

Sugar Creek Arts Academy - 2025-2026 Arkansas Engagement Plan

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)]

The administration, teachers, and staff at Sugar Creek Arts Academy make parents equal partners by allowing them a voice in school decisions. Parental engagement is vital because families know their children best. Family input is instrumental in ensuring that the student receives appropriate support and necessary changes are made so they can be fully included in the classroom. In order for this to happen, students need to attend school regularly and on time. Parents are encouraged to help their child see the value and importance of school attendance.

At Sugar Creek Arts Academy, parents are involved in the planning, reviewing, and improving educational programs at the building level. Sugar Creek Arts Academy allows all parents to participate in Parent Surveys taken in the spring of each year. This survey enables Sugar Creek Arts Academy Parent Engagement Committee to gain meaningful insight into issues Sugar Creek Arts Academy parents would like to see addressed within the school. Students are also given surveys throughout the year that assist the committee in including their input in school engagement opportunities.

Parents and Guardians are also encouraged to share concerns throughout the year via email, in-person meetings, virtual meetings, and phone calls. This two-way communication allows teachers and administrators to gather information from parents and guardians that can enhance the educational experience of our students and families.

Parents and Guardians are also encouraged to volunteer and assist school personnel throughout the school year. These volunteer efforts include coffee discussions with the principals, stuffing Tuesday folders (weekly), reading to students, volunteering at the book fair, picture day, fun and field day, holiday parties, school spelling bee, awards assemblies, the school read-a-thon, and many other activities throughout the school year. From these experiences, they can provide input on improving school activities that will meet the needs of all stakeholders.

Parents and guardians are encouraged to volunteer and serve on the Parent and Family Engagement Committee. The committee is a representation of the school population. Each fall, the parent and guardian committee revisits the survey to address any concerns that survey data has revealed. The committee then revises the plan by adding or removing components that meet the needs of all stakeholders and align with the mission and vision of Sugar Creek Arts Academy.

Parental Involvement Information on the school website includes ways parents can be involved in the previously mentioned activities. New families are given a brochure about how they can be involved in the many school partnerships offered at Sugar Creek Arts Academy.

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?*
[ESSA § 1116(c)(2)]

2.1 To encourage communication with parents, the school will:

Prepare electronic parent informational packets appropriate for elementary school students describing:

- The school's parental involvement program
- The recommended role of the parent, student, teacher, and school
- Ways for parents to become involved in the school and their child's education

- Activities planned throughout the school year to encourage parental involvement
- A system to allow the parents and teachers to communicate on a regular, two-way, meaningful manner with the child's teacher and the school principal.

Parent Information Packets will be distributed to encourage parents to become involved as partners with the school in their child's education, and a brochure describing Sugar Creek Arts Academy volunteer opportunities.

The Parent and Family Engagement Plan will share how parents can volunteer in the school and will be designed and distributed to parents in Sugar Creek Arts Academy parent information packets. The brochure also lists parent and family engagement opportunities planned during the 2025-2026 school year and includes the school's communication methods with parents.

The recommended role of the parent, teacher, and student will also be included in the parent information packet. The student handbook, which consists of the recommended position of the parent, student, teacher, and school, also includes a copy of the suggested roles of the parents, teachers, and students. Student handbooks are online, and parents must sign that they have read the handbook.

A letter from the principal or parent and family engagement coordinator will invite parents to become involved in their child's school by joining P.T.O.

Important dates of interest for the upcoming year will be included in the online school calendar and parent information packet distributed to parents at the beginning of the school year.

Parenting tips will be included in the Tuesday Folders.

2.2 Two-Way Meaningful Conversation

To establish a routine method for parents to review their children's work regularly, weekly communication folders, known as Tuesday folders, will be sent home to parents containing student work for parental comment and review, along with other school information.

Each month, a newsletter of interest will be sent out to parents. This information will also be available on the school website for parents with access to electronic communications. Teachers/counselors will help support parents to use electronic communications.

Each teacher/team will publish a weekly newsletter distributed via email. Each teacher/team will communicate via email regarding homework assignments as needed and email individual parents when there are concerns. In addition, parents are encouraged to correspond with teachers continuously through email.

