

AR
 Arkadelphia School District
 700 Clinton Street
 Arkadelphia AR 71923
 870-246-1100

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)]

1.1:

- The Arkadelphia Public School District (APSD) and its four campuses develop/update its Parent and Family Engagement policy. Perritt, Peake, Goza, and Arkadelphia High School (AHS) have an active PLC system that allows all faculty members to have input into the Parent and Family Engagement Plan for the current year. The goal is to provide opportunities for meaningful engagement that meet the needs of students and families.
- The Arkadelphia School District designates a certified teacher as the parent and family engagement contact at each of the Schoolwide Title I schools as follows: Kimberly Ellison at Perritt, 870-246-2260; Griffin Pritchard at Peake, 870-246-2260; Della Miller at Goza, 870-246-4291; and Stefanie Davis at AHS, 870-246-7373.
- The principal of each building is responsible for scheduling an annual review of the effectiveness of the parent and family engagement policy. The principals are as follows: Debbie Stephens at Perritt Primary School, 870-246-2260; Mary Snowden at Peake Elementary School, 870-246- 2361; Cheryl Merk at Goza Middle School, 870-246-4291; and Callie Hunley at Arkadelphia High School, 870-246-7373.
- The District Title I Coordinator (Jeremy Bell, 870-246-5564x1210) supervises the calculations to reserve a minimum of 1% of the Title I, Part A allocation for Parent and Family Engagement, with 90% going to each school in the district since Arkadelphia is a Schoolwide Title I District. Principals, parent and family engagement facilitators, parents, and teachers collaboratively plan engagement activities for each campus

and utilization of the parent and family engagement funds for that campus. They also collaborate to review and suggest changes to parent and family engagement plans, school improvement plans and student handbooks. Parents who deem the schoolwide plan unsatisfactory are welcome to submit comments; those comments will be provided to the superintendent for submission to the appropriate ADE/DESE personnel.

- The district parent and family engagement plan will be submitted in Indistar by August 1st. A parent-friendly summary of the district family and community engagement plan is on the district website and is provided as a supplement to student handbooks. Parents sign to acknowledge receipt of the handbook and supplement.
- The Arkadelphia Public School District (APSD) involves parents in the development of the District Parent and Family Engagement Plan, the schoolwide program plan, and support and improvement plans. The District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) annually invites three to five parents of students enrolled in the district to serve on the district committee. These individuals are selected based on familiarity with the campuses, interest during the year (e.g., attending PTO meetings; participating in building-level events), and the like. These individuals may also be serving concurrently on the district committee and on additional district-level and/or building-level committees or teams.
- The APSD and its four campuses conduct an annual meeting in the spring to update policy for next year's Title I program and School Improvement Plan. Parent facilitators and principals lead this process at the campus level. The outgoing District Parent and Family Engagement Coordinator (Dr. Jeanette Turner, 870-246-5564x1212) compiled the information and discussed any changes in the school improvement plans and compact suggested for the upcoming year during the final Parent and Family Engagement meeting. Dr. Turner was responsible for recruiting members of the District Parent and Family Engagement committee that are representative of the students in our district.
- The APSD uses its needs assessment process as part of its continuing cycle of improvement. The district utilizes various methods of collecting feedback and perceptual data as part of the development of these various plans. Parents and family members complete paper surveys and/or online surveys during Open House, during Parent-Teacher Conferences, etc. Parents and family participate in on-site and online meetings to solicit feedback and suggestions. Parents and family members serve on district-level and building-level teams and focus groups as part of the PLC developed in conjunction with Solution Tree, ADE personnel, and/or other district partnerships. Plans that are submitted to the APSD Board of Education with input from parents and families through the Board's members and their constituents.
- The APSD establishes expectations and objectives for meaningful involvement, reflecting the specific needs of students and families. Through its needs assessment process, the APSD establishes expectations and objectives by campus. The district-level expectations and objectives are correlated to these in order to provide support, resources, etc.
- For 2020-2021 and 2021-2022 and 2022-2023, the members of the APSD District Parent and Family Engagement Committee members contributed to the District's Ready for Learning (RfL) Committee. This made sense due to the high-level of concern about COVID-19 and due to the importance of engagement throughout this process. This RfL committee will continue to meet for the lifetime of the funds.
- The APSD makes the District Parent and Family Engagement Plan available to the families and the local community both digitally and physically. The policy is included annually in the district section of each campus's student handbook. This is available in print form and online via the district's website (www.arkadelphiaschools.org). The APSD submits the plan to the Arkansas Department of Education: Division of Elementary and Secondary Education (ADE:DESE) by August 1 using Indistar. The district also places a copy on the district website by August 1. In a typical year, copies of the updated plan are available at key events (e.g., Open House; the fall Parent-Teacher Conferences; campus fall Title I Meeting). Therefore, a parent-friendly summary/explanation of the parent and family engagement plan is available online and as a supplement to the student handbook. Elements of the plan are addressed via social media in order to focus attention on specific components at pertinent times. Print copies of the plan are available upon request from the district or campus offices. In these ways, families and the local community have access to the plan both digitally and physically. The APSD obtains signatures from each parent acknowledging receipt of the APSD Parent and Family Engagement Plan Summary during Parent-Teacher Conferences in the fall semester during a typical year. The building facilitators are responsible for collecting this documentation and providing copies to the District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210).
- The APSD involves parents and families in the decisions regarding how funds reserved for parent and family engagement are allotted for activities. The APSD Parent and Family Engagement District Committee provides input throughout the year during the review and evaluation process. Each campus compiles data and feedback as part of the needs assessment process. Using these data for each campus, the district aligns financial resources to meet these needs.

