

Arkansas Indistar
District Engagement Plan*

Page 1 of 1

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)]

Clarendon School District (CSD) involves multiple shareholders in the development of our district engagement plan, school improvement plans, Title I plan and comprehensive support and improvement plans. We have shareholders on these committees and invite them and others through email and phone cast. CSD recognizes that parent and family engagement is vital to the successful academic and social growth of the students. Due to the pandemic our district realizes that we may have to be more flexible and expect changes in our plans. Plans may need to be monitored and adjusted more frequently. We plan to share online suggestions on handwashing, masks, and social distancing. The expectations of our district is to support parent involvement at each campus. CSD has developed the Parent and Family Engagement committee that includes parents, staff, and students from each school in our district. The parents represent a culturally diverse group with students in multiple grade levels. Our committees are comprised of multiple shareholders. We formed the district and each school committee during the Spring of 2022. We plan to revise plans as needed with the pandemic issues. CSD parents participate in the development and review of the Parent and Family Engagement Plan. We plan on inviting parents to all meetings (virtual and in person as allowed by the state) and to participate at both the district and school levels. Our district will have at least four family meetings at the district office or virtual, and parents will be encouraged to attend these sessions. In our second nine weeks meeting we are going to review our district parent and family engagement plan and determine any updates due to the pandemic. CSD wants to make improvements in including our parents, students, volunteers, and community in all aspects of and activities in our schools.

CSD makes sure to have all shareholders on committees that represent school personnel, students, parents, and community members. Clarendon Elementary School and Clarendon High School has two planned parent nights each year. Each school plans a literacy night and discusses RISE training which will be led by the principals at each campus. The district wants to plan a computer literacy event at both campuses as well. Each school has a list of parent involvement events that include but are not limited to:

CSD/CES/CHS will have these meeting virtually or in person as allowed by the State of Arkansas:

*Three parent teacher conferences/High School will have 2 student led Parent-Teacher Conferences

Literacy Night (ELA) Family Room/Clothing Closet Available at each school as needed

Academic Night Mid Year/End of Year Celebrations

Kindergarten Round-up Parents and Students are included on Leadership Teams

Open House - August 18, 2022

Field Day/Color Wars Advisors contact 2 parents per week

Parent Teacher Organization	Weekly grade checks with parents
Good Morning Grandparents's Day event	HAC ACCESS
Black History Month Events	Social Media represented at both campuses
Alumni Event	Quarterly Newsletter
Book Fairs Oct. 3 - 7/April 4-8	Community Breakfast
Thanksgiving Luncheon at both Campuses	Council of Innovation
Booster Club	Title 1 Event at each campus

CSD Engagement Coordinator and Committees work with the improvement committee to create the schoolwide plans. CSD involves parents in the discussion about our school improvement/Title I Schoolwide plan and our strategic action plans. These school improvement plans are developed by building level leadership teams who have parents serving roles on them. Our Title I meeting will be held at the beginning of school at both elementary and high school campuses. I will begin with a discussion about our data and improvement. I also have a detailed powerpoint presentation about Title I and state required information. Our school guidance service worker will also present at this meeting. Our guidance worker and counselor will offer added support to all our parents in the district. Our meetings are documented with an agenda, sign-in sheets, and minutes. (Dr. Ruby Ellis)

Reserve a minimum of 1% of the Title I Part A allocation for parental involvement, with 95% going to Title I Part A schools. Required for districts receiving \$500,000. or more in Title I funding. (NA)

The district will coordinate parental involvement activities with those of other programs such as Head Start, RISE, Local Kiddie Kollege, Parents as Teachers, Monroe County Children in Trust, and Home Instruction Programs for Preschool. The ABC preschool employees and parents are encouraged to participate in these parental involvement activities through notes, calls and our school website. (Toshia Smith)

Annually, we establish parental involvement contacts at each Title 1 school. The parental involvement contact is selected by principals at each school. (Lisa Steeland, Christine Flowers, and Fanta Williams).

Parent Centers are required at each building and the building coordinator will submit a list of resources provided to parents, as well as documentation on the use of these resources.

Each school's building leadership teams have parent representation at meetings. Parents were surveyed to determine interest to serve on leadership teams. We try to have at least two parents from various grade levels to serve on our committees and each of our leadership meetings. We rotate parents yearly that demonstrate interest in serving on these committees. We are a small-rural school and with multiple committees we find 2 to be adequate but we message all parents and invite them to our parent involvement quarterly sessions.

Parents and Community will be welcomed to all meetings through our phone system calling to inform them of committee meetings. We want all parents to feel welcome not just those that are committee members.

