

## **BHS Parent & Family Engagement Plan 2025-2026**

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)]

**BHS has an active Parent Involvement Committee** that meets regularly to provide feedback on school policies and procedures. These meetings include meaningful discussions and planning around parent engagement, school culture, and ways to enhance the student experience. Below are key opportunities where parents are directly involved:

- **Back to School Open House** – August 7
- **BHS Tiger Camp** – August 11
- **BHS Tailgate** – September 5
- **PTO Meetings** – September 10, October 8, November 12, December 10, January 14, February 11, March 11, April 8, May 13
- **Parent University** – February 10
- **Lunch & Learns with the Principal** – October 15, March 18
- **Parent/Teacher Conferences** – September 16, February 17, April 21

## **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)]

### **To encourage communication with parents, the school will:**

- Prepare **family kits** for students in grades 9–12 that include:
  - An overview of the school’s parental involvement program
  - The recommended roles of parents, students, teachers, and the school
  - Ways for parents to engage in their child’s education and school life
  - A communication system that allows for regular, two-way, and meaningful interaction between parents, teachers, and school administration
  - Instructions for electronic access to the student handbook, which outlines expectations for parents, students, teachers, and the school
  - Volunteer opportunities—many of which are coordinated by PTO
  - School website address and key contact information

- Anti-bullying policy (see page 84 of the Bentonville Schools High School Student Handbook)
- Student Check-Out/Emergency Contact Cards (updated via Home Access Center and eSchool)
- Schedule **no fewer than two (2) parent-teacher conferences per school year**, held in the fall and spring, with additional **Student Success Planning (SSP)** conferences for course selection and registration in the spring.
- Establish **opportunities for parents and educators to share key information**, including student strengths, learning styles, and individual needs.
- Host a **Parent University** event to review academic pathways. Topics will include:
  - Advanced Placement (AP)
  - International Baccalaureate (IB)
  - Online Learning
  - Early College Experiences (NWACC)
  - Career Studies
  - Ignite Pathways
- Use a variety of tools to promote two-way communication between parents and staff, including conferences, phone calls, emails, and written communication.
- Provide **clear and accessible information** about course offerings, placement guidelines, school activities, student services, and optional programs.
  - Families will be provided with the BHS Course Description Guide, which includes graduation requirements and course options.
  - Students will receive individual course syllabi.
  - Daily student announcements will be emailed.
  - Many teachers use **Google Classroom** to share class-specific updates and content.
- Send **report cards** and provide ongoing academic updates through the **Home Access Center**.
  - Semester report cards will be mailed or shared with parents.

- Teachers will communicate concerns via email or phone calls as they arise.
- Advisory teachers and counselors will reach out to parents as needed.
- Parents are encouraged to use the Home Access Center regularly to monitor academic progress and attendance.
- Disseminate information about **school policies, discipline procedures, assessment tools, and school goals**, and include parents in the decision-making process when appropriate.
  - School goals will be shared by the principal at events such as Open House, Parent-Teacher Conferences, and Parent University.
  - The Bentonville Schools High School Student Handbook is accessible via the district and BHS websites; hard copies are available in both the north and south counseling offices.
- Promote **immediate communication between parents and teachers** when concerns arise.
  - “Who Do I Contact?” information is available on the BHS website to guide parents in reaching the appropriate staff member.
- Provide **translation services** upon request. Translators will be available for non-English-speaking parents at conferences, SSP meetings, registration, and other events to ensure full participation in their child’s education.
- Maintain communication about **positive behavior and student achievement**, not just concerns. Teachers will use email, phone calls, postcards, notes, and conferences to recognize and celebrate student success.
- Ensure that **teachers maintain classroom websites**—via Google Classroom, Google Sites, or the BHS homepage—so that parents can stay informed and actively support their child's education.
- Offer **opportunities for parents to connect with principals and administrators**:
  - Student Success Plans (SSPs) will be developed by the end of 8th grade.
  - BHS counselors and administrators will meet individually with each 8th-grade family to develop a personalized education plan aimed at achieving college and career readiness prior to high school entry.  
*(January – March 2026)*
- Promote **informal events** where parents, staff, and community members can build relationships.

- Provide **staff development** focused on effective communication strategies and the importance of maintaining consistent two-way communication with families.

**To encourage communication with parents, BHS will host:**

- A **spring informational meeting** to explain advanced placement and post-secondary options:  
**February 10, 2026** – *AP/IB/Ignite/Career Studies/Early College Informational Meeting*
- **Additional events** designed to build relationships and support families:  
**August 7, 2025** – *New to District Parent Meeting*  
**July 31, 2025** – *New Family Welcome Event*  
**August 7, 2025** – *Open House*
- **Targeted parent meetings** focused on college and career planning:  
**September 16, 2025** – *Senior Parent Meeting: College Admissions*  
**September 16, 2025** – *NCAA Eligibility Parent Meeting*  
**September 16, 2025** – *FAFSA Financial Aid Workshop*

### **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))]

Teachers have access to targeted training throughout the school year to strengthen their ability to work effectively with parents, provided at both the building and district levels. Teachers are also encouraged to participate in virtual trainings and seminars on parent involvement offered by state-sponsored education cooperatives. Specifically, the following components are planned for the school year:

- **Schoolwide trainings** focused on effective parent communication will take place during back-to-school professional development week: **August 6th–9th and August 12th, 2025**. These sessions are **mandatory** for all faculty members.
- **Breakout sessions** will be available to provide in-depth strategies for building strong partnerships with parents and collaborating to support student success.
- **Community resources** will be highlighted during professional development to ensure staff are aware of the services available to support both students and families.
- **Student advocates** will be available to assist families and students needing additional support. These advocates also provide training to specific teachers throughout the year to better serve diverse student needs.
- **Websites and webinars** will be offered year-round, giving staff ongoing access to updated tools, resources, and best practices for engaging parents as essential stakeholders in the educational process.

