

Arkansas Indistar School Engagement Plan

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Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed Expectations and Objectives

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: Health Wellness and Environmental Studies has a committee made up of parents, counselors, teachers, school administrators, and community members to discuss, plan, and implement various parent/family activities for the school year. A meeting is held at the beginning of the year to plan and decide dates for these activities to support students and families in the academic growth of the students. Ex: A meeting for parents discussing social media awareness and things to look out for while students are using it along with suggestions on academic sites that are good for student use, etc., or a pumpkin painting party in which parent and child design a pumpkin to look like a book character. Suggestions on academic sites that are good for student use, etc. This meeting may be attended by others not on the committee to offer all parents an opportunity to be involved in the finalization of plans. Committee members are contacted by FACE Coordinator by phone or email. All meetings and events are shared through class newsletters, notes home, DoJo post, and School Facebook page.

1.2: Through our PATHS program, we get suggestions of activities our parents would like to see take place at our school or ways in which parents can volunteer and become involved in our school. The PATHS president serves on the school's FACE committee and brings information and suggestions to our meetings. Parents are also encouraged each spring semester to take an online survey that gives them an opportunity to evaluate our programs and make suggestions for the upcoming year. The surveys are usually taken in the media center during spring parent-teacher conferences. If conferences can't be held in person then the survey is sent through a link on School DoJo.

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: HWES uses many ways to share and distribute parent information with our families. Back to School informational packets are given out on the first day of school or when a parent comes to register their child. This packet includes an information sheet with the school office number and email, district registration form, home language survey, computer network agreement, health forms, digital equity survey, district and school family and community engagement plan, Title 1 FACE compact, parent right to know letter, and parent volunteer sheet. If a parent needs a copy in a different language one will be provided to them. Teachers share and connect parents to Class DoJo communication system, which is used building wide by all faculty and staff. HWES holds two parent teacher conferences a year. Parents are given information about their student and an explanation of how they will grow their child academically throughout the year. Teachers will explain grading procedures and offer ways the parent can extend learning at home. Transperfect is used for any families who may need an interpreter for conferencing with a teacher. Parents may reach out to the FACE coordinator at any time throughout the year. HWES FACE coordinator is Paula Jones. She can be reached by calling 870-933-5850 or emailing at paula.jones@jonesboroschools.net.

2.2: HWES parents are given a stay connected card at open house. This card is also shared school wide on Class DoJo. It gives a QR code to the school website, school facebook page and a link to Class DoJo. Teachers and staff communicate with parents through Class DoJo. This system allows both parties to reply at their earliest convenience. Email and phone calls are also used to stay connected to families. Notes are sent home as well to provide families with important information about upcoming events. Copies in other languages are provided as needed. Teachers post all information in DoJo. DoJo has a translation feature which is very helpful for non-english speaking families. The school marquee is used to promote upcoming events. Alert Calling System is used to send messages out to all HWES parents. It will leave a voice recorded message and a text message. Other language options are available through this program. Jonesboro School System has access available to use TransAct which has lots of forms available in various languages. Teachers use apps such as "I translate" and "Speak and Translate" as needed for communicating with students and parents.

2.3: Twice a year parent teacher conferences are held at HWES. For the 2023-2024 year, conferences will be held on October 19th and March 14th. If a parent is unable to attend in person they may hold a phone or Zoom conference with a teacher. If at any time throughout the year a parent wishes to meet with a teacher or other staff member an appointment may be set up by calling the school office at 870-933-5850. HWES also holds several family nights on different days at varying times and sometimes on weekends to provide an opportunity for families to attend and interact in fun activities with school staff and community members. These events are planned and implemented by our FACE coordinator, FACE committee, teachers, community and parent volunteers.

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); A.C.A. § 6-15-1702(b)(5-7)]

3.1: HWES opens the school to parent and community members to work together as equal partners to build success in students. The FACE coordinator sends out information continually throughout the year about how to build parent/school relationships. Professional development for school staff is held yearly to learn best practices. Teachers receive more training over the Wit & Wisdom curriculum that they will share with the parents throughout the school year. Teachers and Staff attended training on Visible Learning with John Hattie. The workshop discussed self-efficacy. Teachers will share this information and the importance of building their students up and teaching them to believe in themselves. Parents can use this same information to practice this at home with their child. Roster Reveal/Open House is held to welcome families and build relationships. HWES staff participates in family nights held throughout the year to enable them to mingle and support families outside a classroom setting. Class DoJo connects families with school staff in a user-friendly manner with immediate feedback. Results from the parent survey are shared with school staff and feedback is collected by the FACE coordinator. If at any time a parent has a concern they may contact their child's teacher to define the problem or concern. They can work together to find a solution. In the event the problem is not solved, they may call the office and request a call from an administrator or ask for a meeting with the teacher and administrator.

