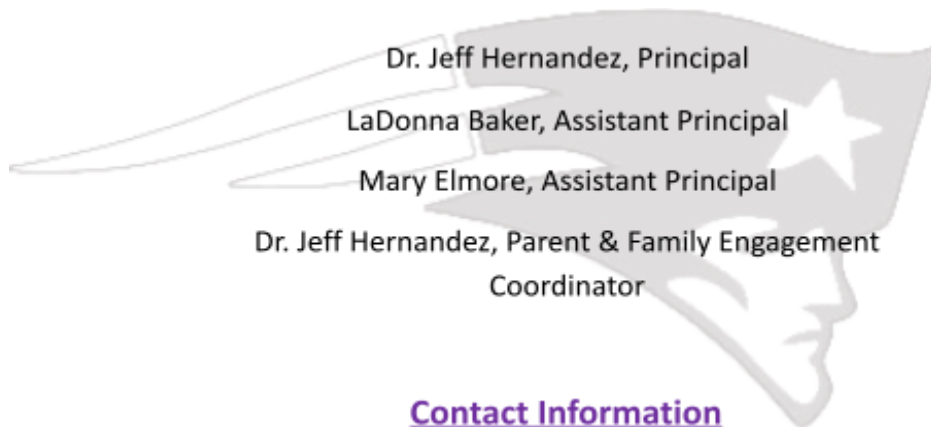


Parent & Family Engagement Packet



Oakdale Middle School Administration

Oakdale Middle School is committed to ensuring communication among parents, teachers and school administrators. This is best accomplished by:

- Email, telephone and/or scheduled visit to campus
- Parent meeting with student’s team of teachers Planner notes, especially for 6th and 7th grade students
- School/District Website pages

Telephone: 479-631-3615 Fax: 479-631-3617

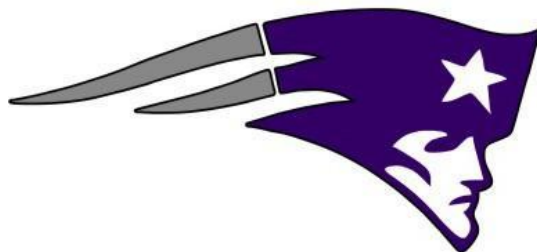
Oakdale Middle School strives to keep our community informed of our policies, goals, and programs that encourage parent and family engagement and support. We attain these goals by offering opportunities for the community to visit Oakdale. OMS has set aside specific nights and activities for parents and the community to attend. However, parents, families, and the community are welcome every day of the school year to visit, observe, and be involved with our family of students, and educators.

Please consider being involved in these school and other events:

Open House (8/10)	Soccer and Basketball	Quiz Bowl
Parents Make a Difference Night (9/13)	Cross Country/Track Events	Global Village
Band/Choir/Orchestra Fall concert (11/6)	Football Games	Odyssey of the Mind
Band Concerts (12/5, 5/21)	Basketball Games	Career Day
Choir Concerts (12/18, 5/15)	Volleyball Games	Book Fairs
Orchestra Concerts (12/12, 5/10)	Fun Nights	School Fundraisers
Parent/Teacher Conferences (10/24-25, 2/12-13)	End-of-year Talent Show	Club Momentum
Veterans’ Day Assembly (11/10)	P.A.D.R.E.S. program	

Available Resources

Oakdale Middle School provides a resource center for our parents. This center includes brochures, books, websites, and DVD's for check out to the parent. We encourage our parents to use this resource for support as their child experiences their middle school years. Our librarian and counselors are very helpful in guiding suggestions for parents and their needs. Counselors also have resources available. A list of resources is available from our librarian and can be easily accessed from the Oakdale Middle School media site located on the school's homepage.



Oakdale Middle School Parent & Family Engagement - The Patriot Way

Parents, Families, and the Community are welcome at Oakdale Middle School.

The Patriot family wants you here to learn, support and be a big part of our success.

