

Fulbright Junior High 2025-2026 School Engagement Plan

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

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)]

Fulbright Junior High recognizes the importance of partnering with families to bolster academic outcomes and school wide engagement for students. To accomplish these goals, the school works with parents in the following ways:

1. Develops a parental involvement plan with the Parent-Teacher Organization that focuses on multiple components
 - a. Communication
 - i. Social Media: School updates are available via Twitter, Facebook, and Instagram accounts
 - ii. Weekly email announcements
 - iii. School website
 - iv. Direct email with teachers
 - v. Mailings (letters, postcards, newsletters, etc.)
 - vi. Home Access Center
 - vii. Guardian access to student Google Classroom assignments
 - viii. School calendar
 - ix. Monthly PTO meetings
 - x. Parent-Teacher Conferences
 - September 23, 2025
 - September 30, 2025
 - November 11, 2025
 - March 10, 2026
 - xi. Student Success Planning Conferences - February & March 2026
 - b. Participation

- i. Junior High Jump Start -July 24, 2025
 - ii. Open House - August 11, 2025 (Schedule pick up, extra curricular displays, PTO sign up, conference wil transportation and nutrition)
 - iii. Meet the Teacher Night - August 11, 2025
 - iv. Parent-Teacher Conferences
 - September 23, 2025
 - September 30, 2025
 - November 11, 2025
 - March 10, 2026
 - v. Student Success Planning Conferences - February & March 2026
 - vi. Assemblies, concerts, productions, and classroom presentations
 - vii. Parent Meetings for specific curriculum (ex. Individualized Special Education Meetings)
 - viii. Book Fair - December 8-12, 2025
 - c. Review and Updates
 - i. [Family Survey results from 24-25](#) - Review at September 2025 PTO Meeting
 - ii. Spring Family Surveys distributed - April/May 2026
 - iii. Comments and responses reviewed July 2026
2. Fulbright Junior High does not qualify as a Title I School under the current formula.

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)(i)]
- **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?*

Fulbright Junior High's Parent Facilitators may be contacted using the information below:

Jenny Brown, 7th Grade

jebrown@bentonvillek12.org

479-802-7007

Lara Melchiori, 8th Grade

lmelchiori@bentonvillek12.org

479-802-7008

To encourage communication with parents, the school will:

1. Prepare Parent Packets appropriate for families who have children in grades 7-8, describing:
 - a. The recommended role of the parent, student, teacher, and school
 - b. Ways for parents to become involved in the school and his or her child's education
 - i. Join the Parent-Teacher Organization
 - ii. Attend scheduled Parent-Teacher Conferences
 - iii. Attend the school's Open House
 - iv. Communicate through email or phone calls with the school/teachers
 - v. Contact the Counseling Office for assistance with academic planning and/or other relevant issues affecting your child's education
 - vi. Volunteer to sponsor or help with various school activities and/or functions through PTO
 - vii. Use Home Access Center to check grades and attendance
 - c. Activities planned throughout the school year to encourage parental involvement
 - i. Junior High Jump Start - July 24, 2025
 - ii. Open House - August 11, 2025 (Schedule pick up, extra curricular displays, PTO sign up, conference w/ transportation and nutrition)
 - iii. Meet the Teacher Night - August 11, 2025
 - iv. Parent-Teacher Conferences
 1. September 23, 2025
 2. September 30, 2025
 3. November 11, 2025
 4. March 10, 2026
 - v. Student Success Planning Conferences - February & March 2026
 - vi. Assemblies, concerts, productions, and classroom presentations
 - vii. Parent Meetings for specific curriculum (ex. Individualized Special Education Meetings)
 - viii. Book Fair -December 8-12, 2025
 - d. A system to allow the parents and teachers to communicate in a regular, two-way, meaningful manner with the child's teacher and the school principal
 - i. Email
 - ii. Home Access Center (Daily access to current grades)
 - iii. Phone Calls
 - iv. Conferences
 - v. School websites and Individual Teacher Websites with Posted Prep Periods

and Office Hours

2. To encourage communication with parents, the school schedules four (4) parent-teacher conferences per school year
 - a. September 23, 2025
 - b. September 30, 2025
 - c. November 11, 2025
 - d. March 10, 2026
3. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium
 - a. Email
 - b. Phone Calls
 - c. School visits
 - d. Mailings (letters, postcards, newsletters, etc.)
 - e. Weekly Announcements
 - f. School Website
 - g. PTO
 - h. Social Media (Twitter, Facebook, Instagram)
 - i. Guardian access to student Google Classroom assignments
4. Establish opportunities for parents and educators to share “partnering” information such as student strengths and learning preferences
 - a. Student surveys for classroom climate/culture
 - b. Conferences scheduled on an as needed basis
 - c. Sharing information pertinent for the student and/or the parent through the Counseling Office and website
5. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs
 - a. Course Description Guides
 - b. Class Syllabus
 - c. SSP Conferences
 - d. School Calendar
 - e. [Student Handbook](#)
 - f. Club meetings
 - g. FJHS morning announcements
 - h. Counseling Department
 - i. School Websites
6. Send report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
 - a. Regular Report Card Notices (quarterly)
 - b. Emails or phone calls are used if student receives consecutive zeros
 - c. Before School and Seminar Student Time; Math and Reading Labs in 8th grade
 - d. Home Access Center to monitor grades
7. Disseminate information on school policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process
 - a. [Student Handbook](#)
 - b. Student Handbook Committee includes parent representatives
 - c. Parent Meetings
 - d. PTO meetings with principal and teacher representative

