

AR
Cutter-Morning Star School District
2800 Spring Street
Hot Springs AR 71901
501-262-2414

District Engagement Plan*

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2022-23.

1: Jointly Developed Expectations and Objectives

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

Guiding Questions

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*
[ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*
[ESSA § 1116(a)(2)]

The Cutter Mornig Star School District Family and Community Engagement (FACE) Committee is comprised of school staff, parents, and at least one community member. The district committee will work together to write and implement our parent and family engagement plan. The work of our district FACE committee will include reviewing parent survey data together, discussing district and building goals, generating ideas, and writing the plan. The committee will meet periodically to review the plan, determine any necessary changes, and adjust the plan accordingly.

All parents will be asked to complete a survey that will be used to inform and guide goals and elements included in our plan. Parents will also be asked to provide input at our Title I parent meeting and any concerns of parents, along with survey results, will be submitted to the district for review. Our annual Title I parent meeting is held in October and at this meeting, parents will be informed of the requirements of Title I and our participation as well as parents rights to be involved. At the Title I meeting, we will disseminate information and have copies of our parent and family engagement plan available. Our Parent and Family Engagement plan will be uploaded to the Division of Elementary and Secondary Education through Indistar, posted on our district website and a parent-friendly summary/explanation of the Engagement Plan is included in our student handbooks. The names and email addresses of our building level facilitators, Breann Johnston and Jana Harrison are also included in our plan which is posted on our website. We will ensure receipt of these items by a signature page turned in by all

parents. The plan will be reviewed by at least 2 parents to ensure it is in a parent-friendly language and that it is appropriate for the families in our school. The plan, along with volunteer survey, volunteer opportunity information, ideas for parents to become involved in our school, and a calendar of events will be included in our beginning of the year packet, in monthly newsletters from our principals, and through weekly communication with parents. Parents will also be connected to our school for two way communication through email, phone, social media, Class DoJo, the Cutter Morning Star App, and various other means.

The Family and Community Engagement Coordinator for the district and for the buildings work with the School Improvement Plan teams to ensure that the engagement plan is incorporated into the Schoolwide Plan. The District will involve parents in the development of the District Parent and Family engagement Plan by engaging parents in the annual evaluation of the Title I, Part A program and the development of the school improvement plans as part of the school-wide program. In addition, the District Engagement Coordinator will work with the building level teams to ensure that parents and families are involved in decisions regarding how funds are allotted for activities.

The Title I Committee is made up of teachers, school staff, and parents and will determine the effectiveness of the Parent and Family Engagement Plans and make changes if needed. Collecting evidence about satisfaction with the program and the district's efforts to increase parental and family engagement will be a part of the evaluation. Surveys will collect specific information on the number of parents participating in workshops and meetings, specific needs of parents, the effectiveness of specific strategies, and engagement of parents in activities to support student academic growth.

Parents/families will have an opportunity to give feedback on each building school plan through a survey. If parents deem the plan to be unsatisfactory, the committee will meet to determine if changes need to be made. If comments from the parents deem the LEA Plan unsatisfactory, those comments will be emailed to the State Department of Education to the division that oversees Parent and Family Engagement at ade.engagementmatters@arkansas.gov.

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)]*

Cutter Morning Star School District will provide the required 2 hours of professional development on Parent, Family and Community Engagement during the back to school week of professional development for the 2022-2023 school year. All staff, certified and classified, will participate in the Parent, Family, and Community Engagement professional development. This training will include making sure that all staff are aware of the value and utility of contributions of parents, how to implement and coordinate parent programs, how to reach out, communicate with, and work with parents as equal partners, and how to build relationships and ties between parents and the school.

The district will provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices including jointly developing school engagement plans, jointly developing school-parent compacts, and implementing effective parent and family involvement activities. Parents will be a part of each school's Family and Community Engagement committee and the committee's responsibility will be to jointly create the school engagement plans, jointly create the school's compact, and jointly plan parent and family engagement activities. In addition, we also plan to provide consultation with families and/or community through surveys, in person and virtual meetings, emails, newsletter, and phone calls.

Training will be provided annually for volunteers as allowed by DESE and Health Department guidelines.