We encourage you to get involved at Oakdale.

“It’s the Patriot Way”

Patriot Engagement Ideas:

Ideas for engaging with the school, teachers and students.

School	Teacher	Student
Patriot PTO	Join class email lists	Do daily planner checks
Club sponsor/helper	Join class Remind lists	Attend conferences
Judge/chaperones for activities	Email/call teachers	Check grades online
Odyssey of the Mind	Provide classroom support	Value school attendance
Student Council helper	Help with newsletters	Help student arrive on time
Open House volunteer	Be a classroom tutor	Ask questions about school
Provide resources	Provide resources	Help with homework
Be a translator	Field trip chaperone	Read to/with your student
Patriot PADRES	Be a speaker/share your skills	Attend school activities
Substitute teach	Ask what you can do to help	Encourage positive friendships
Music department volunteer	Reinforce P.A.T.S. values	Reinforce P.A.T.S. values
Athletic Booster		

Parental ideas for setting a foundation of success for your student at Oakdale

- Strive for perfect attendance for your student. We want your student here every day.
- Get to know all your student's team teachers. As a parent your role is vital to the team concept and success.
- Keep in touch with the guidance counselors at Oakdale. They are there to help.
- Read all information on school policies and curriculum carefully. Normally, schools send this information home at the beginning of the school year.
- Review your students' school records each year. It is a parental right, to know what information is in the file.
- Stay informed of students' grades and test results, especially in any subjects in which they have problems. Ask for help if it is needed.
- Request periodic meetings with the teachers if necessary. If you don't speak or understand English, ask for a translator or bring a bilingual friend or family member with you.
- Get to know other parents and form support groups to work on problems and issues of mutual interest.
- Always answer notes and other correspondence from the school. Please let us know if you need a note written in your familiar language.
- We encourage you to know the vision and mission of Oakdale.

What Parents Can Do to Support Education at Home

Talk with your child about what happens at school every day. Ask often if there are messages from the school and regularly check their Student Planner.

Spend some relaxed time with your children. Share a meal or a snack. Tell them often what you like about them.

Listen to and share their worries. Support what you believe to be good about the school and offer your help to change any school practices that you believe could be harmful to your child

Avoid scolding and arguing when your teenagers bring bad news home. Listen to their reasons and offer your help to improve the situation. It helps if your children know you believe they will be successful.

Value their education by encouraging homework and reading. Help your children choose a good time and place to do their assignments and special projects. Provide the necessary materials and give them your unconditional support.

Oakdale Middle School

Oakdale Middle School - Volunteer Information Survey

Parents can help by becoming an Oakdale Volunteer!

Our school is creating a resource database of volunteer information. Completing this form does not obligate you but it will enable the school to communicate opportunities to you for consideration according to your interests. Your involvement is important to your child's education.

Name: _____ Relation to student: _____

Student name: _____ Grade: _ _ _ _ _

Home mailing address: _____ Zip: _____

Home e-mail address: _____ Phone: _____

Cellphone: _____ Work phone: _____

There are many ways to get involved! Check the opportunities that interest you:

Tutor Mentor Take home projects Translate for students

Special Events Campus beautification Newsletter Work in Library

Field trip chaperon Office/Clerical support Reading Buddy

Classroom speaker PTO committees Help with art or music projects

Serving on Parental Advisory Committee Other: _____

Other _____ Other: _____

Times available: FROM _____ t _____ on _____

_____ t _____ on _____

_____ t _____ on _____

Call me when you need me. I will be happy to check my schedule!!!

Thank you for your willingness to help.



Rogers Public Schools

where all **belong**, all **learn**, and all **succeed**

500 West Walnut Street • Rogers, AR 72756 • www.rogersschools.net • (479) 636-3910

• Fax (479) 631-3504

Dr. Jeff Perry, Superintendent

Dear Parent:

In December 2015, former President Barack Obama signed the Every Student Succeeds Act into law. Parents continue to have the same rights as they did under “No Child Left Behind”.

