

AR
R.E. Baker Elementary School (Bentonville School District)
301 NW Third Street
Bentonville AR 72712
479-254-5720

School Engagement Plan

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are required but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed Expectations and Objectives

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)]*

1.1 At R.E. Baker Elementary (REBES), we value parent input as we strive to reach the academic needs of our students. Assessing academic needs based on NWEA MAP, NWA MAP Reading Fluency, ATLAS, and universal screeners is ongoing. Our engagement plan to address our academic needs includes determining students' needs, how to meet those needs with volunteers, matching needs with volunteers' interests and abilities, and providing training for volunteers. We encourage opportunities for parents and educators to share "partnering" information such as students' strengths and learning preferences.

Practices to enhance our academic needs include tutoring, classroom assistance, library assistance, and special events like our annual Title I night.

To help meet food, finance, housing, and health needs, we have the Baker Gives Back program, screenings with our school nurse, and district and community resources.

Meeting social emotional needs is a big focus at REBES; therefore, we utilize

counselor assistance, library assistance, Parent Teacher Organization (PTO) resources, school therapy dog, Maple, and the garden/outside classroom for continued learning opportunities.

1.2 To ensure adequate representation of parents and families participating in the process, we extend invitations to join our committees using multiple communication platforms, such as emails, social media, website communication, and Tuesday folder communication. Meeting dates to discuss and provide input in improving our parent involvement will be September and March.

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

2.1: *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*

- *description of the engagement program*
- *recommended roles for parents, students, teacher, and the School*
- *ways for a family to get involved*
- *survey regarding volunteer interests*
- *schedule of activities planned throughout the school year*
- *regular, two-way, and meaningful system for parents/teachers to communicate* [A.C.A. § 6-15-1702(b)(3)(B)(1)]

2.2: *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*

- *how is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.)?*

[ESSA § 1116(e)(5)]

2.3: *How does the School offer flexible opportunities for meetings with families?*

[ESSA § 1116(c)(2)]

2.1 To encourage communication with parents, R.E. Baker Elementary will:

1. Periodically send home timely information and accept parenting suggestions through newsletters, emails, surveys, Tuesday folders, social media, and direct communication. We provide further communication through videos and our school website.

Communication includes the following:

Upcoming events in the school and community; The recommended role of the

parent, student, teacher, and school; Ways for parents to become involved in the school and in his or her child's education; Calendar of activities planned throughout the school year to encourage parental involvement. 2. Plan and engage in other activities which will be beneficial to encourage communication with parents including:

Sending a weekly newsletter home either through email or in a Tuesday folder to keep the families apprised of activities and information about R.E. Baker; Establishing opportunities for parent and educators to share "partnering" information such as student strengths and learning preferences; Providing clear information regarding grade-level standards and expectations, student services, and other pertinent knowledge; Sending report cards and interim reports home to parents. Providing support services and follow-up conferences as needed.

Disseminating information on school policies, discipline procedures assessment tools, and school goals as well as including parents in any related decision-making processes; Conducting conferences with parents at least twice a year, with follow-up as needed; Encouraging immediate contact between parents and teachers when concerns arise; Distributing student work for parent comment and review on a regular basis; Translating communication to assist non-English speaking parents; Communicating with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure; (Bash assemblies)

Providing opportunities for parents to communicate with principals and other administrative staff; Promoting information activities at which parents, staff and community members can interact. Examples include kindergarten jumpstart, The Baker County Fair, open house, Title I Night, volunteer appreciation event, and fun and field day.

Events planned throughout the year to encourage parent engagement include:

August 7th Open House, September 11th PTO meeting, September 11th Volunteer Training, September 25th Bash, September 35th October 2nd Book Fair, October 9th Title I Night, October 16th PTO meeting, October 21st- 27th Parent Teacher Conferences, October 23rd Bash, October 30th Fall parties, November 11th Veteran's Celebration, November 13th PTO meeting, December 11th PTO meeting, December 18th Bash, December 9th Staff Caroling, December 19th Winter parties, January 8th PTO meeting, January 29th Bash, February 12th Volunteer training, February 12th PTO meeting, February 12th Valentine's parties, February 26th Bash, March 12th PTO meeting, March 19th Bash, April 13th-17th Parent Teacher Conferences, April 9th PTO meeting, April 24th Bash, May 13th Volunteer appreciation, May 14th Former REB Senior Walk, May 20th Kindergarten Celebration, May 22nd Bash.

The following steps are taken to provide a survey to community members regarding volunteer interests:

Surveying parents regarding their interest, so volunteer work will be meaningful. Surveying parents regarding their interests, talents and availability, and coordinating the parent resources with those that exist within the school and among the faculty. Ensuring that volunteer activities are meaningful and built on volunteer interests and abilities. Ensuring each volunteer is contacted to help sometime during the year. Determining how frequently a volunteer would like to participate, including the option of one (1) time per year. Examples of these volunteer opportunities are the book fairs, The Baker County Fair, Fun and Field Day, and Lunch Buddies. Ensuring that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.