Clarendon High School has developed and encouraged parental and family engagement in a myriad of ways. From having parents, students, and community members serve on leadership teams, to inviting community members from all eight sectors to a planned breakfast each year. In the 2022-23 school year, we assume parental and family engagement may look slightly different than in the past. The high school will share the improvement and engagement plan with all shareholders as safely as possible at the first meeting of the 2022-23 school; this may mean via a zoom meeting.

Clarendon Elementary School will reopen for onsite instruction August 22, 2022. Classes will look a bit different this year. Children and teachers will continue to follow State Health Department guidelines. These guidelines will be posted on the District website at clarendonlions.org.

CES administrators and staff have developed plans to continue instruction whether it be face-to-face, blended or virtual. The education of our students is our most important concern.

CHS will be conducting parent meetings in August at difference times. These will be mandatory meetings for all school parents or guardians. Parents/Guardians will be able to choose the session time that is most convenient for them. During this meeting, parents will be given information about the upcoming school year and will be allowed time to ask questions.

At CES, we always encourage parents to volunteer and be involved in their students'education. However, due to Covid-19 restrictions, some of the opportunities will not be available until restrictions are cleared or lifted. Please rest assured that communication between teachers and parents will continue through various methods that will help us comply with Covid-19 variants and restrictions.

Clarendon School District's Parent Involvement Summary is posted on our website. Each school sent the summary home to be signed and returned. CSD submitted the summary as an addendum to the student handbook. Any parents that have not signed the summary will be asked to review and sign at our Open House August 18, 2022.

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)]

CSD will:

Conduct ongoing site visits to observe parental involvement practices. The district parent involvement coordinator and school parent facilitators along with other staff, meet to plan and coordinate all parent involvement activities. (Ruby Ellis)

Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. CSD will continue to practice ALA strategies in the Organizational Development (OD) program. Through this partnership, faculty members received high-quality professional development focused on including all stakeholders in decision making and planning. The high school and elementary is a designated School of Innovation with a Council of Innovation that meets regularly. This council consists of students, teachers, administrators, parents, and community members and guides decisions. CSD makes sure that our teams consist of equally diverse shareholders.

Professional Development is met through our district and Great Rivers Educational Cooperative. State requirements are addressed the first week of school. Through CSD monthly professional learning sessions will continue to educate our academic staff. Documentation is kept through agendas, sign in sheets, and other presentation documents. Also, teachers documentation is in their shoebox account with GREC.

(Professional Development and Professional Learning Community activities dealing with parent involvement).
Christine Flowers

Ensure that the information sent home is in a language and form parents can understand. Furthermore, ESL Coordinator will visit the homes of parents as needed to develop relationships with parents. (Cassie King)

Monitor each Title 1 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 guides

Develop and use the School-Parent-Compact

Provide parent training to improve academic achievement to include training on the phone notification system.

Support the district guidance worker and MCCIT (Monroe County Children in Trust) as they visit the home of students underachieving to establish parental contact. MCCIT meets with the most needy students and their parents to assist with many academic needs. We have sent out baskets of healthy snacks, hygiene products, and

activities to the most needy students. We also work with our Mid-Delta partner to deliver meals to the MCCIT children. Mid-Delta one of our community partners had events that included a RADD Speaker for the community.

Both schools communicate about activities and place information on multiple social media accounts. Many of the parent involvement activities include but are not limited to: (Personal Communication or Virtual Communication) Registration Day, Open House, Parent-Teacher Conferences, Academic Nights, End-of-Semester Award Ceremonies, Bookfair, Annual Alumni Banquet, and the Annual 8 Sector Breakfast, and School Programs such as Grandparents's Day. Our district librarian organized summer school activities that included stories and math and literacy activities for our school students.

Demonstrations of literacy and math activities will be presented at the family event (virtually or in person depending on the pandemic) at both campuses. Students at both campuses are presented with review lessons as homework assignments. Parents are given the refrigerator curriculum of expectations for kindergarten - eighth grade.

School volunteers will be trained at each campus as allowed by the CDC guidelines and the governor.

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)]

We have an elementary and high school in our district. CSD will send parent friendly letters out to parents explaining their child's test results and standardized test scores from the previous years testing. Also, data will be presented in the Title 1 meeting early in the school year.

Encourage and promote educators and administrators to attend parental involvement sessions at our local cooperative (GREC). CSD participates in a regional meeting at Barton School District and discuss plans and activities.