A parent friendly summary of the district Parent and Family Engagement plan will be included in the student handbooks and we will obtain signatures from each parent acknowledging receipt of the district's parent and family engagement plan. We will ensure that information is sent home to parents/families in a language and format that parents and families can understand.

A survey will be sent out to parents to determine their needs for training. Training for Parents and Families may include: Helping your Child With Homework, Social, Emotional, Learning training including the effects of Adverse Childhood Events, Parent and Teacher Collaboration, Understanding Your Student's Achievement Scores, Technology for Parents, Youth Mental Health First Aid.

Relevant information will be provided to parents/families in a variety of ways including paper copies made available, newsletters (both electronic and paper) social media posts, email, Class DoJo, website postings and links, and the Cutter Morning Star App.

3: Building Parent Capacity

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

Guiding Questions

- **3.1:** *How does the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of their children*

[ESSA § 1116(e)(1)]
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*

[ESSA § 1116(e)(2); ESSA § 1116(e)(4)]
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

[ESSA § 1116(a)(1)]

The District's Family and Engagement Plan and Committee will provide assistance to parents, as appropriate, in understanding the challenging State academic standards, State and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.

We will provide materials and training to help parents work with their children to improve academic achievement. Training and materials provided may include the following: literacy training, math training, technology training which includes education about copyright piracy and safe practices, resources that describe or assist with the child's curriculum, and other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers.

We will share curriculum information and other items during our open house, parent-teacher conferences, phone calls and emails. Student assessment results (ACT Aspire, NWEA) will be shared at our parent-teacher conferences in October and February. Teachers will use TAC/HAC to keep parents updated on their child's grades and attendance. Progress reports will be sent home at the midway report of each 9 weeks grading period and report cards will be sent home at the end of each 9 weeks grading period to keep parents informed of their child's progress and attendance. Each teacher will establish procedures for parents to receive the specific, but confidential, information on the academic requirements and progress for their student. Procedures for communication will be specific to each family and may include email, text, phone calls, Class DoJo, in person conferences, home visits, etc.

Information on Curriculum Resources will be sent home to parents/families periodically and may include: R.I.S.E. curriculum information found on DESE's R.I.S.E. resources for families page, information on the new K-9 Math Curriculum that the district is using, the Essential Standards list for each grade level, and information for parents on using HAC and Class DoJo to keep up with their student's academic progress.

4: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

- **4.1:** *How does the district coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*

[ESSA § 1116(e)(4)]

The district will coordinate with the Dawson ABC program currently in place at the elementary building along with other Dawson ABC programs in the Garland County area. In addition, we will reach out to our local Head Start program and establish a relationship and coordinate support and services for families in these preschool programs.

We are hosting a "Power Up" before school program for our 7th graders who are transitioning from the elementary school to the high school and for new 8th-12 grade students to the district. This will be a two day program and will orient students to a new building and begin the relationship building for students with core content teachers, physical education teachers and Family and Consumer Science teachers. The goal of the "Power Up" program is to ensure a smooth start for these students and families in a new school.

Counselors in the elementary school and the high school coordinate an orientation for the 6th grade students who will move up to the high school. The 6th grade students take a tour of the building and have an opportunity to hear from current high school students about the high school.

At the end of each year, the ABC Preschool students in the elementary building take a tour of the elementary

building and visit the kindergarten, music, art, PE, and library classes as part of their transition program into the elementary school. In addition, they also eat in the cafeteria as part of their transitioning.

The following is a list of current community resources/activities that are being used to support our school and provide wraparound services for our families:

