

The International School at Mary Mae Jones - 2025-2026 Arkansas 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)]

The mission of the The International School Elementary Parent and Community Engagement Committee is to collaborate with all stakeholders as well as staff members and parents to improve parent and community engagement and involvement.

Our School Parent Plan includes the following expectations:

Students will:

- Come to school on time and ready to learn.
- Pay attention to teachers and ask questions when help is needed.
- Complete all assignments on time and with best effort.
- Follow rules of student conduct.
- Read daily.
- Practice and use the IB learner traits
- Behave responsibly and treat others with respect.

Parents will:

- Make sure my child attends school regularly, on time and ready to learn.
- Support student homework by checking for accuracy and completion.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- Attend parent/teacher conferences and maintain frequent communication with teachers.
- Encourage the importance of the IB learner traits and of being globally minded.

The International School will:

- Provide quality teaching and leadership to students.
- Teach and reinforce the IB learner traits and the importance of being globally minded.

- Communicate frequently with families about their child's progress and show them how they can help. Read to students, provide time for students to read daily and encourage discussion and writing about reading along with Math and Science.
- Participate in professional development to continually improve educator skills and stay abreast of best practices.

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)]

Communication between home and school is regular, two-way, and meaningful. To encourage communication with parents, the school staff will:

- Plan and engage in other activities determined to be beneficial to encourage communication with parents such as:
- Send home digital school newsletters and class newsletters
- Send home work in weekly Tuesday folders
- Notify families regarding student academic or behavior concerns, as well as positive feedback regarding these areas
- Develop, foster, and promote a responsive communication procedure
- Promote informal activities at which parents, staff, and community may interact (i.e. Spirit Nights) Provide clear and specific information by using language that is understandable to all parents in a multimethod approach (newsletter, web, and report cards)
- Translate communications to assist non-English speaking parents as much as is feasible
- Provide parenting information and tips via Facebook, school and district's web page
- Provide school counselor updates and contact information to foster trusting relationships

- Provide information regarding social-emotional curriculum and counseling services

In order to effectively communicate with more parents, Bentonville Schools has established a "Welcome Center" for the parents of ESL students. The center is housed off 14th Street in the Student Services Building by the Bentonville Police Department.

Calendar for 25-26:

August

- Kinder Open House
- 1st-4th Open House
- First Day of School

September

- Labor Day – No School
- PTO meeting /Volunteer Training
- Counselor Advisory Committee meeting
- Curriculum Night/ IB Parent University night
- Fall Picture Day

October

- PTO meeting
- Fall Break
- Strong Choices Week

November

- PTO meeting
- Fall picture retakes
- Thanksgiving Break

December

- PTO meeting
- Winter Break

January

- Return to school
- IB Parent University Night
- PTO meeting
- MLK Day (No School)

February

- PTO meeting
- Spring Picture Day

March

- PTO meeting
- Class Group Picture Day
- Spring Break

April

- PTO meeting
- Kindergarten Cap and Gown Picture Day
- Multicultural Night
- IB Parent University Night
- Counselor Advisory Committee Meeting

May

Fourth Grade Exhibition
PTO meeting
What's Next Night (transition to middle school)
Kindergarten Literacy Night (new upcoming kindergartners)
Last Day of School

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))]

To build staff capacity to work with parents as equal partners, The International School Elementary teachers and administrators will:

- Parent surveys will be sent out annually to gain feedback from parents as to how to improve the school.
- Provide parents with current information regarding school policies, practices, and both student and school performance data (newsletter profile, student handbook).
- Parent survey results will be shared with the staff providing an opportunity to reflect and make necessary changes in response to those results.
- Teachers will send newsletters throughout the year in user-friendly language.
- Teachers will serve on the Parent, Family, and Community Engagement Committee to share their ideas and hear parent feedback, concerns, and requests.

- Teachers/administrators participate in professional development opportunities to increase and/to update their strategies on reaching parents and involving them as equal partners in education. Certified staff members will complete two hours of professional development related to parent and family engagement.
- Provide opportunities for parents to help in and out of the school (classroom volunteer, TIS Gives Back, Guardians in Action, PTO board. etc.)