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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 Department of Education website tools for parents*

[<https://dese.ade.arkansas.gov> (<https://dese.ade.arkansas.gov/>)]

◦ *assistance with nutritional meal planning*

[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

4.1: Title 1 Meeting is held each year in October to explain the curriculum used at the school, discuss assessments that will be taken that year and state standards that need to be achieved.

4.2: HWES holds an annual Title 1 meeting to explain requirements of Title 1 schools. At this time, the principal can answer any questions or give explanations as needed to parents. Parents can monitor their child's progress by accessing the Home Access Center. The code for using the HAC can be obtained from the teacher or school office. HWES uses Class DoJo so parents can easily access a teacher for questions or concerns regarding their child. Teachers use Class DoJo to share assignments, study tips, and due dates. Teachers can give tips to equip parents in helping their children at home.

4.3: HWES provides opportunities and materials to help parents in the overall success of their child. The library media center office houses a parent center with various materials that parents may check out. The school holds two book fairs, one each semester, in which parents may purchase books to build literacy with their child at home. Different parent nights are held to provide an opportunity for the parent/child to learn together. (Examples might include: Nutrition Night in which they learn to make healthy snacks at home or fitness night in which a Zumba instructor comes to teach) The School Wellness Wheel will be shared with parents as students learn mental health coping skills through STEAM rotation. Fun "take and make" science activities will be sent home so families can learn together at home. Results from these activities can be shared on DoJo and the school facebook page. During our Roster Reveal/Open House our families will have an opportunity to join our PATHS group and sign up for a public library card. Parents can also learn about Cane Connect, which is an afterschool tutoring/enrichment program for students.

4.4: Parents in all grades at HWES are encouraged to become involved and participate in all kinds of activities provided by the school. Our school hosts lunch buddies, book clubs, classroom volunteers, tutor volunteers, family nights, book fairs, Santa Shop, and a plant sale. We welcome parents to share any special talents or interests so that we might incorporate them into our curriculum and/or other events. Parents can express suggestions and concerns through a school survey each year. FACE Jonesboro Police Department brings the DARE program to our students for drug prevention awareness. Craighead County Library System will come and help families sign up for a library card during open house or family night. committee uses the survey results to plan yearly activities. Parents are always encouraged to attend and be involved in the school. SouthWest Church, Jonesboro Junior Auxiliary, The Rock and Word Baptist provide volunteers for book clubs, lunch buddies, Men of HWES, and special events.

4.5: HWES provides parental support by offering best practices for parenting and helping their child succeed academically and socially. Funds are used to purchase materials to aid parents in helping their children at home. The media center houses a parent center with materials available for check out to all parents. The Arkansas Department of Education website is also an excellent source for ideas for helping schools share at home parental instruction.

4.6: Teachers and school staff can provide information to parents regarding the types of appropriate learning activities in the home by using the website: <https://dese.ade.arkansas.gov/>. Different parent nights can focus on topics of wellbeing and nutrition by bringing community leaders with topic expertise to provide parents with information and demonstrations.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners,

including alumni, to provide additional supports, 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*
- **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: HWES works with SouthWest Church of Christ throughout the school year. They help with the Backpack Food Program which provides food to families in need. They host a Christmas Emporium where qualifying families can shop and pick out Christmas gifts for their children. Church members volunteer to be lunch buddies, book club leaders, guest readers in classrooms, and tutors. They also help sponsor a Daddy/Daughter or Mother/Son dance at their church for our families. Jonesboro Junior Auxiliary comes and does pig heart and lung dissection through our STEAM classes. They also provide funds to promote literacy through the purchase of books to read at a whole grade level. Students get to keep a copy of the book to share with their family upon completion of text.

5.2: Focus Bank completes a lesson on money and banking with our fifth grade. Men from Word Baptist Church come and present a mentoring program to our third grade boys. Cane Connect provides an after school tutoring/enrichment program for our students here at HWES.