Provide information to participating parents in such areas as national, state, and local education goals, including parents right to know as defined in Title 1 Part A. (Ruby Ellis)

Assist in the development of parent engagement groups at each school. (Lisa Steeland)

Provide any reasonable support for parental involvement at the request of participating Title I Part A schools. (Christine Flowers)

Support ESL parents and their students in the acquisition of English and academic success. (Cassie King)

Conduct home visits to form relationships with parents and family members. (Bertha Bones and Tameka Piggee)

The district holds a minimum of four Parent and Family Engagement meetings a year, which parents are invited to attend on site or virtually. (Ruby Ellis)

CSD assists parents in order to help their children with academic success by demonstrating strategies at family meetings with parents about their children's progress at required times and as needed or requested by the teacher, parents, and students. Parents are given updates any time there are any concerns with a child's academic performance.

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)]

CSD will:

Work closely with our Monroe County Children in Trust (MCCIT) group which involves local organizations in the development of assistance to children in poverty. This group is composed of local health centers, businesses, CSD employees, legal aid, and local churches that help with students and families in need. The MCCIT Coordinator works in the schools with students to connect them to needed wrap-around services. The summer program delivered food boxes, meals, baskets, and activities to our most needy students.

Each school will provide pamphlets to parents on relevant topics at each campus.

We encourage parents to assist in committees at each school. Parents are asked to sign up for committees of interest at our annual open house at each campus.

The ABC Pre-Kindergarten is housed on the high school campus and serves as a feeder school for the elementary school. The high school is working to prepare students for further education and/or careers by sending students to the local Career Center in Stuttgart where students take manufacturing or medical classes.

See Parent and Family Involvement Summary in English here (https://docs.google.com/document/d/1XTO15FnDO-Z_IahPCEH_jjB64slkr38q/edit?usp=sharing&oid=116819472110519542719&rtpof=true&sd=true) or in Spanish here (https://docs.google.com/document/d/1pQR4nZ2m8lw_8WHxbekuridWxIsOQqrrn/edit?usp=sharing&oid=116819472110519542719&rtpof=true&sd=true).

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)]

CSD will: Survey parents annually to identify barriers to parental involvement.

Provide opportunities for parents to participate and assist in the development of evaluation procedures, including analysis of data collected. Student-led conferences are held at the high school each semester.

Use information from the evaluation process to make recommendations, provide suggestions about parental involvement, CSD survey parents quarterly.

CSD will begin implementing meetings for parents to view and get feedback from the surveys they have taken.

CSD parental involvement committee meets quarterly to discuss our parent plan. CHS and CES leadership teams review parent involvement plans with parents, students, faculty, and community.

Develop and disseminate an annual parent activity evaluation report to share with parents, staff and the community. At the annual Title 1 meeting, we will share the Title 1 plan, district and school improvement plans. and the strategic action plans. We will host a feedback session in which parents and community members can provide feedback and suggestions on these plans. (Ruby Ellis)

Assurances

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

- A.1:** LEA understands that by August 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
[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)]

References

State

- Ark. Code Ann. § 6-15-1701 et seq.
(<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement
(https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_En)

Federal

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320
(<https://drive.google.com/file/d/1gLcfooJPV5yjHMvnTGmcKRITThzKwGT9/view>)

District/LEA Name:	Clarendon School District
District Engagement Coordinator's Name:	Christine Flowers
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	Dr. Ruby Ellis, Federal Programs

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)
Ruby	Ellis	Federal Programs
Christine	Flowers	District Parent Coordinator
Cheryl	Smith	Elementary Principal
Bobbie	Loewer	High School Principal
Fanta	Williams	Digital High School Facilitator
Bertha	Bones	Counselor

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)
Jan	Gibbs	Parent
Ethan	Gibbs	Student
Eme	Mason	Student
Venita	Black	Grandparent
Taylor	Jenkins	Parent
Tyrelle	Harrison	Student

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

Required Uploads for 2022-23

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> (<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 developed jointly with parents, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p>Evidence that the LEA involves parents in the development of the 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 and minutes from that committee meeting - One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p> <p>(The following information should already be found 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 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>	<p>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.)</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 each 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>[Upload above documentation for one Title I school into Indistar in the 2022-2023 Engagement 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 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 indicating how the LEA will respond to the data <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p>
<p>The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children. ESSA §§1116,1117(a)(1)(B)</p>	<p>LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the 2022-2023 Title I 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 upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-2023 Engagement 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 TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</p>
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DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

Changes Required
Compliance is Met

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

Changes Required
Compliance is Met

Comments:

Section 3 - Building Parent Capacity

Changes Required
Compliance is Met

Comments:

Section 4 - Coordination

Changes Required
Compliance is Met

Comments:

Section 5 - Reservation and Evaluation

Changes Required
Compliance is Met

Comments:

Close