

District Engagement Plan*

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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)]

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

At least two meetings per year will be conducted to update the parental involvement plan for the School Improvement PLAN and TITLE I.

The Title I Coordinator will conduct a meeting with the faculty and parents in May to determine areas of need and concern for the next school year.

A final meeting concerning federal funding distribution in the School Improvement will be held in August after areas of need have been determined by the state assessment exams in Math and Literacy.

Parent facilitators for each campus are selected. The parent liaison facilitates the parent/teacher center on each campus and works with the Title I Coordinator and the principal in scheduling, coordinating, and/or conducting parental involvement nights.

An adequate representation of parents and families of participating children is determined through polling of school counselors to make sure that we are reaching all targeted areas. We also send out public information inviting those who are interested in participating to come to an informative meeting when planning the committees.

The district conducts an annual review of the effectiveness of the parental involvement plan. Actions taken include the following:

Survey made available online and via paper form for parents to complete on the effectiveness of parental involvement.

A meeting in the spring to determine the strengths and weaknesses and areas of need in the school based on surveys. This meeting will be used to update the Title I, Part A Program for the following school year.

A meeting in August to determine areas of concern based on IStation, ACT Aspire scores, Title I, and parent surveys.

A district parental involvement committee is formed to assist in development of the parental involvement policy, revisions, Title I advisory committee, and School Improvement Plan committee.

Parents assist in revising the parental involvement policies for the district.

Parents serve as advisors to the principals and superintendent to help determine effective ways of communication, such as EdLine, notes, phone calls, parent/teacher conferences, newspaper, radio, etc. Parents serve on the Title I advisory committee to determine parental engagement activities and to make recommendations along with the committee members on how the federal monies can best be utilized based upon data analysis and parental surveys.

Parents serve on the School Improvement Plan committee to help determine interventions and actions.

Parental involvement shall include school review and improvement.

Parental facilitators are included in the desegregation of data that is conducted each summer to determine strengths and weaknesses in the curriculum based on Benchmark and SAT 10 testing results.

Parents are included in determining the goals to be set for each school and district in the school improvement plans based on testing results as they develop interventions and actions to improve test scores.

Parents have the opportunity to serve on committees such as literacy, math, health/wellness, Title I, school improvement plans, technology, Title IIA, special ed, etc.

A parent-friendly summary of the Parent and Family Engagement Plan is located on our school website and located as a supplement to our handbook. Signatures are obtained by all parents and guardians acknowledging receipt of this summary.

After review of math scores, Melbourne School District is focused on improving these scores. We will implement interventions in the school day and we will be in constant communication with parents to help train them to aide our students. This communication will come through phone conversations, email, and math nights. Parents will continue to be updated on the progress of their student through assessments.

Plans will uploaded to district website and sent to state by August 1st.

Ready for learning plan is targeting technology and we will use this technology to communicate to families to improve engagement practices.

Any comments from parents unsatisfied with the schoolwide plan will be submitted to ade.engagementmatters@ade.arkansas.gov

The Melbourne School District Parent and Family Involvement Plan is submitted via Indistar to the Arkansas Department of Education by August 1st of each year.

The contact person for the district Title I, Part A schools is Lori Loggains, Melbourne School District, 870-368-7070. Each school has a parent facilitator: Melbourne High School, Cindy Poole; Melbourne Elementary School, Whitney Morehead.

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)]*

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

Ongoing site visits will be conducted to observe parental involvement practices.

- The School Improvement Plan Coordinator and Title I Coordinator, principals, and parent representatives develop guidelines for the parent centers and for the components that ensure effective parent involvement as the School Improvement Plan is revised.
- These individuals have input in the school calendar to insure sufficient parental involvement activities are included.

- Parental liaisons are invited to meet with the principals and superintendent as needed in the weekly admin meetings.
- Parental liaisons collaborate with the principals as they visit each campus parent/teacher center to determine improvements to be made at each center.
- Parental liaisons are invited to attend and report at the monthly school board meetings.

Awareness of communication skills to ensure parents and schools become equal partners is a primary focus in parental involvement.