8. Hold conferences with parents four times a year, with follow up as needed
9. Encourage immediate contact between parents and teachers when concerns arise
 - a. School Policy per Teacher Handbook
 - b. Teacher In-Service
10. Distribute student work for parental comment and review on a regular basis
11. Translate communications to assist non-English speaking parents
 - a. School forms are written in Spanish
 - b. Translators are used for conferences when necessary
 - c. [ESOL Program Guide](#)
12. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure
 - a. Quarterly assemblies recognizing students' academic achievement
 - b. Awards and Certificates given to students for effort, leadership, and achievement in various areas of learning
 - c. Teachers are encouraged to contact parents when there is a positive report concerning their student
13. Provide opportunities for parents to communicate with principals and other administrative staff
 - a. Email
 - b. Telephone
 - c. Scheduled conferences
 - d. PTO meetings: Principal's Report
14. Promote informal activities at which parents, staff, and community members can interact
 - a. 8th Grade Celebration
 - b. Student performances and athletic events
 - c. PTO gathering
15. Establish a policy for parent and classroom visitation
 - a. Check-in at office
 - b. Sign confidentiality notice
 - c. May observe partial school days

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); A.C.A. § 6-15-1702(b)(3)(B(ii))]

1. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family
 - a. Parent communication through Counseling Office with emphasis on Personal Success Strategies and Teen Suicide Prevention
 - b. Monthly faculty meetings
 - c. School Intervention Team
 - d. SSP Conferences
 - e. Teacher Handbook
 - f. TESS Teacher Evaluation Training - Domain 1 and 4 Emphasis (Planning for diverse learners and reflecting/communicating with families)

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)]

FJHS supports the growth of parents’ capacity through

1. Regularly scheduled updates on grades and academic progress
 - a. Periodic emails with current grades and assignment progress
 - b. Quarterly report cards
 - c. Parent-Teacher Conferences
 - i. September 23, 2025
 - ii. September 30, 2025
 - iii. November 11, 2025
 - iv. March 10, 2026
 - d. Monthly PTO Meetings
 - e. Yearly Student Success Planning Conferences and Classroom visits to review curriculum guides and course offerings - February 2026 through March 2026
 - f. Reporting of Reading Levels and academic grade progress on a yearly basis
 - g. Yearly informational letter describing the use and deployment of the ATLAS End-of-Year Summative Assessment

- h. Availability of meeting with school counselors and possible referrals to outside counseling to support healthy home life and student development

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)]

Fulbright Junior High engages the support of the community through the following:

1. Veteran's Assembly - November 11, 2026
2. Maintenance of Wolf Part Bike Trail and coordinated partnerships with Bike Bentonville and Bentonville Parks and Rec
3. Use of Bentonville Community Center for PE Curriculum Implementation (swimming, weightlifting, etc.)
4. Surplus equipment agreement with 24 Hours Fitness for Physical Education program
5. Local sponsorship for Clothed with Compassion and Snack Packs from Samaritan Center
6. Promote Community Engagement Seminars including
 - a. Vaccine clinics
 - b. Online/Social Media Awareness Seminars for Parents hosted in coordination with Bentonville Police Department
 - c. March Madness Reading Competition (March 1, 2026-April 1, 2026) to promote families reading together with awarded prizes
 - d. Bentonville Public Library Tech Cards for each student with free tutoring, language learning services, and access to research databases
7. Host monthly PTO Meetings
 - a. 2nd Monday of each month
8. Fulbright Junior High School will respond to the educational and personal success challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready. Also we will coordinate any additional services

needed with the district and/or state military liaison.

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)]

Fulbright Junior High does not qualify as a Title I School under the current formula.