Teachers will communicate with parents regularly through phone calls, e-mails, and notes in Tuesday Folders.

2.3 Opportunities to meet with Parents and Guardians

The school shall schedule no less than two (2) parent-teacher conferences per school year to encourage communication with parents.

Sugar Creek Arts Academy will host two parent-teacher conferences during the school year, accommodating the varied schedules of adults and language barriers. Parents will be encouraged to share their child's strengths and learning preferences and emphasize that parent-teacher partnerships will help ensure their child's future career goals. These conferences will be October 23 & 27 and March 16 & 19.

During the fall teacher conferences, parents and teachers will develop IRI for students who did not score proficient on their last state-required assessment (K-4 Atlas).

Sugar Creek Arts Academy aims to have 100% parent contact during parent-teacher conferences. Every effort will be made to reschedule and follow up as needed with parents. In addition, the teacher, counselor, and administrator will also make home visits or phone conferences if a parent cannot come to school to attend a meeting.

PTO meetings will be scheduled during the day and evenings to allow all parents and guardians to attend and participate in planning events.

The school may plan and engage in other activities determined to be beneficial to encourage communication with parents:

- Every staff member's e-mail address can be accessed through the district's website, which the principal or parent and family engagement coordinator will advertise at least once
- Send a weekly newsletter home through email or SeeSaw on Tuesday to keep the families apprised of activities and information about SCE
- Monthly School Letters will go home via Thrillshare to inform parents about School-wide activities
- Establish opportunities for parents and educators to share "partnering" information such as student strengths and learning preferences
- Provide clear information regarding grade-level standards and expectations, student services, and other pertinent knowledge
- Send report cards and interim reports home to parents. Provide support services and follow-up conferences as needed
- Disseminate information on school policies, discipline procedures, assessment tools, and school goals and include parents in any related decision-making processes

- Conduct conferences with parents twice a year, with follow-up as needed
- Encourage immediate contact between parents and teachers when concerns arise
- Distribute student work for parent comment and review regularly
- Communicate with parents regarding positive student behavior and achievement, not just negative behavior or academic deficits
- Provide opportunities for parents to communicate with the principal
- Promote information activities for parents, staff, and community members to interact. Examples include literacy night and math nights
- Translate communication to assist non-English speaking parents as much as is feasible; Bentonville Schools has established a "Welcome Center" for the parents of ESL students to communicate with more parents effectively. The center is housed at the Student Services Center, 1000 SE 14th Street, Bentonville, AR 72712.

School Responsibilities:

- To formulate educational missions and goals to include both staff and family input
- To share positive, not just negative, communications
- To develop, foster, and promote a responsive, open-door communication policy that is defined collaboratively by staff and families
- To disseminate information clearly and precisely by using language that is understandable to all parents and free of all jargon
- To develop clear and commonly held expectations for interactions with parents
- To regularly monitor communications for effectiveness
- To involve all school personnel in the communications effort
- Establish and maintain a school Facebook and Instagram page

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))]

3.1 Building Staff Capacity to work with Parents as equal partners

Staff development for teachers during the school year will focus on successful approaches to engaging parents in their child's education and ways to deal with parents effectively. Topics discussed but are not limited to the following:

- Value of Parental Involvement in all aspects of a Student's education
- The Importance of Communication with Parents and Systematic Ways for Teachers to Communicate with Parents and Families
- Responding to Various Parent Concerns and resolving these concerns with solutions based on School Handbook
- Providing teachers with ideas to involve parents and guardians in their student's learning process
- Training for Office staff and teachers to make parents and families feel welcome without compromising school safety procedures

Dates for Parent and Family Engagement Plan Items 2025-2026:

Parent Information Packet 08/19/2025

Parent-Friendly Summary of Parent and Family Engagement Plan (Brochure & Acknowledgement) listing opportunities 10/03/2025

Parent Volunteer Training Dates: TBD

Guardians in Action training and schedule distributed to volunteers-Date to be announced