- The APSD involved parents and families meaningfully in the evaluation and the update of the District Parent and Family Engagement Plan at least once annually. The members of the 2022-2023 APSD Parent and Family Engagement District Committee contributed to the current plan. These recommendations also impacted decisions during the budgeting process for matching resources to needs by campus. The 2023-2024 committee's members reviewed the needs assessment, the data, the feedback, etc. in order to incorporate the recommendations of the previous committee into the updated plan as needed.
- The APSD will submit to ADE:DESE the comments from parents who deem the schoolwide plan unsatisfactory. If the District Parent and Family Engagement Coordinator, the building facilitators, the building-level administrators, or the district-level administrators are notified of such comments, then the comments will be provided to the superintendent for submission to the appropriate ADE:DESE personnel.

1.2:

- The APSD ensures adequate representation of parents and families of participating children in the process by utilizing demographic data, the needs assessments by campus, the feedback of family members, and interactions at school events to gauge effectiveness and to address concerns.
- The APSD incorporates the parent and family engagement plan into the schoolwide plan by utilizing building facilitators who work in concert with the District Parent and Family Engagement Coordinator (Jeremy Bell, Bell, 870-246-5564x1210). The members of the district-level committee generally are serving or have served on building-level committees and may have children enrolled at multiple campuses currently or in recent years. With this perspective, intentional and strategic planning allows the district-level supports to work in tandem with the building-level strategies.
- School personnel strive to use technology more effectively and efficiently to maintain communication with students, their parents and family members, and with the community at large. The use of the APSD website and app as well as the social media accounts play an important role in improving these lines of communication. The use of TransAct ParentNotices, Zoom, Google Classroom, Google Meet, the Rave Panic Button, and other resources also help to inform families. School personnel will continue to use these communication tools to allow greater accessibility and flexibility for families to engage in the decision-making process.

1.3:

- The APSD incorporates the parent and family engagement plan into the schoolwide plan by utilizing building facilitators who work in concert with the District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210).
- The members of the district-level committee generally are serving or have served on building-level Parent and Family Engagement Committees and may have children enrolled at multiple campuses currently or in recent years. With this perspective, intentional and strategic planning allows the district-level supports to work in tandem with the building-level strategies.
- The District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) collaborates annually with other stakeholders in the development of the Title I Schoolwide Plan and the District Support Plan.
- The District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) and the members of the district-level committee provide input through the APSD Ready for Learning (RfL) Committee, the district and/or building-level Title I Committees, and similar teams.