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)]

Fulbright Junior High works in coordination with families to ensure and support high levels of learning for each student through the focus on the following FJHS CORE BELIEFS:

- We learn best in relationship (Student to Student, Student to Staff, Staff to Staff, School to Community)
 - We learn best with rigor and relevance
 - We learn best when we grow beyond intellect
1. Students have a monthly academic progress check with their advisor and communicate electronically with parents
 2. The school focuses on the importance of two-way communication utilizing the following:
 - a. Ways for parents to become involved in the school and his or her child's education
 - i. Join the Parent-Teacher Organization
 - ii. Attend scheduled Parent-Teacher Conferences
 - iii. Attend the school's Open House
 - iv. Communicate through email or phone calls with school/teachers
 - v. Contact the Counseling Office for assistance with academic planning and/or other relevant issues affecting your child's education
 - vi. Volunteer to sponsor or help with various school activities and/or functions through PTO
 - vii. Use Home Access Center to check grades and attendance
 - b. Activities planned throughout the school year to encourage parental involvement
 - i. Junior High Jump Start - July 24, 2025
 - ii. Open House - August 11, 2025 (Schedule pick up, extra curricular displays, PTO sign up, conference w/ transportation and nutrition)
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 - v. Student Success Planning Conferences - February & March 2026
 - vi. Assemblies, concerts, productions, and classroom presentations
 - vii. Parent Meetings for specific curriculum (ex. Individualized Special Education Meetings)
 - viii. Book Fair - December 8-12, 2025
 - c. A system to allow the parents and teachers to communicate in a regular, two-way, meaningful manner with the child's teacher and the school principal
 - i. Email
 - ii. Home Access Center (Daily access to current grades)
 - iii. Phone Calls
 - iv. Conferences
 - v. School websites and Individual Teacher Websites with Posted Prep Periods and Office Hours
 3. To encourage communication with parents, the school schedules four (4) parent-teacher conferences per school year
 - a. September 23, 2025
 - b. September 30, 2025
 - c. November 11, 2025

- d. March 10, 2026
- 4. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium
 - a. Email
 - b. Phone Calls
 - c. School visits
 - d. Mailings (letters, postcards, newsletters, etc.)
 - e. Weekly Announcements
 - f. School Website
 - g. PTO
 - h. Social Media (Twitter, Facebook, Instagram)
 - i. Guardian access to student Google Classroom assignments
- 5. Establish opportunities for parents and educators to share “partnering” information such as student strengths and learning preferences
 - a. Student surveys for classroom climate/culture
 - b. Conferences scheduled on an as needed basis
 - c. Sharing information pertinent for the student and/or the parent through the Counseling Office and website
- 6. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs
 - a. Course Description Guides
 - b. Class Syllabus
 - c. SSP Conferences
 - d. School Calendar
 - e. Student Handbook
 - f. Club meetings
 - g. FJHS morning announcements
 - h. Counseling Department
 - i. School Websites
- 7. Send report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
 - a. Regular Report Card Notices (quarterly)
 - b. Emails or phone calls are used if student receives consecutive zeros
 - c. Before School and Seminar Student Time; Math and Reading Labs in 8th grade
 - d. The Home Access Center to monitor grades
- 8. Disseminate information on school policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process
 - a. Student Handbook (online access)
 - b. Student Handbook Committee includes parent representatives
 - c. Parent Meetings
 - d. PTO meetings with principal and teacher representative
- 9. Hold conferences with parents four times a year, with follow up as needed
- 10. Encourage immediate contact between parents and teachers when concerns arise
 - a. School Policy per Teacher Handbook
 - b. Teacher In-Service
- 11. Distribute student work for parental comment and review on a regular basis
- 12. Translate communications to assist non-English speaking parents

- a. School forms are written in Spanish
- b. Translators are used for conferences when necessary
13. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure
 - a. Quarterly assemblies recognizing students' academic achievement
 - b. Awards and Certificates given to students for effort, leadership, and achievement in various areas of learning
 - c. Teachers are encouraged to contact parents when there is a positive report concerning their student
14. Provide opportunities for parents to communicate with principals and other administrative staff
 - a. Email
 - b. Telephone
 - c. Scheduled conferences
 - d. PTO meetings: Principal's Report
15. Promote informal activities at which parents, staff, and community members can interact
 - a. 8th Grade Celebration
 - b. Student performances and athletic events
 - c. PTO gathering
16. Establish a policy for parent and classroom visitation
 - a. Check-in at office
 - b. Sign confidentiality notice
 - c. May observe partial school days

FJHS utilizes a multi-tiered system of support to provide intervention and academic support. Through seminar appointments with teachers - reteach/relearn/reassess opportunities, staff focuses on mastery of essential skills.

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)]

Fulbright Junior High does not qualify as a Title I School under the current formula.

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
 - 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:	J William Fulbright Junior High School
School Engagement Facilitator Name:	Lara Melchiori; Jenny Brown
Plan Revision/Submission Date:	May 1, 2025
District Level Reviewer Name, Title:	Christie Jay, Federal Programs Director
District Level Approval Date:	June 1, 2025

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>
Lara	Melchiori	Parent Facilitator; 8th Grade Counselor
Jenny	Brown	Parent Facilitator; 7th Grade Counselor
Callie	Sanchez	Principal
Rebecca	Long	Library Media Specialist
Michelle	Canode	Parent; PTO President
Briana	Rentschler	ESL Designee
Jennifer	Coaten	SPED Lead
John	Schillinger	Staff; Veteran

Nikki	Van Dyke	Parent
Katie	Williams	Parent

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](#)

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 visit our website [#EngagementMattersAR](#)