Parenting Tips – this is incorporated in our monthly newsletter

Teacher/team weekly newsletters via email every Tuesday

Two parent-teacher conferences each year; attempt to see 100% October & March

Volunteer opportunities in parent info packet 08/19/2025

Letter from parent and family engagement coordinator 08/19/2025

Invitation to become involved in writing brochure and the parent information packet 08/19/25

Dates of interest (PTO Dates) Thrillshare connect-Ongoing

Parent and Family Engagement Center in library-Ongoing

A computer for parent use in office-Ongoing

Email address of teachers addressed on website 10/03/2025

Parent information sites available on request-Ongoing

School and community resources guide on request-Ongoing

Involve parents in celebration of student achievement-Monthly Patriot Celebrations

Parent survey regarding interests/volunteers 08/19/2025

Volunteer sign-in area in office-Ongoing

Volunteer Luncheon 05/01/2025 @ 10:30

Middle school information meeting April 2025

Partnership with community-Ongoing

Volunteers are speaking to students about jobs, etc.- Ongoing (varies by grade)

Family Math/STEM Nights Spring 2025

Family Literacy Night- Fall 2025

Family Multicultural Night- Spring 2025

4: Building Parent Capacity

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

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*

[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]

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

4.1: Providing Timely Information

Schedule Open House, Math and Literacy Nights, and PTO Meetings during the day and evenings, where parents are given a report on the state of the school and an overview of:

- What students will be learning and how to access the district curriculum on the BPS website
- How students will be assessed and what assessments are given throughout the year to monitor student progress
- School administration will also give a report to the public during the September PTO meeting that shares student data from k-4 Atlas. At this time, the school's ACSIP plan will also be shared to address the school's plan to improve student achievement. Parent input will be given via survey after this meeting to provide parents with a voice concerning information shared. It will also allow parents to ask questions.
- What parents should expect from their child's education
- How parents can assist and make a difference in their child's education
- Teachers will regularly assign interactive homework requiring students to discuss and interact with their parents about their learning in class
- Involving parents in the celebration of students, Patriot Celebration Assemblies will be held monthly, where two STAR Awards (per classroom) will be awarded based on the core essential values and the school behavior matrix.

4.2 During the September PTO meeting Report to the Public, the SCE administration will provide training to parents on the following:

- the requirements of Title I, Part A
- how to monitor their child's progress in TeacherEase
- how to work with educators to improve the achievement of their children

4.3 Materials and training the school provide to help parents work with their children to improve their children's achievement:

Community parenting class notifications and schedules will be made available to parents and posted on the school's website.

School Responsibilities:

- To encourage student responsibility
- To make suggestions in a non-threatening manner
- To engage in ongoing communication before a child falls behind
- To recognize and respect a parent's desire for their child to succeed
- To provide and facilitate a variety of support services
- To affirm the idea that all children can learn
- To provide high-quality instruction linked to national and state standards
- To encourage meaningful volunteer opportunities
- To foster a learning community of all who have contact with children
- To provide differentiated learning models for students

4.4: Involve parents of students at all grade levels in a variety of roles:

1. Parents are welcome in the school, and their support and assistance are sought. To welcome parents into the school, the school shall not have any school policies or procedures that would discourage a parent from visiting the school. This specifically includes:

- Policies requiring parents to pick up their child outside the school building each day
- Policies prohibiting the parents from visiting a child's classrooms during school events

2. PTO & the Parent and Family Engagement Coordinator will publish a volunteer resource book listing the interests and availability of volunteers for school staff members' use and specifically include the

following:

- The Parent and family engagement Coordinator will survey parents at the beginning of the year regarding their interests, talents, and availability. The P.T.O. Volunteer Coordinator & Parent and Family Engagement Coordinator will publish a volunteer resource book from the survey results and PTO volunteer forms and match parents' interests to the needs within the school. Parents who cannot volunteer within the building will be given options for helping in other ways at home.
- Determine how frequently a volunteer would like to participate, including the option of just one (1) time per year.
 - a. This will include options for those who are available to help at home. Our resource book can help match school needs with volunteer interests
 - b. Include options for those who are available to help at home; ii) Use the resource book to help match school needs with volunteer interests
 - c. Parent volunteers will provide training regarding school protocol, routines and procedures, volunteer expectations, and equipment usage

3. Volunteer sign-in areas and visitor badges are in the main office and are readily accessible to parents entering the building.