1.4:

- Support each campus to increase student achievement in literacy.
- Support each campus to increase student achievement in mathematics
- Support each campus to increase English language acquisition and development among English language learners (ELLs).
- Support each campus to decrease absenteeism through resources and communication with personnel, parents, family members, and community members.

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)]

2.1:

- The Arkadelphia Public School District (APSD) provides coordination, technical assistance, and other support to schools in jointly-developing school parent and family engagement plans, implementing effective parent and family involvement activities, and jointly-developing school-parent compacts. The District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) will participate in ADE:DESE events (e.g., webinars; listening tours; presentations at the educational cooperatives), will attend training at the Arkansas Association of Federal Coordinators fall and spring conferences, and will monitor other resources (e.g., Commissioner's Memos; ADE:DESE website updates).
- The District Parent and Family Engagement Coordinator will provide training annually for the building facilitators using face-to-face, webinar, and off-site options per availability. This will be part of the building facilitators' annual professional development. These individuals will coordinate with their building principals and building leadership team to provide professional development and on-going support at the campus throughout the year. As guided by the needs assessment and feedback for both the district and the campus, this technical assistance for building facilitators will address the process for developing the building-level parent and family engagement plan, implementing effective parent and family involvement activities, and school-parent compacts.

2.2:

- The APSD utilizes effective and on-going professional development to build staff capacity to work with parents as equal partners. The APSD uses the regulations, guidance, and professional development initiatives from the Arkansas Department of Education: Division of Elementary and Secondary Education (ADE:DESE) with respect to professional development and its impact on Educator Effectiveness. The district's Director of Curriculum and Instruction also serves as its Professional Development Coordinator (Dr. Jeanette Turner, 870-246-5564x1212) who monitors the professional development plan for the district and who maintains documentation for license renewal. This plan incorporates district-level and building-level input representing a variety of viewpoints and needs. Each spring, the district's Professional Development Coordinator updates the professional development plan to address licensure changes, state and district initiatives, etc. in conjunction with the adopted district calendar for the upcoming school year. Since professional development is tied to one's contract and to one's Professional Growth Plan (PGP), the district's Professional Development Coordinator collaborates with building principals during this process. This allows those administrators to confirm that the requirements of the contract and the PGP are being met. The district's Professional Development Coordinator submits pertinent data on completion of hours as part of Cycle 8 reporting.
- The APSD trains teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in: (1) the value and utility of contributions of parents; (2) how to reach out to, communicate with, and work with parents as equal partners; (3) how to implement and

coordinate parent programs; (4) how to build ties between parents and the school.