Under ESSA, parents have a right to know the professional qualifications of their children’s teachers(s). This letter is to inform you of your right to ask for the following information about each of your child’s classroom teachers:

- Whether the state of Arkansas has licensed or qualified the teacher for the grades and subjects he or she teaches (Note: We are also required to send a notice to parents affected if the teacher is not fully licensed, so if you haven’t received such notice, your child’s teacher(s) is/are fully licensed.)
- Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.
- The teacher’s college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- If any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child’s teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate’s degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state’s certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

If you would like to receive specific information about your child’s teacher or paraprofessional, please visit our office at 500 West Walnut Street to fill out a Parent Request Form. A response will be mailed to you within ten working days from the date of the request. Our office is open from 7:30 a.m. to 4:30 p.m. Monday through Friday.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts.

Sincerely,
Dr. Roger Hill
Assistant Superintendent for Human Resources

Oakdale Middle School
School Engagement Plan
22-23

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)]

Oakdale Middle School staff, administrators, and parents have developed a Parent and Family Engagement Plan that includes programs and practices that enhance parent involvement and reflects the specific needs of Oakdale Middle school students and their families.

Oakdale Middle School will:

- Implement a Parent & Family Engagement Plan that is comprehensive, coordinated, and inclusive of the diversity of our staff, parents, students and community.
- Implement communication between home, school and community that is regular, relevant, and informative to student and school success.
- Implement and strive to build a strong, supportive PTO that reflects the diversity of our students and culture at Oakdale Middle School.

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)]

Communication between home and school is regular, two-way and meaningful.

To encourage communication with parents, the school will:

1. **Prepare student enrollment packet appropriate for students in grades 6-8 that include the following:**
 - a. **The school's Parent and Family Engagement Plan**
 - b. **The recommended role of the parent, student, teacher, and school**
 - c. **Ways for parents to become involved in the school and their child's education**
 - d. **Activities planned throughout the school year to encourage family involvement**
 - e. **A survey concerning volunteering at the school**
 - f. **A calendar of activities planned at the school to encourage parental involvement**
 - g. **A system to allow parent and teachers to communicate in a regular, two-way, meaningful manner with the child's teacher and the school's administrative staff**
 - h. **Opportunities to communicate with the Oakdale's staff at any time throughout the school year**
 - i. **Communicate the development of PTO and the times the PTO meets**
 - j. **Information regarding PTO that includes events, volunteer opportunities and an application for membership**

k. Information regarding available parenting classes or workshops, opportunities to get involved at Oakdale and other information on upcoming events and services is available in the Parent Center, OMS calendar on the website, and via phone messaging system

l. District and school policies, including the anti-bullying policy

m. School webpage address. <http://od.rogersschools.net/>

2. To encourage communication with the parents, the school shall schedule no less than two (2) parent/teacher conferences per school year.

3. Have available clear information regarding curriculum frameworks, student placement, school activities, student services, and optional programs

4. Send quarterly report cards and mid-term progress reports to parents. Provide support services and follow-up conferences as needed

5. Disseminate information on school policies, discipline procedures, assessment tools and school goals

6. Encourage immediate contact between parents and teachers when concerns arise

7. Translate communications to assist non-English speaking parents, when requested

8. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure. Teachers will communicate via email, phone calls, postcards, notes and conferences.

9. Teachers send out mass communication emails to parents regarding classroom instruction and assignments so that parents may take an active role in their child's education.

10. Provide opportunities for parental input to communicate with principals and other administrative staff.

11. Update the web site with email addresses, calendar dates, and information parents can use to contact teachers and administrators if parents would like to ask questions to the school or discuss student concerns.

12. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

13. The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents.

- a. **Host orientation sessions for new students**
- b. **Host “Open House” so that parents can meet their child’s teachers**
- c. **Provide information on how to access student’s grades online**

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)]

Parents play an integral role in assisting and promoting student learning.