A resource spreadsheet is created to help match school needs with volunteer interests, so we may provide training on volunteer procedures and school protocol. The PTO President and School Counselor will be contacted for matching volunteers with those requesting help throughout the year. Volunteer forms will be available in the office all year and will be included in new parent packets. Volunteer trainings will occur in September and February with Ashleigh Baxter, school counselor (abaxter@bentonvillek12.org).

2.2 Staff members are to disseminate information clearly and specifically by using language that is understandable to all parents and free of all jargon, in addition to communicating contact information to receive additional support in relation to the needs for English Language Learners and their families. They are to communicate with parents in an ongoing process using diverse methods, all of which reflect respect for parental input and cultural differences. Furthermore, we provide translators to assist non-English speaking parents.

2.3 Parents and teachers are encouraged to communicate meaningful information back and forth through emails, phone calls, social media, Tuesday folders, and two parent-teacher conferences each year. Families may meet with staff members by scheduling a meeting during or after school or attending one of the two after-hour parent teacher conferences.

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)]

R.E. Baker Elementary School strives to build staff capacity to work with parents as equals by accepting responsibilities:

- To formulate educational missions and goals to include both staff and family input
- To continually learn ways to share positive communications
- To develop, foster, and promote a responsive, open door policy that is defined collaboratively by staff and families
- To disseminate information clearly and specifically by using language that is understandable to all parents and free of all jargon

We utilize our professional learning communities (PLCs) to clarify feedback for parents, OTUS to communicate grades, parent communication from Attendance Works to improve attendance, and communication resources for families derived from our district for the purposes of communicating the R.I.S.E. initiative, C.G.I. practices, curriculum used, quarterly expectations, and diverse opportunities within our community.

Parent feedback from surveys, emails, social media comments, and personal interactions are utilized to inform decision-making processes.

REBES uses a multi-method approach to communicate information to parents (e.g. newsletters, World Wide Web pages, progress reports, test results, report cards...);

- 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
- To maintain the school Instagram.

Staff members are encouraged to provide equal opportunities to families through consistent communication with all classrooms students, varied times for

meetings, and multiple avenues for communication.

Staff members are provided opportunities to learn and share information about parent programs through our counselor, PTO, district, social media, and staff updates, and they are encouraged to communicate by:

Reaching out to all families, through participation in parent meetings, through telephone calls, home visits, follow-up letters, and other strategies developed throughout the school year. Extending a thank you to all parents for their support in the final school newsletter for the year. Maintaining a Parent Center in the front office. Providing knowledge of our parent/family information center and resource area to support parents and families with training, resources, and other services. Promoting better use of the Parent Center by having students bring home a handout highlighting the resources. Linking parents to programs and resources within the community that provide support services to families. Having free brochures available including handouts, and other materials that parents may keep. Providing access to a table with free informational materials will be set up at school functions. Planning and engaging others in activities that promote and support responsible parenting. Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community's cultural and religious diversity.

Staff members are expected to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults and inform parents of other community opportunities to attend parent training when available. We encourage parents to provide feedback in surveys regarding family engagement activities.

Parents play an integral role in improving student learning through multiple volunteer opportunities to work with students and join school committees.

Parents are welcome at our monthly spirit assemblies to celebrate student accomplishments and discover ways to get involved in addition to learning about ways to get involved through emails, newsletters, Tuesday folders, the school website, and social media announcements.

To resolve parent concerns, district employees refer to chain of command as outlined in our school handbook to define problems and develop solutions.

4: Building Parent Capacity

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

Guiding Questions

4.1: *How does the School provide timely information about the following :*

- *a description and explanation of the curriculum in use at the School*
- *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
- *the achievement levels of the challenging State academic standards students are expected to meet*

[ESSA § 1116(c)(4)(B)]

4.2: *How does the School provide assistance to parents in understanding the following:* ◦ *the requirements of Title I, Part A*

- *how to monitor their child's progress*
- *how to work with educators to improve the achievement of their children.*

[ESSA § 1116(e)(1)]

4.3: *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*

- *literacy training*
- *technology training, including education about copyright piracy and safe practices*
- *resources that describe or assist with the child's curriculum*
- *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*

[ESSA § 1116(e)(2)]

4.4: *Involve parents of students at all grade levels in a variety of roles, including without limitation:*

- *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*
 - *development of School goals and priorities*
 - *evaluating the effectiveness of the School-level Improvement Plan*
- [A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]*

4.5: *How does the School promote and support responsible parenting? The School shall, as funds are available:*

- *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
- *Create parent centers*

[A.C.A. § 6-15-1702(b)(4)(A)]

4.6: *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*

- *role play and demonstration by trained volunteers*
 - *the use of and access to Department of Education website tools for parents*
[<https://dese.ade.arkansas.gov>]
 - *assistance with nutritional meal planning*
- [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]*

4.1: REBES identifies district information for curriculum, grade-level scopes and sequences, and assessment information for state and local assessments. Through OTUS, an online portal, parents are able to access standards-based grade descriptors as well.