- The District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) will participate in state events (e.g., webinars; listening tours; presentations at the educational cooperatives), will attend training at the Arkansas Association of Federal Coordinators fall and spring conferences, and will monitor other resources (e.g., Commissioner's Memos; ADE:DESE website updates).
- The District Parent and Family Engagement Coordinator will provide training annually for the building facilitators using face-to-face, webinar, and off-site options. This will be part of the building facilitators' annual professional development. These sessions will include an examination of expectations, best practices, and opportunities pertaining to their roles as building facilitators.
- The building facilitators will coordinate with their building principals and building leadership team to provide professional development and on-going support at the campus throughout the year. As guided by the needs assessment for the campus and feedback for both the district and the campus, professional development for personnel will address support, communication, and interactions with parents and family members.
- Licensed personnel participate each year in training designed to enhance their awareness and improve their skills in all aspects of the educator role. Specifically, those with teaching licenses are required to receive at least two hours of professional development related to parent and family engagement every four years beginning in the 2014-15 school year to build the capacity of educators to work with parents as equal partners; administrators are required to receive at least 3 hours of this training. Parent Engagement training was required for the 2022-23 school year. The designated facilitator on each campus works with all staff and parents to provide opportunities, training, and support for meaningful engagement that meets the needs of students and families. Additionally, teachers receive training in Science of Reading, PLCs, STEM strategies, Arkansas history, suicide awareness and prevention, child maltreatment and mandated reporting, ethics, human trafficking, and more as required for their grade level and/or content area.
- The APSD also addresses social and emotional learning, self care, and other related needs for personnel with respect to students, their families, and the community. Efforts to utilize deescalation, effective communication, and empathy are essential to this commitment. The implementation of Capturing Kids' Hearts (CKH) and the use of the ADE: DESE G.U.I.D.E. for Life are on-going professional development efforts available for personnel to address these areas of concern.
- School personnel strive to use technology more effectively and efficiently to maintain communication with students, their parents and family members, and with the community at large. The use of the APSD website and app as well as the social media accounts play an important role in improving these lines of communication. The use of TransAct ParentNotices, Zoom, Google Classroom, Google Meet, the Rave Panic Button, and other resources also help to inform families.
- Due to the size of the district and the need to tailor expectations and procedures to support each campus, building personnel will provide training at least annually for volunteers. Any such training will comply with state guidelines and district policies. Each school establishes its needs and volunteer opportunities. They solicit volunteers each August and provide training to volunteers every September. The goal is to foster collaboration and build relationships between school, the family, and the community. Building principals will supervise this process and will provide copies of the pertinent documentation to the building facilitator.

2.3:

- The APSD places a parent-friendly summary of the District Parent and Family Engagement Plan as a supplement to the student handbook at each campus. These are distributed in the fall semester (e.g., Parent-Teacher Conferences). The building facilitators obtain signatures from each parent acknowledging receipt of the parent-friendly summary of the district's Parent and Family Engagement Plan. These and other resources are available on the district's website (www.arkadelphiaschools.org) under the state-required information. The district's app and website as well as the district's social media accounts are all interconnected to expedite communication with parents and families based on the language settings for their devices.
- The APSD ensures that information is sent in a language and format parents and families can understand. Documents (e.g., the summary of the District Parent and Family Engagement Plan) are designed to be parent-friendly and understandable in both the vocabulary and the layout. Parents complete the ADE:DESE Home Language Survey (HLS) upon enrollment in an Arkansas district. This document is used to identify, to screen, and to recommend ESL services; however, this document is also used to note in eSchoolPlus when a family prefers communication in a language other than English. Using translated resources (e.g., Transact ParentNotices) and translation services (e.g., bilingual paraprofessional), district and building personnel can provide communication in a language and format parents and families can understand.
- District personnel including the district's Professional Development Coordinator and the district's Parent and

Family Engagement Coordinator visit campuses to observe and to participate in professional development and campus opportunities for parent, family, and community engagement.

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)]

3.1:

- The Arkadelphia Public School District (APSD) provides assistance to parents, as appropriate, in understanding each of the following: (1) the challenging state academic standards; (2) the state and local academic assessments; (3) the requirements of Title I, Part A; and (4) how to monitor a child's progress and work with educators to improve the achievement of their children.
- District-level and building-level events offer parents and family members information on these topics. These events include Open House, Parent-Teacher Conferences for the fall semester, Parents as Teachers (PAT) events, the Title I Building-Level Meeting in the fall semester, the Superintendent's Annual Report to the Public, academic and building updates at meetings of the Board of Education, Parent-Teacher Conferences for the spring semester, the Title I District-Level Meeting in the spring semester, and numerous sessions at each campus per the needs assessment and feedback from stakeholders. Announcements, communications, and invitations to these events are shared via social media, communication folders, etc. Presentation materials, handouts, and other resources from these events are posted on the district's website.
- Each school has a budget to provide materials and training not otherwise available to assist parents in supporting their child's academic achievement. Each school has a designated Parent Center with physical and/or digital resources available. Each school provides two-way communication to parents through newsletters and electronic grading systems and online platforms such as ECHO, School Status, or the like. Family nights and similar events are also ways to utilize time, funds, and other resources to assist parents and families with these important topics. The Director of Federal Programs (Jeremy Bell, 870-246-5564x1210) approves all reasonable and necessary expenses associated with parent and family engagement activities for each school and for the district meetings. Furthermore, the Director of Federal Programs provides any reasonable support, training, and technical assistance for parent and family engagement at the requests of participating Title I schools.