5.3: HWES helps with the formation of the PATHS group. Our PATHS group helps foster parental and community support within our school. They put on a Santa Shop so students may purchase presents for family and friends each December. PATHS assist in recruiting volunteers when needed for specific events at our school. They work to provide meals to teachers during parent teacher conferences. They help with the book fair. PATHS take the volunteer surveys and compile the results into a google doc to share with school faculty and staff. Leaders of this group serve on the FACE committee and help with the decision making process for activities at our school. A table is set up at Open House for parents to sign up to be a part of this group.

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)]

6.1: HWES holds a Title 1 Meeting each year in October. This meeting is usually held before a family event to reach more families. The meeting is held to inform parents about the school's participation in the Title 1, Title 2 and Title 4 programs. The principal speaks to the parents and informs them of their rights under Title 1. The principal shares curriculum being used, different assessments used and what they can expect from school. The school website is shown and the principal demonstrates how to find information beneficial to parents such as teacher email, family and community engagement plan, lesson plans, ADE toolkit for parents, student handbook and the school calendar. The principal shares what the goals are for academic growth for the school year. Parents are sent home notes informing them of the meeting. It is also shared on DOJO and school Facebook page.

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*
- **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)]

7.1: HWES has a FACE committee made up of school personnel, parents and community members who meet to review our school compact during our first meeting each year. Changes are made as necessary. The compact will outline how the parent, school staff, student and administrator will share in the responsibility for improving student academic achievement in efforts to build a strong relationship between home and school that will ensure student's academic success. The compact is shared with parents in the Back to School Packet. Parents may reach a teacher by note, email, Class DoJo or phoning school office at any time during the school year. HWES welcomes all parents into our building for volunteering, programs, ceremonies, lunch and special events. Parents are invited to volunteer in many capacities at HWES. The office, FACE coordinator and school counselors can help find a spot for any willing volunteers. A google doc is compiled of those willing to volunteer with phone numbers and interests listed. Volunteers must sign in at the office and receive a badge to wear while in the building. A training PowerPoint presentation will be shared before they volunteer that explains building policies and volunteer etiquette. Teachers share on DoJo story the different activities that happen in the classroom. Facebook is also a great place for parents to see all the things happening within the school. HWES Compact (<https://docs.google.com/document/d/1MkkginC0I3TRAD1UwJGYB4f0S1YVPxkG/edit?usp=sharing&oid=116500529294508778968&rtopof=true&sd=true>)

Teachers use DoJo to keep parents informed on a child's success through a private messaging system.

Progress reports and parent teacher conferences are also a time that teachers share a child's progress with parents.

7.2 There will be two parent teacher conferences held during the school year. (October 19, 2023 and March 14, 2024) During these conferences teachers will provide parents with student report cards, state assessment scores, reading and math inventory scores. Teachers will provide contact information and assess what method a parent prefers to use for connecting with the teacher. If a parent is unable to attend in person then a phone conference or Zoom will be scheduled. The school compact will be reviewed during the first conference. The teacher will make sure this component has been completed by parent and student. Any questions that a parent has may be addressed during this time.

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)]

8.2: HWES shares with parents how the budget is used for family and community engagement activities and programs during the Title 1 meeting. When parents take the survey during the spring, they are given an opportunity to provide input on the types of activities HWES provides or could provide the upcoming year that would in turn dictate how funds would be spent for parent and community engagement. During PATHS meetings, parents can also share ideas of the types of activities they would like to be held and the PATHS president can share that information with the FACE committee which could direct how money is spent.

Assurances

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

Required...your form will not save unless all boxes are checked.

✓ **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.

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

✓ **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)]

✓ **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.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]

✓ **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)]

School Information

School Name:	Health Wellness and Environmental Studies Magnet Elementary School
School Engagement Facilitator Name:	Paula Jones
Plan Revision/Submission Date:	6/6/2022
District Level Reviewer Name, Title:	
District Level Approval Date:	

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)
Paula	Jones	FACE Coordinator
Shalon	Tate	Principal
Brenna	Anthony	Assistant Principal
Emily	Aycock	Counselor
Sarah	Smith	Teacher
Jordan	Adams	Special Ed 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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		Member)
Amy	Stanley	PATHS President
Dana	Moore	Community Member
Melinda	Knight	Community Member
Hope	Walker	Parent
Julie	Shepard	Parent
Katie	Cazares	Parent

State

- Ark. Code Ann. § 6-15-1701 et seq.
(<https://drive.google.com/file/d/10BITKmbAug4tJIdUAqt3CjyBVLxqvfcZ/view>)
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement
(https://dese.ade.arkansas.gov/Files/20201102114851_FINAL_Parental_Involvement_Plans_and_Family_and_Community_E)

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>)

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.