#### **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)]

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

- Publish the school's process for resolving parental concerns, including steps to define the issue, identify the appropriate point of contact, and collaborate to develop effective solutions.
- Sponsor seminars and workshops to inform parents about how they can actively participate in decisions regarding course selection, career planning, and preparation for post-secondary opportunities.
- Involve parents as active partners in the annual Student Success Planning (SSP) Conferences. This personalized education plan is designed to help students achieve readiness for college, careers, and community involvement. The SSP guides students on their pathway to graduation, addresses academic strengths and areas for intervention, includes opportunities for accelerated learning, and integrates college and career planning components.

**Jan – Mar 2026: *Student Success Planning***

- Establish a Parental Involvement Advisory Committee to gather and share ideas, concerns, and suggestions for school improvement. These recommendations will be shared with the administrative team for consideration.
- Treat parent concerns with respect and demonstrate a sincere commitment to developing collaborative solutions.
- Engage in additional activities the school identifies as effective in encouraging parents to take an active role in decisions impacting their child and family.
- Include parents as members of the School Improvement Committee to ensure their voices are part of ongoing planning and progress monitoring.
- Support and promote positive parenting skills to help parents foster student success at home and school.

**To promote student learning, the school will offer support to parents by providing resources that improve parenting techniques and skills:**

- Maintain a Parent Resource Center located in the media center.
- Purchase and organize a collection of parenting books, magazines, and other informative materials focused on responsible and effective parenting practices.
- Provide parents with the opportunity to check out materials for review through the Parent Resource Center.

- Promote and regularly update available resources through the school’s website.
- Note: The Parent Resource Center is located in the South Library. Additional parenting materials are available in the North and South main offices, as well as in both counseling centers.
- Share and promote recommended parenting websites and contact information through the school’s website and in parent information areas.
- Plan and participate in additional activities the school identifies as helpful for supporting responsible parenting.
- Recognize and respect the diverse parenting traditions and practices that exist within the school’s cultural and religious communities.
- Encourage staff to demonstrate respect for families and acknowledge the family’s primary role in raising children to become responsible adults.
- Inform parents about free parenting classes and workshops offered by the school and within the broader community.

**To welcome parents into the school, the school shall:**

- Avoid any school policies or procedures that may discourage parental involvement, specifically including:
  - Policies requiring parents to pick up their child outside of the school building each day
  - Policies prohibiting parents from visiting their child’s classroom during school events
- Ensure that front office staff interactions, entrance signage, and all other parent-facing communication foster a welcoming and inclusive atmosphere.
- Educate and support staff in creating an inviting environment and in effectively engaging volunteers.
- Establish clear policies and provide training for all school volunteers.
- Participate in additional activities the school determines will help create a welcoming environment for parents.
- Provide easily accessible volunteer and visitor name tags in the main office for all parents entering the building.
- Invite parents to join the PTO and attend regularly scheduled monthly meetings.

## **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 take advantage of community resources, the school shall:

- Engage in activities that leverage community resources to enhance school programs, support family engagement, and promote student learning.
- Seek support for students and parents by partnering with local businesses to obtain coupons, prizes, and other resources for school events and activities.
- Encourage student organizations, with guidance from parents and teachers, to provide service to local non-profit agencies as part of their community involvement.
- Develop and maintain partnerships with local businesses and service organizations to support school initiatives.
- Coordinate with local, state, and federal agencies to provide opportunities such as:
  - FAFSA workshops and informational meetings for students and parents about post-secondary education and career pathways
  - Project SEARCH, which supports Special Education students in transitioning from high school to the workforce

- Maintain an active PTO that meets monthly to ensure parental involvement in school decision-making. This includes inviting parents and PTO members to serve on committees such as the Handbook Review Committee.

**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](mailto: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**

<b>School Name:</b>	Bentonville High School
<b>School Engagement Facilitator Name:</b>	Amanda Lynch, Greg Puckett
<b>Plan Revision/Submission Date:</b>	April 15th, 2025
<b>District Level Reviewer Name, Title:</b>	Dr. Christie Jay
<b>District Level Approval Date:</b>	May 6th, 2025

**Committee Members, Role**

*(Select "Repeat" to open more entry fields to add additional team members)*

<b>First Name</b>	<b>Last Name</b>	<b>Role</b> <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Beth	Mims	teacher
Jen	Newman	administrative assistant
Meredith	Schraeder	parent
Amanda	Lynch	Dean of Students
Greg	Puckett	Assistant Principal

**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](mailto:ade.engagementmatters@ade.arkansas.gov) or visit our website [#EngagementMattersAR](#)