3.2:

- Through the district website and through campus events, the APSD provides materials and training to help parents to work with their children to improve their children's achievement such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster

parental involvement. Popular/requested sessions also include guidance regarding math curriculum, science fair, class projects, and applications. These sessions are tailored at the building level by the needs assessment, by feedback, and by age appropriateness. Through the district website and through campus events, the APSD provides materials and training to help parents to work with their children to improve their children's achievement such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. Popular/requested sessions also include guidance regarding math curriculum, science fair, class projects, and applications. These sessions are tailored at the building level by the needs assessment, by feedback, and by age appropriateness.

- The APSD provides such other reasonable support for parental involvement activities under this section as parents may request. Again, the needs assessment and feedback help campus personnel to tailor events (e.g., bullying; state assessments; literacy; student success plans; college application process; financial aid sessions for higher education). The timing of events, the use of guest speakers, the purchase of supplementary resources are determined by the needs assessment and the feedback in the on-going cycle of improvement.
- The APSD will use resources available according to the guidance for federal discretionary activities to provide opportunities for students. Among these for the upcoming school year, the APSD will continue implementation of the Professional Learning Communities (PLC) model and the Science of Reading to address academic improvement, improved collaboration, and the literacy needs of students as identified by the needs assessment process. The APSD will also continue its implementation of Capturing Kids' Hearts (CKH) as a way to address behavior, belonging, and other social/emotional learning (SEL) needs as identified by the needs assessment process. The APSD will also continue to inform parents and families about additional opportunities including the Pre-K Program and the Parents as Teachers (PAT) Program.
- The APSD District Parent and Family Engagement Committee recommended some possible topics for consideration at the building level for 2023-2024 to include the following: literacy at home; cyber-bullying; increasing student achievement on state assessments; interpreting and understanding student test data; reviewing the handbook policies and campus practices; math at home; social media use and abuse; and signs of self-destructive behaviors (e.g., cutting).
- The Parents as Teachers (PAT) program in partnership with Dawson Educational Services Cooperative serves the Arkadelphia School District and provides training and resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child. PAT begins with neonatal through three years of age and promotes optimal early development and help of young children by supporting and engaging parents and caregivers through home visits, personal visits, child screening, group connections, and the child resource network. The goals of PAT include: increase parents' knowledge of child development, parent practices, prevent child abuse and neglect, and provide early detection of delays and health issues, and increase school readiness.

3.3:

- To address these concerns, the Title I Coordinator is also the District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210). This individual reports such comments directly to the superintendent. The building facilitators (Kimberly Ellison at Perritt, 870-246-2260; Griffin Pritchard at Peake, 870-246-2260; Della Miller at Goza, 870-246-4291; and Stefanie Davis at AHS, 870-246-7373), the building-level administrators (Debbie Stephens at Perritt Primary School, 870-246-2260; Mary Snowden at Peake Elementary School, 870-246- 2361; Cheryl Merk at Goza Middle School, 870-246-4291; and Callie Hunley at Arkadelphia High School, 870-246-7373), or the district-level administrators (Jeremy Bell, 870-246-5564x1210; Dr. Jeanette Turner, 870-246-5564x1212) are notified of such comments, then the comments will be provided to the superintendent (Nikki Thomas, 870-246-1100) for submission to the appropriate ADE:DESE personnel.
- Because of the increased concerns about communication with families of underserved populations (e.g. economically disadvantaged; ELLs; students experiencing homelessness) and because of the emphasis on addressing the needs of underserved populations in the American Rescue Plan (ARP), the district also budgeted funds for additional building facilitators to support the focus on some of these underserved populations' students and their families. These additional supports are expected to support increased successful school and family interactions.
- The APSD places a parent-friendly summary of the District Parent and Family Engagement Plan as a supplement to the student handbook at each campus. These are distributed in the fall semester (e.g., Parent-Teacher Conferences). The building facilitators obtain signatures from each parent acknowledging receipt of the parent-friendly summary of the district's Parent and Family Engagement Plan. These and other resources are available on the district's website (www.arkadelphiaschools.org) under the state-required

