagement Plan Summary via the FSPS Student Handbook and the online summary at <https://www.fortsmithschools.org/>.

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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 district will provide coordination, technical assistance and other support necessary to assist schools in planning and implementing effective parental involvement through the following:

- Designation of a highly qualified, certified staff member at each school to serve as the Parent and Family Engagement Facilitator.
- The District will ensure professional development requirements are met for teachers and administrators through tracking all professional development on-site at individual buildings as well as through the Professional Development Department located at the Parker Center of the Fort Smith Public Schools.
- Ongoing site visits to observe parental involvement practices will be conducted by the building Parent and Family Engagement Facilitators.
- Meetings of the District Parent and Family Engagement Council will be held at least twice per school year. The

meetings will occur in September 2022 and March 2023.

- Parents will be provided with the materials, training, and assistance needed to support their child's academic achievement. This may be accomplished through parent resource centers or other community based organizations.
- School and District staff will be educated in ways to work effectively with parents and to clearly communicate goals for increased parental involvement. Dr. Katie Kreimer Hall, Supervisor of Curriculum and Professional Development will ensure the minimum professional development hours for teachers and administrators are provided and completed.
- We will reserve a minimum of 1% of the Title I Part A allocation, 90% going to district Title I schools, for parental involvement and involve parents in decisions related to the development of the parental involvement policy, including the school/parent compact.
- Parental involvement will be encouraged at all buildings through organizations such as the Parent Teacher Association. Each PTA will provide parent involvement training at least annually for volunteers.
- We will monitor each Title I, Part A school to ensure that each school performs the following tasks: Develop parental involvement policy, offer flexible meeting times, provide information to parents about the school's program, include parent information guide, develop and use the School/Parent Compact, provide training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real-time access to their child's attendance and achievement. For questions please contact Caroline Neel, Director of Strategic Initiatives and Federal Programs, and District Parent and Family Engagement Council Chair, at Parker Center, 479.784.8182, Ext. 73542.
- A parent friendly summary of the parent and family engagement plan can be found in the District Handbook. The plan is in the handbook in multiple languages.
- Each parent will acknowledge receipt of the district's Parent and Family Engagement Plan Summary by completing and signing the Handbook Verification Form.
- The form will state:
- Please circle Yes or No on each of the following:
- Yes No I received the district's Parent and Family Engagement Plan Summary via the FSPS Student Handbook and the online summary at <https://www.fortsmithschools.org/>.
  - Each FSPS staff member will be required to complete the mandatory PD for Parent Engagement. This PD is listed as a link on the District PD website through AR IDEAS. Each building principal will ensure their staff completes the PD. Completion will also be monitored through the District Professional Development Department. This PD will be completed by all staff during the month of September.

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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)]*

- Providing information to participating parents in such areas as national, state and local education goals, including parents' rights as defined in Title I, Part A through the District Report to the Public to be held in September 2022, by Dr. Terry Morawski, Superintendent.
- Providing information and support necessary to schools to enable them to plan and implement effective parental involvement programs and activities.
  - With 21% of District Students English Language Learners and over 20 different languages spoken in the homes, reaching out to the parents of these students is critical. Cafecitos are held at multiple schools throughout the district and facilitated by a bilingual staff member.
- Educating staff in ways to build effective communication with parents through avenues such as parental engagement groups, surveys, activities that are planned for parental involvement and regular, two-way, meaningful communication between home and school.
- Encouraging the formation of partnerships between school and local businesses such as the Partners in Education Program.
- Facilitating questions and conversations during the annual District Title I Parental Involvement Meeting to identify barriers to parental involvement and to identify programs and strategies to promote positive and meaningful interaction with parents.

Materials and trainings are held on each school campus to help parents work with their children to improve achievement. Some of these include trainings such as math night, literacy night, STEM nights, technology training, and Cafecitos. These meetings are documented with sign-in sheets at each event.

#### **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 Fort Smith Public Schools (FSPS) collaborates with many agencies in order to create learning opportunities for families. There are many community partnerships within the city of Fort Smith:

- Through collaboration with the United Way of Fort Smith Area, Inc., children enrolled in preschool services have the opportunity to enroll in the Dolly Parton Imagination Library. Enrolled children receive an age-appropriate book in the mail every month until age five; there is no cost to the family. This supports the preschool transition to

kindergarten.

- FSPS has an active Partners in Education (PIE) program. The Partners in Education (PIE) Program establishes mutually beneficial relationships between businesses and schools. The business, community agency or organization, and partner school commit themselves to reciprocal activities that are based on the needs and resources of the partners. Partnership activities and events are aligned with the goals of the school or school district. Every school in the district has many "partners" through PIE. These community partners participate in school planning, volunteer in classrooms, contribute time and money to school projects/activities and share resources.

- The Fort Smith Public Library (FSPL) is another active community partner. The FSPL children's librarian provides monthly calendars of library events, which are provided to all students and their families. The librarian volunteers and reads in classrooms and serves on the local ECE Advisory Board. This group has also presented information and brochures at the district Parent and Family Engagement Council Meetings.

- Child Care Aware of River Valley Coordinator provides professional development for teachers and parenting classes for parents/guardians.

The District Secondary Education Program provides both opportunity and guidance for students who are preparing for success beyond high school. More than 190 courses address the needs and interests of students in Grades 7-12. A strong pre-AP program and a variety of AP classes challenge students to learn and develop beyond what was at one time a traditional high school education. At graduation, Fort Smith Public School District students enter institutions of higher education, vocational education, the workforce, or military service with relevant skills and knowledge.