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)]

Parenting skills are promoted and supported. To assist with this, The International School will:

- Have a parent center with parenting books and materials available in the library for parent check out. Provide a monthly newsletter with parenting tips and ideas.
- Provide a "School and Community Resource Guide" of nonprofit and private community referral sources for families seeking resources outside of school and families in crisis will be disseminated as needed.
- Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting, such as: Newsletters sent home per classroom, counselor, and/or school website links to resources (educational/parenting) Access to information via school's social media (Twitter/Facebook/Instagram) Parenting books, magazines, newsletter, etc. available for checkout through parent resource center
- Providing families with information on child and adolescent development
- Communicating with parents in an ongoing manner, using diverse methods which reflect a respect for parental and cultural differences
- Informing parents of other opportunities to attend parenting training (e.g. other middle school or Bentonville schools events, community events, etc.)

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)]

To recognize that community resources strengthen school programs, family practices, and student learning.

To take advantage of community resources, The International School shall:

- Consider recruiting parents of The International School Elementary to serve on a Parent Advisory Committee to provide advice and guidance for school improvement.
- An email list serve of parent and community volunteers has been created to disseminate information about upcoming events, volunteer opportunities, and school or student needs.
- A Counselor Advisory Committee will meet each semester to collaborate and plan for school and student family needs and upcoming volunteer opportunities.
- Invite parents to participate in school events, such as multicultural night, to share resources and experiences with the broader community.

The International School Elementary 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)]

The annual Title I meeting will take place at The International School Elementary during the fall quarter. The agenda will be as follows:

- **Welcome/Overview of Title I/Purpose of the Meeting:** To inform parents of what it means to

be a Title I school

- Parents' Right to Know, including rights of parents of students with disabilities
- Annual School Report Card and Review of Progress Parental involvement overview (communications strategy, plans, survey data, actions derived from data)
- The School-Parent Compact Parental Involvement Funds (seek input for how to spend funds)
- Written State Complaint Procedures
- Questions

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)]

The International School Elementary School and the parents of the students participating in activities and services of Bentonville Schools agree that this compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2023-24 school year.

School Responsibilities The International School Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Teachers will follow a district pacing guide for math, literacy, science, social studies, art, music, library media and music. The pacing guide is based on the Arkansas State Standards in all of these subjects.

Lessons will be developed, taught, and assessed based on the pacing guide. Results of assessments will be used to determine remediation or enrichment needs of our students. Staff members will provide remediation when needed.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
October 2025 and March 2026

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Electronic weekly communication through email will be sent to parents containing student work for personal comment and review along with other school information.
- Report cards will be sent home once a quarter.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parents may contact staff via email anytime. The email addresses for all staff members are available on the school's website.
- Staff members have a planning period each day and are available for consultation by phone or in person (email or call teacher to schedule prior to visit) during that time period.
- Other meeting times may be agreed upon by the parent and staff member.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Parents may volunteer and observe in the classroom as often as agreed upon by the teacher, parent, and administration.
- All visitors are to present a government issued photo ID and to wear a nametag.
- PTO will survey parents regarding their interests.
- Volunteer Training will take place for volunteers to go through policies and procedures along with signing confidentiality agreement papers.
- Parent Responsibilities We, as parents, will support our child's learning in the following ways:
Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television watched by my child
- Volunteering in my child's classroom, to the extent possible
- Participating, as appropriate, in decisions relating to my child's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding appropriately
- Serving, to the extent possible, on policy advisory groups, such as the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Attend school daily and be on time to class.

- Come to school prepared with books, needed supplies, and assignments as directed by my teachers. Obey the directions of The International School Elementary School staff and treat them with respect ·
- Maintain a positive attitude toward learning and believe in my ability to succeed.
- Respect myself and the rights and property of others.
- Do my homework and ask for help when needed. Read daily outside of school time.
- Give my parents or guardians all notices and information received from the school.

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)]

The International School Elementary uses Title I, Part A funds through...

- Hosting a STREAM Night to celebrate science and math learning with parents.
- Hosting literacy nights
- Supporting the Parent Involvement Center
- Providing resources and programs to support student learning
- Hire additional staff to support academic needs
- Spending of funds is determined in partnership with building leadership, staff, parent teacher organization, and student data.
- Parent teacher organization leaders collect and share input from the broader parent community to help promote ownership of the spending process.

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:	The International School Elementary
School Engagement Facilitator Name:	Marisa Snow
Plan Revision/Submission Date:	5/1/25
District Level Reviewer Name, Title:	Christy Jay
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>
Kendra	Schacht	Principal
Marisa	Snow	School counselor
Jalynn	Mayo	School counselor
Debbie	Pschierer	Assistant Principal
Corinne	Happersett	2nd grade teacher
Amanda	Koval	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](#)