information. The district's app and website as well as the district's social media accounts are all interconnected to expedite communication with parents and families based on the language settings for their devices.

- The APSD ensures that information is sent in a language and format parents and families can understand. Documents (e.g., the summary of the District Parent and Family Engagement Plan) are designed to be parent-friendly and understandable in both the vocabulary and the layout. Parents complete the ADE:DESE Home Language Usage Survey (HLUS) upon enrollment in an Arkansas district. This document is used to identify, to screen, and to recommend ESL services; however, this document is also used to note in eSchoolPlus when a family prefers communication in a language other than English. Using translated resources (e.g., Transact ParentNotices) and translation services (e.g., bilingual paraprofessional), district and building personnel can provide communication in a language and format parents and families can understand.
- The Recruitment and Retention Coordinator (Dr. Jeanette Turner, 870-246-5564x1212) utilizes demographic data about the student population, the community, the current personnel, and applicants to examine trends within the district's hiring practices. This is important in order to ensure that students and their families see individuals who represent them. These efforts occur under the guidance of the ADE: DESE Equity Assistance Center.

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)]

4.1:

- The Arkadelphia Public School District (APSD) coordinates and integrates programs and activities with other federal, state, and local programs. Since the District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) is also the Federal Programs Coordinator and a former Curriculum Coordinator, this integration occurs in informational updates via district leadership team meetings, digital communications, and other resources. This individual also watches the budgets across the district to be sure that funds are being used appropriately and wisely to match monies to the programs and activities at each campus. Each campus has its Parent, Family, and Community Engagement (PFaCE) Committee coordinated by the building facilitator. The district- and building-level personnel also foster and rely upon partnerships between schools and local businesses to support greater parent, family, and community engagement.
- The APSD conducts other activities and offers resources, such as parent resource centers, that encourage and support parents. Each building facilitator works in conjunction with the building principal, the campus guiding coalition, and the campus's PFaCE Committee to review and to update potential resources. The building personnel use the needs assessment and feedback to determine and to prioritize the resources for the campus. Parent resource centers incorporate both digital and physical resources depending on the needs of the campus. Various stakeholders including members of the APSD Board of Education support the connections between local partners, institutes of higher education, and the educational cooperatives as great resources to help students and their families.
- Effective on-going collaboration includes the following: (1) Henderson State University and Ouachita Baptist University partner for pre-service teachers to observe and to intern as well as providing a conduit for recruitment of applicants as future APSD employees; (2) Dawson Educational Cooperative for professional development, for Career and Technical Education (CTE) and Perkins V Coordination, for services for young

learners, etc., (3) the Arkadelphia Regional Economic Development Alliance & Area Chamber of Commerce for the preparation of students and the communication with their families for the economic and community development with an emphasis on the local job market and the quality of life locally; (4) local faith-based and civic organizations including Rotary Club, the Chamber of Commerce, Kiwanis, and area churches all provide countless supports to and opportunities for students and personnel, (5) area offices, agencies, medical professionals, and counseling professionals provide support and assistance at each campus and through the district's wellness efforts, (6) area banks and financial institutions offer curricular support about financial literacy, and (7) these and other area partners and volunteers participate in the various activities and events throughout the year including the local career fair.