- Two parent/teacher meetings are conducted each year for discussion of the students' progress. A school calendar is made available in the student packet.
- AIP/IRI meetings with parents and students are conducted in the fall to determine interventions and actions to help the students who are not yet proficient in math and literacy.
- Transition conferences are conducted in the spring for those students entering kindergarten in the fall.
- 6th 7th grade students and their parents participate in smart core and common core curriculum meetings conducted by the counselors and principal each May.
- Parents/students/teachers sign a compact agreement that is included in the student handbook that is posted on the district website and given to students when school begins as requested.
- Student packets are developed by the district, principals, and teachers to disperse to students upon entering school. Included in the packet is a calendar, schedule, compact, curriculum guide, tips for homework, phone numbers, booster club information, EdLine information, volunteer resource information, parent meeting schedules, personnel contact information, etc.
- Other forms of communication with the parents are: Bearkat website, newspaper articles, district Facebook and social media pages, radio announcements, notes sent home, etc.

Information is sent home in a timely manner in language that is easily understood by parents.

- Student packets , EdLine announcements, grades, and homework assignments are provided by teachers on the website.
- Notes and newsletters are sent home to parents.
- Phone calls are made by teachers when a student's grades are beginning to drop or unusual behavior is noted.
- Parental involvement plan is posted on the website and available in the office on each campus.
- AIP/IRI forms are discussed directly with the parent and student present.
- Annual meeting is conducted by the superintendent in the fall to go over the guidelines for the different programs in the school, which includes the budgeting of the categorical money and federal money.

Title I, Part A schools are monitored to ensure that they perform the following tasks:

- Development of parental involvement policy and disseminated to parents and shared with the community.
- Flexible meeting times are offered to accommodate parents who have a working schedule that does not allow participation in parent activities. Ex.: Parent/Teacher conferences are 3:00 - 7:00 p.m.
- A student information packet upon enrollment includes: the parent/teacher/student compact, student handbook, emergency forms, schedules, school calendar, curriculum guide, contact information, website, and EdLine.
- Melbourne School District provides training for volunteers by the building principal's throughout the year as needed for all volunteers using guidelines developed by the District Administration team.

Teachers, principals, and staff will be educated in the importance of effective communication, value, and utilization of contributions of parents through staff development.

Teachers and pupil service staff participate in two hours of parental involvement staff development to be provided by the district. Areas to be included in training are:

- Communicating with parents as equal partners.
- Valuing and encouraging contributions by parents toward the educational process.
- Implementing parent programs to build communication between parents, students, and teachers.
- Each district administrator participates in three hours of parental involvement staff development.

For more information, contact Melbourne High School, Tim Massey, 870.368.4345.

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)]

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

Parents are provided training by the schools to assist in parenting skills, improving the child's academic improvement, literacy and math. These training sessions will be scheduled during the week prior to school beginning. Public meetings conducted by each school will be held in the fall, as well as, family math/science/literacy nights in the spring and regular school board meetings.

Information concerning national, state, and local educational goals and Title I, Part A parental rights are made available to parents by the Title I Coordinator and the principals at the following scheduled events:

- Transition meetings for 7th and 6th grade students
- Meeting with the graduating seniors and their parents, principals, and counselors
- Open House
- Public meeting
- Enrollment packet
- The annual report to the public in local newspaper

For more information, parents may call Lori Loggains at 870-368-7070.

Parent engagement groups are encouraged on each campus and by the district by the following:

- Parental involvement meetings scheduled throughout the year
- Family math, science, literacy nights for elementary
- Smart Core transition nights
- Open House
- Celebrate ACT Aspire
- SR Citizen's Christmas dinner
- Community Cookout and art exhibit
- Graduation Parade and Pre-Graduation Party
- All school reunion for alumni
- Parents' and Grandparents' Day
- Sporting events
- Parent/teacher conferences
- Quiz bowl
- FBLA, FFA, FCA, etc.

An annual parent survey is made available to the parents/guardians.

- A parent survey is included in the parental involvement plan found on the Bearkat website.
- Parent surveys may be completed and sent to the child's teacher or to the principal.
- Parents/Guardians are offered support by the schools and the district.
- Parent facilitator on each campus
- Parents may contact the child's teacher, principal, counselor, and/or superintendent.

Materials and trainings will be provided to help parents work with children to improve achievement goals through the use of items in the parental involvement centers at each campus, online via our website, and in person via various training opportunities held throughout the year at our campuses.

For more information, contact Lori Loggains, Melbourne School District, 870-368-7070.

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)]

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

A portion of the Title I allotment is set aside for parental involvement. Melbourne School District does not receive \$500,000 or more.

- Funding is set aside for family math/science/literacy nights and other parental involvement activities TBD for grades K-12.
- Funding is set aside for purchasing materials and supplies to use in the parent centers on each campus.

The district increases parental participation by decreasing barriers that may exist between the schools and the parents.

- The annual parent survey includes a question to the parents that asks them to comment on barriers that may exist between the schools and the parents. The schools will use this information to make improvements on the effectiveness of the school as we strive to make it more "student and parent friendly".
- The entire faculty meets with a group of parents before school for recommendations on positive parental involvement.

The district involves parents/guardians in evaluation procedures and data analysis as they work with the faculty and administration in completing the School Improvement Plan. Parents serve on the following:

- The Title I advisory committee
- School Improvement Plan planning committee
- Literacy committee
- Math committee
- Science committee
- The principal and teachers inform parents of the school a district annual measurable objective once data analysis is complete during the annual public meeting and in the annual report to the public.
- Teachers meet with parents to discuss interventions should the student need to be placed on an IRI or IEP.

Parents are provided the opportunity for input on parent involvement policy revision.

- As parents are invited to meet with the Title I advisory committee and the teachers as they prepare the School Improvement Plan, intervention and actions based on school wide data analysis, they will be encouraged to add input as a parent advisor.
- Parents are encouraged to attend the school improvement meetings conducted in the fall on each school campus.
- The parent facilitator from each campus is invited to meet with each building administrator and the superintendent at weekly admin meetings in order to make suggestions for more effective parental involvement.

The Melbourne School District Parental Involvement Plan is evaluated annually. Evaluation tools are:

- Parent survey
- Before school faculty meeting in August
- Parent facilitator and admin meetings

Melbourne School District principals will provide a parental activity evaluation report. This evaluation report will be

- included in the annual school report and the annual public school meeting. To be included in this report will be:
 - Federal programs budgets and spending
 - Information for access and contents of district and school websites
 - Parent surveys
 - Parental involvement meetings calendar
 - School Improvement Plan development for meetings and committees of parents/teachers/staff/community leaders

Upon evaluation of the Parental Engagement Plan and its activities, a committee of teachers, parents, children, and community members will meet to discuss the strengths and weaknesses of the plan and its activities. This committee will use the findings from this meeting to design new plan components and activities that meet the needs of our students in order to best help them succeed. Based on the findings from this meeting, parents will be involved in the decisions on how funding is reserved and spent. All planning will be done based on evidence-based strategies that coincide with the guidelines for our students' success.

To ensure consistency in the District Parent and Family Engagement Policy, funded activities are reviewed by the Federal Programs Coordinator and the Parental Involvement Committee.

- The contact person for the District Title I, Part A schools is Lori Loggains, Melbourne School District, 870.368.7070.

- Each school has a parent facilitator: Melbourne High School's is Cindy Poole with Melbourne Elementary School's being Whitney Morehead.

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)]

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

Recruitment of parents to serve on the advisory committee for developing the School Improvement Plan and Title I application is a part of the parental involvement plan. Parents are encouraged to serve in the following capacities:

- Committees such as : Title I advisory, health and wellness, School Improvement Plan, SIA, Student of the month, parent involvement committee, etc. This is addressed in the parent survey form.
- Collaborate with teachers and the administration as the review through data analysis of the School Improvement Plan.
- Parent involvement committee as designated in the School Improvement Plan.
- Committees review the previous school year to make revisions and improvements for the next year.

A stronger and more active parental involvement program for Melbourne School District will be encouraged by the following:

- Parental involvement meetings and school functions will be offered at flexible times to allow parents the opportunity to participate.
- Child care, transportation, home visits, etc. is available for many of the parent involvement functions. (SR Citizens' Dinner, art exhibit, community cookout, fall festival, transition conferences, smart core presentation, parenting classes, HIPPIY home visits.) Home visits are arranged for students who are unable to attend school for an extended length of time due to illness or possible suspension or expulsion.

Collaboration with the following programs helps to increase parental involvement:

- NADC Headstart
- Bearkatz Academy Preschool
- Reading First
- Even Start
- Literacy Lab

- Library Club
- HIPPY
- Project Graduation
- School Improvement and Data Analysis
- Title I Advisory
- GT
- Parent Advisors for clubs in school
- Parental survey

Parental involvement activities are coordinated with the following programs:

- NAESC Early Childhood Services
- Bearkat Academy Preschool Program
- Melbourne School District HIPPY Program
- NADC Headstart
- NAESC
- Ozarka College
- UACCB

The area co op and the preschool programs all work closely to screen students for any type of disabilities. They work with those students throughout their early childhood years to provide services needed. The students are transitioned into kindergarten from these programs in the spring without a break in the special education, Title I, OT, PT, or speech services being offered.

A student/parent/teacher compact has been developed and is reviewed for revision each year. Components included in the compact are as follows:

- Parents, staff, and students share responsibility for the students' academic achievement and success in school as they strive for proficiency on the state mandated testing and the norm referenced tests.
- The schools will provide quality curriculum by highly qualified teachers in a supportive learning environment.
- Parents will be responsible for supporting their children during the learning process by participating in parental engagement activities.

Other pertinent components of the parent/teacher/student compact include:

- Child's achievement will be discussed by the parent and teacher during two parent/teacher conferences.
- The teacher will send frequent reports to the parents by notes, by EdLine, or by phone call to inform the parents of the child's progress.
- The school will provide access to staff by scheduling conferences allowing the parent to volunteer, invite the parent to lunch or breakfast with the child, invite the parent to attend assemblies, observe in the classroom, etc.

For more information, parents may contact Lori Loggains or Danny Brackett at 870.368.7070.

Individuals responsible for recruitment of parents are as follows: Lori Loggains, Tim Massey, Tara Rush, Heather Lloyd, Steven Chaney, Whitney Morehead, and Cindy Poole.

Assurances

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

A.1: LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.

[A.C.A. § 6-15-1704(a)(1-2)]

A.2: LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.

[A.C.A. § 6-15-1704(a)]

A.3: LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.

[A.C.A. § 6-15-1704(a)]

A.4: LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]

A.5: LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]

A.6: LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.

[A.C.A. § 6-15-1703(b)]

A.7: LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

A.8: LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.

[ESSA § 1116(a)(3)(A)]

A.9: LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

A.10: LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

A.11: LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

[ESSA § 1116(e)(14)]

References

State

- Ark. Code Ann. § 6-15-1701 et seq. (<https://drive.google.com/file/d/10BITKmbAug4tJidUAqt3CjyBVLxqvcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement (https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_En)

Federal

- Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320 (<https://drive.google.com/file/d/1gLCfooJPV5yJHMvnTGmcKRITThzKwGT9/view>)

District/LEA Name:	Melbourne School District
District Engagement Coordinator's Name:	Lori Loggains
Plan Revision/Submission Date:	7/27/2022
District Level Reviewer Name, Title:	Danny Brackett, Superintendent

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Lori	Loggains	Parental Involvement Coordinator
Tim	Massey	MHS Principal
Janet	Yancey	MHS Counselor
David	Brightwell	Parent
Alecia	Bray	Parent
Steven	Chaney	School Representative

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)
Cheryl	Seay	School Representative
Whitney	Morehead	MES Parent Facilitator
Cindy	Poole	MHS Parent Facilitator
Brooks	Blevins	Parent
Marc	Miller	Grandparent
Amber	Garris	Parent

(Find additional guidance on the DESE Parent and Family Engagement Requirements (<https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs/parent-and-family-engagement-requirements>) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov (<mailto:ade.engagementmatters@ade.arkansas.gov>) or 501-371-8051.)

Required Uploads for 2022-23