4. Educate and assist staff members in creating an inviting climate and effectively utilizing parental involvement.

5. Provide a variety of ways in which parents can become involved, including:

- PTO
- Classroom assistance
- Homeroom parents
- Counselor assistance
- Special events/field trips
- Sugar Creek Arts Academy Newsletter

6. The school will recognize volunteers at the end of the year.

School/Teacher Responsibilities:

- To provide training for parents so they can become effective volunteers
- To develop and maintain a list of volunteer needs

- To provide a welcoming, friendly atmosphere that encourages volunteerism
- To give recognition and rewards

4.5 Parenting skills are promoted and supported at Sugar Creek Arts Academy

Our school will promote student learning in many ways. We purchase parenting books, magazines, and other informative material regarding responsible parenting through the school library, advertise current selections, and allow parents to borrow the materials for review. A Parent and Family Engagement Center has been established for parents and families. It will include a lending library that provides parents with a wide variety of parent/family information and support materials, including family information packets, parenting videos, brochures, and books that focus on parenting the elementary school-aged child. Parenting books, magazines, and videos will be available in the Sugar Creek Library.

Educational materials will be available in the Parent and family engagement Center to assist parents in working with their children. All materials are available for check-out. Parenting Information Sites and a computer are also located in the Parent and family engagement Center for parent use. The Parent and Family Engagement Center will be a resource center to support parents and families with training through workshops such as "Trust-Based Relational Intervention."

4.6 SCE will provide instruction opportunities to parents on how to incorporate developmentally appropriate learning activities in the home environment, including but not limited to:

A "School & Community Resource Guide" of nonprofit and private community referral sources for families seeking resources outside the school and families in crisis will be disseminated as needed.

In the monthly newsletter, Sugar Creek Arts Academy will provide parents and families with information on developing home environments that support learning, including nutritional meal planning and tools available for families at the Arkansas Department of Education website.

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

5.1 Recognize that community resources strengthen school programs, family practices, and student learning. To take advantage of community resources, the school shall:

- Engage in activities the school determines will strengthen ties to the community
- Many volunteers donate time to help teachers and staff with many duties during the school day
- Engage in other activities that the school determines will use community
- Parents and community members will be utilized to speak to students about their jobs, the importance of education, and the skills necessary to succeed in today's job market
- Parents are invited to attend the monthly Patriot Celebration assemblies to celebrate their child's awards and watch them perform in a showcase based on the month's character word
- Partner with Downtown Bentonville Inc
- Work cooperatively with the local Boys and Girls Clubs to support their after-school and vacation program for students
- Assist families in accessing resources in the community to provide necessary assistance in their needs, such as Christmas gifts, food, and monetary assistance for medical bills, utility bills, and the like
- Tap into the expertise in the community for guest speakers, teacher in-service, parenting workshops, and student assemblies
- Provide students with field trips to area attractions, including Walton Arts Center, Amazeum, Crystal Bridges Museum of American Art, Tanyard Creek in Bella Vista, AR, and Peel Mansion
- Partner with the University of Arkansas to provide a real-life experience for future teachers in training

- Partner with For The Love to assist with serving meals for the Bentonville community
- Promote the Kindness Challenge in conjunction with Bentonville Schools

School Responsibilities:

- To develop partnerships with local businesses and service groups
- To implement a structured volunteer program coordinated by the school counselor and a member of the SCE PTO

5.2: SCE will coordinate and integrate programs and activities with other Federal, State, and local programs by:

- Encouraging families to take advantage of the district preschool and other preschool programs available through federal and state funding (Headstart)
- Provide information on the district website of wrap-around services that can be accessed through district social workers
- Provide incoming kindergarteners an opportunity to attend the "Kick Start" program the summer before kindergarten to assist students struggling with starting kindergarten (academically, socially, and emotionally)
- Parents of 4th graders will be informed and involved in the transition to middle school. This includes options in class selections and an informational meeting at the middle school in late spring.