- The Arkadelphia School District in partnership with Dawson Educational Services Cooperative has a PreK program that serves students that are 3 years of age and 4 years of age. The program is designed to increase school readiness and ease the transition into elementary school. Each spring the district conducts Kindergarten Roundup as part of the registration process. Participating students receive immunizations, health screening and academic screenings. The Perritt Primary School principal visits area daycare centers to promote kindergarten registration and works with local centers to arrange for the children to visit the school each spring. The principal and special education supervisor work with staff at area centers for children with developmental delays to create transition plans for these high-need students and build relationships with their families.
- To facilitate the transition between campuses, each spring students visit their next school campus to tour the building and meet teachers and administrators. Open House is held in August to allow teachers and students to meet teachers and visit their respective campus. Open house and transition activities may have to be modified due additional restrictions placed on schools by the current global pandemic.
- Transition services are provided for special education students that will graduate each spring. The goal is to work with the family and the student to arrange for appropriate post-secondary placements and opportunities. Each spring, high school parents meet with their student's advisor to create/review the student's goals and plans for graduation and beyond; students register for classes needed to ensure they graduate on time and will be prepared to enter college or the career of their choice. Beginning in grade 8, a student success plan is created in collaboration with the student, the school, and the family; the plan is reviewed annually as required. Each year, the high school in partnership with the Arkadelphia Promise Scholarship Director offers workshops and assistance in filling out the FAFSA form and scholarship applications.

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)]

5.1:

- The Arkadelphia Public School District (APSD) reviews and updates the district plan annually by August 1. The APSD submits the plan to the ADE:DESE by August 1 using Indistar. The district also places a copy on the district website by August 1.
- The APSD reviews and approves the plan for each school. The District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) receives the building-level plans through Indistar. Building personnel receive feedback from this district-level review when necessary through Indistar.
- The APSD follows the Plan-Do-Check model of continuous improvement recommended by the ADE. This is further enhanced by applying the principles of collaboration learned through Solution Tree's Professional Learning Communities (PLCs) at work process.

5.2:

- The APSD conducts an annual evaluation identifying barriers, needs, and strategies. The District Parent and Family Engagement Committee identifies these elements throughout the year via the needs assessment process, feedback, perceptual data, survey results, etc. These are primarily addressed during the mid-year and end-of-year meetings of the committee.
- The district Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) monitors each school to ensure that each school performs the following tasks: (1) develop a Parent and Family Engagement Plan consistent with district policy; (2) offer flexible meeting times to remove attendance barriers; (3) provide information to parents about the school's program to include a parent information guide for each school; (4) develop/revise its School-Parent-Student Compact; (5) include the compact with the student handbooks for availability for parents and students; (6) provide training for parents to work with their children to improve academic achievement; (7) provide training regarding notification systems such as Remind, ECHO, social media, Home Access Center, etc. in order to have real-time access to their child's attendance and achievement.
- Parents and families are provided an opportunity to assist in the development of the evaluation of procedures, including analysis of data collected during each school's monthly meeting for parent/teacher involvement. Parents review the School Improvement Plan, the Parent and Family Engagement Plan, the Wellness Plan, and each are evaluated and revised as per committee decision. The school improvement is open for revision throughout the year. Principals and Parent/Family Facilitators lead this process at the school level. Additionally, parents are included in the district's Ready for Learning Committee; the community also has input through public comment. The Ready for Learning (RfL) Plan is reviewed/revise at a minimum of twice per year.
- All meetings in the Arkadelphia School District have procedures for collecting parent/school/community participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year. Agendas are attached to all meetings. Minutes are provided for all meetings. The school improvement plan is posted on each school website and the district website. All schools use findings from the evaluation process at Leadership Meetings, Professional Learning Community Meetings, and Parent/Family/School Meetings to make recommendations to each participating school for parent and family engagement policy revision and to provide suggestions for designing school improvement policies, as they relate to parent and family engagement.