To help parents in assisting students, the school shall:

- 1. Schedule annual "PARENT & FAMILY ENGAGEMENT MEETINGS" where parents are given a report on the state of the school as well as an overview of:**
 - a. What students will be learning**
 - b. How students will be assessed**
 - c. What parents should expect for their child's education**
 - d. How parents can assist with and make a difference in his or her child's education**
 - e. Discuss school's process for resolving parental concerns. This information has been included in the Oakdale Middle School student planner**
 - f. Have information concerning Oakdale's Parent Resource Center available to the parents.**

Decision Making and Advocacy

Oakdale recognize that parents are full partners in the decision-making process that affects their child and family.

To encourage parents to participate as full partners in the decisions that affect their child and family, the school shall:

- 1. Annually publish the school's process for resolving parental concerns, including how to define the problem, whom to approach first, and how to develop solutions. This procedure can be found in the student planner.**
- 2. Form a parent involvement advisory committee to gain parental input, share ideas, needs and desires for the school. Suggestions will be presented to the administrative team.**
- 3. Treat parent concerns with respect and demonstrate genuine interest in developing solutions.**

4. Engage in other activities that the school determines will encourage parents to participate as full partners in the decisions that affect his or her child and family.

a. Development of school goals and priorities, evaluating the effectiveness of the ACSIP plan

b. Parents actively serve on the school improvement committee

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 [<http://www.arkansased.gov>]*
 - *assistance with nutritional meal planning*
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Parent Support

Parenting skills are promoted and supported.

To promote student learning, the school will offer support to parents by making available to improve parenting techniques and skills:

- 1. Create a “Parent Resource Center”**
 - a. Purchase and organize parenting books, magazines, and/or other informative materials regarding responsible parenting and give parents an opportunity to borrow the materials for review through the “Parenting & Counseling Center”. Resources should include tips on how to incorporate developmentally appropriate learning activities in the home environment.**
 - b. Brochures can be found in the office and near the counselor’s offices. Also, additional materials can be found in the library to be checked out.**
- 2. Make referrals to parenting websites and resources**
- 3. Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting including, but not limited to:**
 - a. P.A.D.R.E.S. program (Parents Advancing Readiness for Educational Success)**
 - **School based intervention program for at-risk Spanish speaking students and their parents**
 - **Assists parents in assimilating to the American educational system**

- **Community resource information provided via guest speakers and from those from higher education programs**
- **Meetings are scheduled frequently throughout the school year via our Assistant Principal, Mr. David Smith**
- **Informational flyer available in the Parent Center**

4. School employees will recognize that there are a variety of parenting traditions and practices within the community's cultural and religious diversity.

5. Staff members will be encouraged to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults.

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*
[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)]

Collaborating with the Community

Oakdale recognizes that community resources strengthen school programs, family practices, and student learning.

To take advantage of community resources, the school shall:

1. Engage in ACTIVITIES that the school determines will use community resources to strengthen school programs, family practices, and student learning.
 - a. The school will seek support for students and parents by contacting the local businesses for coupons and prizes for activities and events.
 - b. Student organizations with the assistance of parents and teachers will provide service to non-profit agencies in the community.

c. Develop partnerships with local businesses and service groups

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)]

N/A

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)]

N/A

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

- **5.1:** 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)]

- **5.2:** 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)]

N/A

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)]
- **A.7:** 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.8:** 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
 - 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.9:** 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.10:** 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.11:** The School 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.12:** 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.13:** 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.14:** 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](#)

School Name:	Oakdale Middle School
School Engagement Facilitator Name:	Dr. Jeff Hernandez
Plan Revision/Submission Date:	5/15/2022
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 <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Jeff	Hernandez	Staff
Misty	Smith	Parent
Christia	Cornog	Parent
Mery	Rivera	Parent
Shelley	Rockwell	Parent

(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.)

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

[Text box for responses]

Section 2 - Communication

- Changes Required
- Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 5 - Coordination

- Changes Required
- Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