4.2 Parents are informed of Title I, Part A requirements, ways to monitor student progress, and ways to work with teachers to improve achievement during our annual Title I parent night, and through building newsletters.

4.3 To help parents work with their children to improve the children's achievements, REBES will: Provide resources on the topic of responsible parenting through the school library and other sources, advertise current selections, and give parents an opportunity to access the materials for review. Communicate the importance of positive relationships between parents and their children. Send home periodic information which will assist parents in helping their children learn and grow.

4.4 To involve parents of students at all grade levels with a variety of roles, staff members are to: Encourage parents to volunteer and complete the volunteer survey in regards to their interests and responsibilities, Encourage PTO involvement at REBES, Encourage parents to discuss career opportunities with students, Include parents in advisory committees, such as ACSIP, Baker Gives Back, and the Handbook Committee, Enable parents to participate with partners when setting school goals, developing or evaluating programs and policies, or responding to performance data. Encourage and facilitate active parent participation in the decisions that affect students, such as individual personalized education plans.

4.5 To promote and support responsible parenting, staff members are to: Teach respectfully, parenting and relationship skills and to share research about parenting in clear, easy to understand communications. Exhibit a receptivity to, and respect for, the ongoing input and concerns of parents. Acknowledge the individual differences and needs among parents. Share information about the Parent Information Center near the School Counselor/Parent Facilitator's office. Share information regarding provided services by the district Social Worker to assist families.

4.6 Information regarding developmentally appropriate learning activities that can be completed at home by parents are provided in our monthly newsletters through video clips provided by teachers.

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)]*

5.1: Information provided by our district and community members is investigated to determine community resources that can be utilized to support our students' needs.

5.2: To coordinate and integrate Federal, State, and local programs and activities, we: Partner with Downtown Bentonville Inc. Work cooperatively with the local Boys and Girls Clubs to support their after school and vacation program for Baker 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 local universities and Ignite to provide real life experience for future teachers in training. Partner with Camp Way Eagle to assist students in attending summer camp and assist in the Camp War Eagle Mentoring Program. Partner with various organizations to help meet the needs of students such as Boys & Girls Clubs and Buddy Pegs. R.E. Baker 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.

5:3: Parents are able to join our Parent Teacher Organization, which is facilitated by our PTO president who communicates monthly with our principal to review minutes, discuss future events, identify needs, and safeguard ideas that are not sensitive to the specific needs of our students.

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)]

6.1 At REBES, we provide an annual Title I night with an agenda to ensure parents are provided with the requirements for Title I and the school's participation, and the parents' rights under Title I.

Title I Parent October 9th- meeting Agenda TBA

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)]

7.1 At REBES, we are committed to improving student academic achievement by meeting the needs of our students by developing a School-Parent Compact. The School-Parent Compact outlines responsibilities for improved student achievement. The handbook committee reviews the School-Parent Compact annually each fall. It is made up of teachers, parents, and students who determine needs and responsibilities. The School-Parent Compact is derived from our annual parent-improvement plan, survey information, and current needs. The School-Parent Compact will note the two parent teacher conferences, current progress, reasonable access to staff during and after school, opportunities to volunteer, and information and updates regarding observations of classroom activities.

7.2 The REBES School-Compact will be shared with students and families in the Fall.

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)] 8.1 REBES is provided with \$158,400 for Title

Title 1 for the 2026-2027 school year.

80% of \$87,752 is spent on the salary of one full-time interventionist that provides Tier III intervention in literacy and math. Funding was determined by students' academic needs.

Decisions for funding are determined by the district, administrators, and staff members who provide feedback based on academic needs.

8.2 Parents and family members are provided opportunities to give feedback each year during the annual Title 1 night, through parent surveys, and while preparing the school-parent compact.

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. *[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]*

A.5:The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan

summary/explanation.

[A.C.A. § 6-15-1704(a)(3)(B)]

A.6:The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:

to help organize meaningful training for staff and parents,

to promote and encourage a welcoming atmosphere, and

to undertake efforts to ensure that engagement is recognized as an asset to the School. [A.C.A. § 6-15-1702(c)(1)]

A.7:The School understands its obligation to 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 The informational packet 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:	R. E. Baker Elementary
School Engagement Facilitator Name:	Ashleigh Baxter
Plan Revision/Submission Date:	May 29, 2026
District Level Reviewer Name, Title:	Dr. Christie Jay
District Level Approval Date:	May 29

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Nick	Lyons	Principal
Lori	Knight	Principal
Johnna	Kosnoff	Community member
Ashleigh	Baxter	Counselor
Teressa	Bailey	Title I Interventionist
Andrea	Skaggs	Title I Interventionist
Katie	Aldridge	Parent

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or
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		<i>Community Member)</i>
Joceslyn	Crowther	Parent

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 501-371-8051.