Sugar Creek Arts Academy 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 school district and/or state military liaison. <https://www.bentonvillek12.org/page/military-families> Grace Coleman will be our military representative.

5.3: Sugar Creek Arts Academy will enable the formation of a Parent Teacher Organization and ensure leaders of the said organization will be included in appropriate decisions through the following activities, but not limited to:

- Sugar Creek Arts Academy will provide an area for PTO to meet
- PTO will vote and elect the PTO board each year
- PTO will keep its budget and yearly audit
- PTO will be under the PTO guidelines and the district PTO
- At the beginning of the year, a planning session will be held with PTO to determine activities

throughout the school year

- Monthly PTO Board Meetings with Administration
- PTO Board will schedule meetings for the year in August so they can be published to the school calendar
- Meetings will be held during the day and/or in the evening to meet the needs of all parents
- Teachers will be encouraged to attend PTO meetings to assist with PTO events and fundraisers
- PTO will plan and determine ways to spend funds collected through fundraisers that will benefit students at SCE

PTO and School Events 2025-2026

August

7 Open House/Kindergarten Orientation

12 First Day of School- parents can walk students to classrooms

15 Volunteer Training@ 9am

PTO Meeting 9:00 AM (Volunteer Training for those in attendance)-TBD

29 Volunteer Training @ 9am

September

01 No School-Labor Day

12 Coffee and Donuts with the Principals (am)

Grandparents Lunch-TBD

Volunteer Training-TBD

PTO Meeting @ 9:00 am (Volunteer Training for those in attendance)-TBD

Fall Pictures-TBD

26 Patriot Celebration

PTO Read-A-Thon Begins-TBD

31 Fall Parties

November

Literacy Night-TBD

Fall Picture Retakes-TBD

PTO Meeting-TBD

Turkey Trot-TBD

21 Patriot Celebration

23-28 Fall Break

December

PTO Meeting @ 9am-TBD

12 Patriot Celebration

18 Winter Parties

19 Polar Express/Pajama Day

22 Winter Break Begins

January

06 Winter Break Ends/Student Return to School

19 No School

PTO Meeting @5:30pm-TBD

30 Patriot Celebration

February

13 Valentine Parties

16 No School

Multicultural Night-TBD

PTO Meeting @9am-TBD

27 Patriot Celebration

March

PTO Art Night-TBD

16 & 19 Parent-Teacher Conferences

PTO Meeting @9am-TBD

Spring and Class Pictures-TBD

PTO Meeting @9am-TBD

19 Patriot Celebration

20-27 Spring Break

April

Kindergarten Cap and Gown Pictures-TBD

Math/Science (STEM) Night-TBD

PTO Meeting @9am-TBD

27 No School

24 Patriot Celebration

Bike to School Week-TBD

May

01 Volunteer Luncheon

Teacher Appreciation Week-TBD

Book Fair Begins-TBD

Senior Walk-TBD

PTO Meeting @9am-TBD

Kindergarten Celebration-TBD

Fun and Field Day-TBD

Grade Level Awards-TBD

27 Last Day of School

*Dates may change throughout the year on some events (due to event conflicts or weather). Updated information will be posted on monthly calendars, newsletters, and emails.

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)]

[Text box for responses]

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)(2)(A)]

[Text box for responses]

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)]

[Text box for responses]

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:	Sugar Creek Elementary
School Engagement Facilitator Name:	Lori McGinnis
Plan Revision/Submission Date:	5/01/2025
District Level Reviewer Name, Title:	Dr. Christie Jay, Director of Federal Programs
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>
Dr. Stephanie	Summerford	Principal
Jeff	Antuna	Assistant Principal
Lori	McGinnis	School Counselor/School Engagement Facilitator
Tracey	Carvell	Kindergarten Teacher
Susan	Greathouse	Parent/PTO President/Community Member
Grace	Coleman	Military Community Representative

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](#)