- Each school develops and disseminates an annual parent activity evaluation report to share with parents, staff and the community. This is placed in the school newsletters in grades K-12 by the school Parent and Family Facilitator.
- Reports, documentation, and feedback are submitted to the Director of Federal Programs (Jeremy Bell, 870-246-5564, 1210).

5.3:

- The APSD uses the findings from the evaluation to design evidence-based strategies for more effective parental involvement. Since this evaluation generally takes place near the conclusion of a school year, these findings are coupled with student achievement data and perceptual data in order to make recommendations for the next year's District Parent and Family Engagement Plan.

5.4:

- Since the APSD annually receives \$500,000 or more in Title I funding, the district reserves at least a minimum of 1% of the Title I, Part A allocation for parent and family engagement with 90% going to Title I, Part A schools, with priority given to "high-need" schools.
- The district's Director of Federal Programs (Jeremy Bell, 870-246-5564x1210) coordinates the calculations to reserve a minimum of 1% of the Title I, Part A allocation for parent and family engagement, with 90% going to each school in the district since each is a Schoolwide Title I school. Principals, parent and family engagement facilitators, parents, and teachers collaboratively plan engagement activities for each campus and utilization of the parent and family engagement funds for their respective campuses.
- With guidance and technical support from district personnel and state personnel, each school determines its use of funds based on its needs assessment including student achievement data, instructional needs, perceptual data, and the like. Consequently, the schools are provided with resources to explore evidence-based practices. Each school works collaboratively with its stakeholders to develop a family and community engagement plan. This is facilitated by the principal and family engagement coordinator on each campus. The school plan is submitted to the district for review and approval.
- The budgetary process is submitted for review by Title I personnel at the Arkansas Department of Education: Division of Elementary and Secondary Education (ADE:DESE) using the Federal Grants Management System (FGMS) and eFinance at required checkpoints throughout the year.

5.5:

- The APSD ensures that parents and families are involved in the decisions regarding how funds reserved for parent and family engagement are allotted for parental involvement activities. Parents and families are informed about funds available, about budgetary decision-making, etc. using face-to-face (e.g., the Title I Building-Level Meeting in the fall semester; the Superintendent's Annual Report to the Public; monthly financial updates at meetings of the Board of Education; the Title I District-Level Meeting in the spring semester) and digital approaches (e.g., posting the presentation materials and resources from the the Title I Building-Level Meeting in the fall semester, from the Superintendent's Annual Report to the Public, and from the Title I District-Level Meeting in the spring semester; monthly posting of financial records on the district website in the State-Required Information section). Since the District Parent and Family Engagement Coordinator (Jeremy Bell, 870-246-5564x1210) is also the Federal Programs Coordinator, the feedback from parents and family members are communicated during the annual budgeting process in August and September as well as during the review and revision of budgets from October through April. This feedback is also incorporated into the composition of the application for each federal fund during May through July.

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:	Arkadelphia Public Schools
District Engagement Coordinator’s Name:	Jeremy Bell
Plan Revision/Submission Date:	August 1, 2023
District Level Reviewer Name, Title:	Jeremy Bell, Director of 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)
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		Community Member)
Catherine	Plyler	Parent/Community Member
Angela	Douglass	Parent/Community Member
Ashley	Hunter	Parent/Community Member
Kyla	Batson	Parent/Community Member

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)

(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><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</p>

<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>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 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:

10/06/23 David R. Terrell. This section meets compliance.

Section 2 - Building Staff Capacity through Training and Technical Assistance

- Changes Required
 - Compliance is Met
-

Comments:

10/06/23 David R. Terrell. This section meets compliance.

Section 3 - Building Parent Capacity

- Changes Required
 - Compliance is Met
-

Comments:

10/06/23 David R. Terrell. This section meets compliance.

Section 4 - Coordination

- Changes Required
 - Compliance is Met
-

Comments:

10/06/23 David R. Terrell. This section meets compliance.

Section 5 - Evaluation and Reservation

- Changes Required
 - Compliance is Met
-

Comments:

10/06/23 David R. Terrell. This section meets compliance.