Fort Smith Public Schools also has a virtual education program where parents are encouraged to participate in learning and activities related to their child's education.

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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*
- **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)]

The District will conduct on-going evaluation of the district Parent and Family Engagement Policy to ensure continuous improvement through:

- Seeking input provided by the District Title I Parental Involvement committee, consisting of representatives from each school.
- Providing minutes to those members unable to attend the meeting(s) to encourage input and participation.
- Disseminating recommendations made by the committee to each committee member, school principal and district staff.
- Providing an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected through membership in the District Parent and Family Engagement Council. Persons responsible are Caroline Neel, Director of Strategic Initiatives and Federal Programs and District Parent and Family Engagement Council Chair, at Parker Center, 479.784.8182, Ext. 73542 and Dr. Kellie Cohen Minton, Director of Student Achievement and Accountability, at Parker Center, 479-784-8182. Ext. 73512.
- Developing and disseminating an annual parent activity evaluation report to share with parents, staff and the community. Following meetings with parents, an opportunity will be provided to allow input from parents concerning their evaluation of the meeting(s). The number of parents in attendance will be recorded and feedback from the evaluations compiled and disseminated.

The findings from the evaluation will be used to design evidence-based strategies for increased and more effective parent involvement. This will be accomplished through sharing the results with the Parent and Community Council team members and working together to develop strategies that will best meet the needs of the schools and parents in the District. These strategies will then be shared with school and district leadership teams.

To ensure the district Parent and Family Engagement Plan, as well as each school plan meets the required components, the plans are reviewed and approved by Caroline Neel, Director of Strategic Initiatives and Federal Programs and District Parent and Family Engagement Council Chair at Parker Center, 479.784.8182, Ext. 73542. Should there be components not be fully addressed, the plans are returned with feedback, revised by the school and then resubmitted for approval.

The District Plan is reviewed by the Parent and Family Engagement Council in the spring and feedback is provided to update and revise the plan before submitting to DESE prior to August 1 of each school year.

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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)]

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<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>	Fort Smith Public Schools
<b>District Engagement Coordinator's Name:</b>	Caroline Neel
<b>Plan Revision/Submission Date:</b>	July 30, 2022
<b>District Level Reviewer Name, Title:</b>	Caroline Neel, Director of Strategic Initiatives and Federal Programs

**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>
Caroline	Neel	FSPS Director of Strategic Initiatives & Federal Programs
Martin	Mahan	FSPS Deputy Superintendent
Kellie	Cohen Minton	FSPS Director of Student Achievement & Accountability
Tony	Jones	FSPS Director of Secondary Education
Lori	Griffin	FSPS Director of Elementary Education
Felicia	Smith	FSPS Supervisor of Instructional Services

**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>
Sarah	Biggs	FSPS Supervisor of Instructional Services
Kathleen	Wood Dorn	FSPS Adult Education
George	Griffiths	FPSS Bilingual Community Support Coordinator
Sharon	Garcia-Aponte	Parent
Lisa	Passmore	Parent
Kristi	Waller	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>
Robin	Benham	Community Member
Erica	Holland	Community Member
Karen	Williamson	Facilitator
Kandace	Weisenfels	Facilitator
Audra	Efurd	Facilitator
Shannon	Rutherford	Facilitator

**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>
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Jennifer	Scott	Facilitator
Janice	Bower	Facilitator
Leslie	Stewart	Facilitator
Karen	Meadors	Facilitator
Nicki	Turner	Facilitator
Jane	Stewart	Facilitator

**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>
Sherri	Ray	Facilitator
Sandra	Bausley	Facilitator
Karen	Hollenbeck	Facilitator
Kristin	Peer	Facilitator
Erika	Rodriguez	Facilitator
Tracey	Skaggs	Facilitator

**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>
Laura	Carter	Facilitator
Caitlin	Alewine	Facilitator
Hannah	Massey	Facilitator
Brayden	McKeown	Facilitator
Nancy	Burris	Facilitator
Cherri	Byford	Facilitator

**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>
Shauna	Cox	Facilitator
Raquel	Elkins	Facilitator
Karen	Vicens	Facilitator
Carol	Bricker	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>

I have read and understand that all evidence requested below must be uploaded in the **2022-2023 Engagement** folder in Indistar by October 1, 2022.

<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 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 with meeting minutes</li> <li>- Focus group notes/minutes/reports</li> <li>- Written reports indicating how the LEA will respond to the data</li> </ul> <p>[Upload this evidence into Indistar in the <b>2022-2023 Engagement</b> folder by October 1, 2022.]</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 2022-2023 Title I</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</b> into Indistar to the <b>2022-2023 Engagement</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.</p> <p>*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**

- Changes Required
- Compliance is Met

**Comments:**

Returned for revision per discussion on 8/19/22.

Please don't forget to doublecheck the statements of assurance.

Please be sure to enter the members of your engagement committee in the table following the statements of assurance.

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

- Changes Required
- Compliance is Met

**Comments:**

Returned for revision per discussion on 8/19/22.

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**Section 3 - Building Parent Capacity**

Changes Required

Compliance is Met

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**Comments:**

Returned for revision per discussion on 8/19/22.

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**Section 4 - Coordination**

Compliance is Met

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**Comments:**

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**Section 5 - Reservation and Evaluation**

Compliance is Met

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**Comments:**