- Arkansas Learning Through the Arts- Residencies from in-state artists take place throughout the building and throughout the year. We also attend, either in person or virtually, the Arkansas Symphony Orchestra's yearly program through this coordination of services.
- Food Bank- Our foodbank relies on donations and support from many local organizations and businesses. This includes a yearly event called Orange Week to raise awareness of childhood hunger and raise money for our foodbank. Each week, community volunteers (ADH guidelines permitting) prepare the food bags for distribution.
- We partner with Imagination Library to provide books for students who might otherwise not have access to them.
- May Day- In May we will once again hold an annual event to connect families and local agencies that can support them in the summer and year round. This includes services and programs available to families, along with volunteer opportunities. Agencies include Bridges Out of Poverty, YMCA, Garland County Library, Jackson House (an agency that provides lunches to people in need and other services) local food banks, and summer camp opportunities.
- We are partnering with the Garland County Library to provide guest readers to classrooms either in person or remotely throughout the school year.
- The Garland County Library has placed a "Little Free Library" on the Cutter Morning Star District campus. The library is stocked with books from the Garland County Library and Cutter Morning Star stocks the library with discarded library books. The community has access to the library at all times.
- Family Nights will be planned in the Fall and the Spring of the school year and will include strategies and/or tools to promote student achievement and will include parents and families in the learning process. Families will also be invited to a variety of events to engage them in the school. In addition, music programs and art shows will be scheduled in the Fall and the Spring.
- Community members will be invited to communicate information about their careers or expertise in curriculum related areas. Guest speakers may be onsite or virtual depending on location and other circumstances.
- We are partnering with the Literacy Council of Garland County to provide printed materials in tutoring basic reading, writing, math, computer skills, and English as a Second Language for placement in our Parent Resource center for parents who need these resources. A list of materials in our Parent Center will be sent home to parents in our newsletter.
- A list of agencies and support programs for families will be sent home with students in our beginning of the year packet.
- Cutter Morning Star partners with Living Hope and Life Strategies Counseling agencies to provide School Based Mental Health services and resources.
- Quarterly Meetings are scheduled with our EPIC Parent Organization to assist the school in providing parental input into decision making.
- We maintain a Parent Support Center, which includes a computer for families to access information to support their child's learning. There is also information in the form of books, pamphlets, and more to help parents address specific learning issues.
- Our teachers regularly reach out to local community agencies to support learning in the classrooms, such as local professionals to share their expertise.
- Our high school hosts an annual college and career fair for transitioning to postsecondary schools or careers.

The FACE plan will be incorporated into the school improvement plan.

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)]

Cutter Morning Star School District does not receive more than \$500,000 in Title I allocations and as such are not required to reserve funds.

Each campus sets aside an allocation of Title I funds to be used for Parent and Family Engagement activities.

The Parent and Family Engagement committee on each campus determines how the allocation will be spent based on the needs of the parents & families as discussed with the Parent and Family Engagement Committee. These decisions are supported by the District Parent and Family Engagement Committee.

A needs assessment and survey is completed annually. Based on the needs assessment and survey, barriers are identified and evidence based LEA strategies are developed to identify more effective parent and family engagement.

The District will be moving to a 4 day school week for the 2022-2023 school year. Prior to making this decision, parents completed an online survey, 4 town hall meetings were held for parents to ask questions and express concerns, and each family in the district was mailed a paper survey. The goal of the district family and community engagement committee was to involve all stakeholders in making this decision. The questions raised through the surveys and town hall meetings were put into an FAQ document that was posted on our district website and parents were informed of the location of that document. The district used the feedback from the surveys and town hall meetings to plan for the transition to a 4 day school week.

The District Parent and Family Engagement committee will review and approve each school plan as well as review and update the plans annually.

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.](#)
- [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](#)

District/LEA Name:	Cutter Morning Star School District
District Engagement Coordinator's Name:	Laura Baber
Plan Revision/Submission Date:	7/27/2022
District Level Reviewer Name, Title:	Laura Baber, 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)
Adam	Stage	High School Principal
Jennifer	Almond	Elementary School Principal
Breann	Johnston	High School Teacher and High School Parent and Family Engagement Plan Facilitator
Jana	Harrison	Elementary School Teacher and Elementary School Parent and Family Engagement Plan Facilitator
Michelle	Edgin	High School Counselor
Kenya	Lewis	Elementary School 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)
Heather	Slay	High School Teacher
Trenese	Elliot	Parent
Chrystal	Hendrix	Parent
Barry	Breashears	Parent
Sherri	Thorton	Parent
Tara	Barrett	Elementary School Teacher

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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Courtney	Post	Parent
Jessica	Hunneycutt	Parent
Stephanie	Hamilton	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.)

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>

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>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</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>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>

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

Comments:

Section 3 - Building Parent Capacity

Comments:

Section 4 - Coordination

Comments:

Section 5 - Reservation and Evaluation

Comments: