

School Name:	Bayyari Elementary
School Engagement Facilitator Name:	Brandolyn Peterson
Plan Revision/Submission Date:	6/1/2022
District Level Reviewer Name, Title:	Jody Johnson, Parent Facilitator; Kimberly Glass, FedProgs; Carrie Bradow, ESOL; Kelli Langan, Assessment & Accountability
District Level Approval Date:	6 - 7 - 2022

1: Jointly Developed

Describe how the School works with parents and families to **develop and review** relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[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(c)(3)]

1.1. A diverse group of parents will be invited to join our parent involvement committee to assist with the development and review of the school parent and family engagement plan. The school will be thoughtful about involving parents from a variety of backgrounds and cultures in order to ensure representation that reflects the demographics of our school.

We will work to address the specific needs of our school by reviewing responses from the 2021-2022 parent and family engagement survey to identify areas of improvement and develop plans to address these concerns.

All parents will then be invited to review and provide input on our school improvement plan, including providing opportunities for input during parent and family engagement programs such as family nights. Parents are always welcome to visit or call the school during school hours. Parent input is always welcome and sought out. Emailing the administrators is a great way to give us suggestions.

For parents who are unable to attend scheduled meetings, documents will be made available for review in multiple languages on our school website. We will include information about the plan on social media to direct families to these documents.

1.2 In order to ensure adequate representation and the most access points available, we will develop and review the school parent and family engagement plan through face-to-face meetings, Zoom meetings, social media, Google surveys, and paper forms. Those reviewing will have the opportunity

to comment and give feedback. Interpreters will be in attendance and translated documents will be provided so language is not a barrier to participation.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(1)]
- **2.2:** *How will the School 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 is relevant information 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)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

2.1

Bayyari Elementary School will use a variety of ways to communicate with parents/families and will offer translated copies of communication, when possible. The school will communicate with parents/families in the following ways: school calendar, school website, email, grade level/classroom newsletters, social media, home access center, bi-lingual parent liaisons, phone calls home, and home visits.

During fall conferences, an informational packet will be distributed to families that includes our school compact, an overview of our family engagement program, roles in which parents and other community members can serve, a survey for parents on volunteer opportunities that might interest them, and information on how parents can sign up for Seesaw or Remind101 to engage in regular, two-way communication with their child's teacher. In order to ensure teachers are able to meet with all families, flexible scheduling will be offered to accommodate our families and their work schedules.

2.2 Bayyari will ensure that information related to school and parent programs, meetings, and other activities is provided to parents in paper, through phone messages, and social media and are provided in Spanish, English, and Marshallese.

Our Facebook page provides pictures of school activities and events and posts about what students are learning throughout the school day. It also provides an interactive way for parents to comment and provide feedback to the school. Notifications and reminders of upcoming events will also be posted.

An automated phone system and email system is utilized to inform parents about upcoming events, cafeteria information, absences, and other relevant school information. The messages are sent out in multiple languages to meet the needs of our families.

Quarterly grade reports are sent home with each student to keep parents informed of their student's academic progress.

We will hold student-led conferences in September and March to communicate with parents regarding their student's progress in meeting grade level expectations. Teachers will provide parents with information regarding how they can support their child at home using activities aligned with the Science of Reading. Spanish and Marshallese translators will be provided.

The principal will hold a "state of the school" meeting with stakeholders to share our standardized test results, grade level expectations, various student achievements, and to share information regarding available school programs.

A parent/school communication folder will be sent home weekly by classroom teachers. Work samples and school/classroom information will be included.

Paperwork during special education conferences will be provided in the parents' native language.

Home visits are conducted to foster positive working relationships with families.

Our school social worker supports our students and families by conducting home visits, connecting families with resources, and working with groups of students identified as in need of support.

The parent and family engagement policy will also be posted to the school's website by August 1, 2022. At that time, a notice will be sent home to parents notifying them that the plan has been posted. Additionally, a post will be made on social media directing parents to the plan, and a hard copy of the plan will be available (upon request) in the front office.

Parents who have any questions regarding the parent and family engagement policy should contact Brandolyn Peterson at (479) 750-8760.

2.3 Bayyari will offer flexible opportunities for meetings with families through making meetings face-to-face and virtual and offering flexible timing to accommodate family needs. In order to ensure teachers are able to meet with all families, flexible scheduling will be offered to accommodate our families and their work schedules. During fall and spring conferences, parents are encouraged to participate in person, via phone, or via zoom to allow for maximum flexibility and participation. School staff are available to meet with families upon request in order to accommodate their scheduling needs.

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- **3.1:** *How does the School 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 (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
 - *the value and utility of contributions of parents [Title I schools]*
 - *how to reach out to, communicate with, and work with parents as equal partners [Title I schools]*
 - *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
 - *how to respond to parent requests for parent and family engagement activities [Title I schools]*
 - *that parents play an integral role in assisting student learning [all schools]*
 - *how to welcome parents into the School and seek parental support and assistance [all schools]*
 - *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*
- [ESSA § 1116(e)(3;14); A.C.A. § 6-15-1702(b)(5-7)]

3.1 School staff will be provided with training prior to open house, student-led conferences, and other parent nights and events throughout the year. This training will address how to welcome parents into the school and seek parental support and assistance. We will also address how parents play an integral role in assisting student learning and how to communicate the school's process for resolving parent concerns as outlined in the school handbook (including how to define a problem, whom to approach first, and how to develop solutions).

To ensure teachers and administrators are equipped to meet the needs of parents and families, all teachers will participate in professional development provided by Bayyari Elementary specifically regarding parents and families as educational partners. The training will emphasize the following ideas:

- Working with parents and families as equal partners
- Valuing parent contributions
- Creating parent programs to build ties between home and school
- Seeking parental support and assistance
- Communicating in a format and language parents can understand
- Responding to parent requests
- Processes for resolving parent concerns as outlined in the school handbook
- Communicating with parents regarding academics

- 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 and build ties between home and the School
- how to respond to parent requests for parent and family engagement activities
- that parents play an integral role in assisting student learning
- how to welcome parents into the School and seek parental support and assistance
- the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's 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)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*

- *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Division of Elementary and Secondary Education website tools for parents* [<https://dese.ade.arkansas.gov/>]
 - *assistance with nutritional meal planning*
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

4.1 Parents are offered resources for supporting their children academically at our grade level parent involvement nights. On these nights, parents are given information regarding standards and curriculum and are provided with strategies parents can use to support their child's academic progress. Descriptions and explanations of state standards and assessments are given to parents at this time. Teachers also review assessment data with parents and review student progress in meeting grade level standards at fall and spring conferences. To prepare for these conversations with families, we will use the ADE website to access the linked Science of Reading Resources and Academic Standards while following the Engagement in Action process when meeting with stakeholders.

The following events will be held throughout the school year in order to build the capacity of parents as our educational partners. The State of the School Address in September will include information for families about Title 1 requirements. These nights will involve role play and demonstrations by staff members and/or trained volunteers.

- August: Open House
- September: State of the School Address
- Quarterly Parent University Nights
- May Parent Involvement Meeting

Bayyari will hold grade-level parent meetings where the following will be addressed:

- a description and explanation of the curriculum used at Bayyari
- the forms of State and Local academic assessments used to measure student progress, including alternate assessments
- the achievement levels of the challenging State academic standards students are expected to meet

These meetings will take place September 2022 and we will have translators present at all meetings. This will also be covered in the State of School Address given before October 1, 2022.

4.2 Bayyari supports and promotes responsible parenting by acknowledging that parents are full partners and play an integral role in assisting in student learning. We support the development of trusting and personal relationships through communication folders, personalized phone calls, parent liaison, home visits, social work and counseling staff, and through our school's counseling office. Our school's parent center includes resources to promote responsible parenting such as parenting books, videos, and information regarding community resources for students and families. Information for students and families on community health, cultural, recreational, social support, and mental health is provided through our office, counseling office, nurse, teachers, parent liaison, and parent center.

- The requirements of Title I, Part A in the State of the School Address given before October 1, 2022
- Teachers will cover how to monitor their child's progress in student-led conferences in September 2022.
- Teachers will talk about how to work with educators to improve the achievement of their children at Student-led conferences in September 2022. g:

4.3 Bayyari will have Parent University Nights that will address how parents can help their children with:

- 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

4.4 Bayyari will host Parent University Nights that will encourage parents:

- involvement in the education of their children
- volunteer activities
- learning activities and support classroom instruction
- participation in School decisions
- collaboration with the community
- development of School goals and priorities
- evaluating the effectiveness of the School-level Improvement Plan

4.5 Bayyari has resources for parents available in our counseling office and through our partnership with Ozark Guidance to promote positive parenting. Our parenting center has resources such as:

- parenting books and other informative material regarding responsible parenting.
- resources available to families for no or low cost

Our school supports and promotes responsible parenting by acknowledging that parents are full partners and play an integral role in assisting in student learning. We support the development of trusting and personal relationships through communicating with weekly student folders, Social Media, progress reports every five weeks, parent-teacher conferences, and Family Nights. Our school's Parent Center includes parenting books, videos and information regarding the community resources for students and families. Information for students and families on community health, cultural, recreational, and social support and mental health is provided through our office, counseling center, nurse, teachers, parent liaison and parent center.

Parents are offered resources for supporting their children academically at our Orientation Night, Open House and Family Nights. On these nights, parents are given information regarding Arkansas Academic Standards and curriculum and are provided with strategies parents can use to support their child's academic progress. Teachers review the assessments used to measure student progress, assessment data and review student progress in meeting grade level standards with parents.

Newsletters provide tips on helping students with homework, resources for parents to support their student at home as well as opportunities for parents to work with teachers to gain confidence in supporting their student academically.

4.6 Through a Partnership with Ozark Guidance, Community Clinic, Tree House Pantry, Food Corps, and Hark Bayyair provides instruction to parents on the following:

- role play and demonstration by trained volunteers
- the use of and access to Division of Elementary and Secondary Education website tools for parents <https://sites.google.com/view/engagementmattersar>
- assistance with nutritional meal planning

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School 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)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

5.1 Bayyari Elementary School investigates what community resources might be available to us by surveying families about what community connections they have that our school could utilize as part of our instructional program. In addition, our school works with our community partners to provide resources for families and students. We are blessed with the following community partners who support our students and families in a variety of ways. These partnerships are used to strengthen school programs and learning.

- The Samaritan House provides weekly snack packs for all students.
- The Northwest Arkansas Food Bank operates a mobile food pantry for families after school hours in our parking lot each month so our families can access food in a familiar and convenient location.
- The Ronald McDonald Dental Van provides no cost dental services to students in need.
- The Community Clothes Closet provides clothing to students/families in need.
- Girls on the Run volunteers work with girls in 3rd-5th grade on character and team building and give girls the opportunity to train for and run in a 5k race.
- The Springdale Police Department serves as a resource for our school and community and provides support in the form of our school resource officer.
- Vantage Health provides behavioral health support to students as needed.
- Ozark Guidance provides behavioral health support to students as needed.
- Camp War Eagle provides summer camp opportunities for our students.
- The Joint Use Agreement Grant provides a walking trail and soccer fields for community use during and after school hours.

In addition, our Parent Resource Center provides parents information regarding services they can access at our school and throughout our community and includes information regarding responsible parenting skills, interventions, and healthy lifestyles.

5.2 The district/school works to ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including, to the extent possible, the information in a language and form they can understand. The district/schools have on staff interpreters and community liaisons to provide support in communicating with parents throughout the year and assist at parent conferences.

PreK Center staff work to coordinate with those of other programs such as Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program and Home Instruction Program for Preschool Youngsters and state run preschool programs. Conferences are held as needed to transition students from PreK to elementary school. In addition, transition conferences are conducted for middle, junior high, secondary and post-secondary schools or careers to ensure student success.

5.3 Parents are invited to be part of our parent booster club. Each quarter, our school sends home information about upcoming events and ways in which parents can volunteer for or support these events. Parents fill out the volunteer interest inventory, and then the school contacts parents who are interested in volunteering for particular events. Members of our parent booster club will be involved in decision making on appropriate topics.

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

Agenda and Slide Deck Link

6.1 Bayyari holds an annual Title One meeting each year before October 1. These meetings are held per Our Annual Title 1 meeting will be held during the month of September 2022. At this meeting, we will review our current school plan with parents, teachers, and community members. Parents will also be notified of the requirements of Title 1 as well as the parents' rights to be involved. Copies of the parent and family engagement policy and plan will be distributed at this time as well.

The following items will be discussed, in addition to the other topics mentioned above:

- Curriculum and overview of standards at each grade level
- Assessment tools used throughout the school year.
- Expected proficiency based on each assessment tool
- Opportunities for parent involvement
- Documentation of this meeting will be maintained at the building level

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*

- *opportunities to volunteer*
- *observation of classroom activities*

[ESSA § 1116(d)]

- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

School-Parent Compact

7.1 Bayyari will review the school-parent compact at least once a year during parent-teacher conferences and allow parents and teachers to give feedback and revision.

The compact outlines how parents, school staff, and students share the responsibility for improving academic achievement. It also details the means by which the school will develop and maintain partnerships to help students meet high academic standards. All stakeholders will receive the compact, which is made available in multiple languages, during parent/teacher/student conferences in September.

7.2 In addition to distribution of the school compact, families will also receive an overview of our family engagement program, suggestions for roles in which parents and other community members can serve, booster club information to survey parents on volunteer opportunities that might interest them, and information on how parents can sign up for Seesaw or Remind101 to engage in regular, two-way communication with their child's teacher. Teachers will obtain signatures from parents acknowledging the receipts of these items. In order to ensure teachers are able to meet with all families for conferences in September and March, flexible scheduling will be offered to accommodate our families and their work schedules.

In addition to our student-led conferences in September and March, parents will also receive frequent reports on student progress via phone call, text, and items sent home each week in Monday folders. Parents are also provided reasonable access to staff during the school day and opportunities to volunteer at school or observe classroom activities.

8: Reservation of Funds *(Title I schools)*

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of 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 School spending those funds?*

- *How does the School determine the priority of how funds are spent?*
- *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

8.1 The district/school will involve parents through an annual survey to improve school effectiveness. The survey instrument includes questions to identify barriers to parent involvement. Based on identified barriers and needs, the schools will design evidenced-based strategies for more effective parental involvement. Surveys are provided electronically and print versions are available in native language(s) upon request. Survey results are analyzed and shared with parents during a parent university. Documentation of parent participation documentation through sign--ins lists for workshops, meetings, and conferences; schedule brochures; meeting notes; and other means as appropriate throughout the school year will be kept at each building.

8.2 The school receiving parent and family set aside funds will involve parents in the decision making process as it relates to how those funds are used to support engagement activities by asking for input and consensus on how money is spent. Funds will be used to meet the goals and objectives of the parent and family engagement plan. The budget for parent and family engagement activities and programs will be available to parents, upon request, in the front office. This is done during Parent meetings.

Assurances

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

- A.1: The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.

[ADE Rules Governing Parental Involvement Section 3.02.3]

- A.2: The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
 - the School Engagement Plan
 - a parent-friendly explanation of the School and District's Engagement Plan
 - the informational packet
 - contact information for the parent facilitator designated by the School.

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

Section 3.02.4]

- **A.3:** The School 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.4:** The School 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.5:** The School 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.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
 - to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - to undertake efforts to ensure that engagement is recognized as an asset to the School.

[A.C.A. § 6-15-1702(c)(1-2)]

- **A.7:** *The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.*

[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

- **A.8:** *The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.*

[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

- **A.9:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.

[*ADE Rules Governing Parental Involvement Section 3.02.2*]

- **A.10:** The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
 - what students will be learning
 - how students will be assessed
 - The informational packet
 - what a parent should expect for his or her child's education
 - how a parent can assist and make a difference in his or her child's education.
- **A.11:** Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

- **A.12:** The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

- **A.13:** The School 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.14:** The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

- **A.15:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[ESSA § 1116(c)(4)(C)]

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](#)

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Krystal	Morse	Parent/ Staff
Sarah	Faldon	Parent/ Staff
Tiffany	Maxwell	Parent
Michelle	McEntire	Staff
Maria	Grana	Parent
Daisy	Quiroz	Parent/Staff
Krizana	Sauceda	Community Partner
Fidel	Bayyari	Community Partner
Annita	Grover	Community Partner
Kim	Cook	Teacher
Mary	Mullican	Principal
Brandolyn	Peterson	Parent Involvement Coordinator

(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.)