

Elm Tree Elementary - Bentonville Schools 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 Elm Tree Elementary value parents as equal partners in the educational process and actively provide opportunities for them to contribute to school decision-making. Parental engagement is essential to the school's success, as families and guardians have a deep understanding of their children's unique needs. Their input plays a vital role in ensuring that all students receive the support necessary to thrive.

At Elm Tree Elementary, parents are involved in a variety of decision-making processes, including the planning, review, and improvement of educational programs. The school gathers feedback through parent surveys administered in both the fall and spring each year. These surveys provide the Elm Tree Parent Engagement Committee with meaningful insights into parent perspectives, including areas of concern, celebrations, and opportunities for growth. In addition, students are surveyed throughout the year, allowing the committee to incorporate student voice into school engagement efforts.

Families and community members are encouraged to share feedback year-round through multiple communication channels, including School Status Connect, email, in-person meetings, virtual meetings, written correspondence, and phone

calls. These opportunities allow school staff to gather valuable input that helps enhance the educational experience for both students and families.

Elm Tree Elementary also strongly encourages guardians and community members to volunteer in a variety of capacities throughout the school year. Volunteer opportunities include chaperoning field trips, preparing weekly communication folders, working directly with students, assisting with the book fair and picture days, supporting field day and other school events, helping plan and participate in holiday parties, attending awards assemblies, contributing to fundraisers, and supporting programs such as running club. Through these experiences, volunteers gain valuable insight and are able to provide meaningful feedback to help improve school activities and programs.

Guardians and community members are also invited to serve on the Elm Tree Elementary Parent and Family Engagement Committee, which reflects the diversity of the school population. Each spring, the committee reviews survey data to identify areas of need and success. Based on this information, the committee revises the Parent and Family Engagement Plan to better meet the needs of all stakeholders while aligning with the school's mission and vision. In the fall, a family survey is distributed and reviewed, with results guiding any additional updates or improvements.

Information about parental involvement, including opportunities to participate in school activities, is available on the school website. New families receive information about engagement opportunities during Open House or upon enrollment, ensuring all families are welcomed and informed about ways to become active partners in the Elm Tree Elementary community.

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 foster strong and effective communication with families, Elm Tree Elementary will implement the following practices:

- Provide informational materials to families electronically and/or in paper form through weekly Tuesday communication folders.
- Distribute a Parent Handbook that clearly outlines school policies, procedures, and important information.
- Share the Parent and Family Engagement Plan/Brochure prior to the start of the school year and with all newly enrolled families throughout the year.
- Utilize interest surveys to identify and communicate the recommended roles of parents, students, teachers, and the school.
- Offer information on opportunities for family involvement, including PTO participation and volunteer activities.
- Elm Tree Elementary will also provide a variety of events and opportunities designed to encourage family engagement, including Kindergarten Orientation, Open House, Back-to-School Night, Kindergarten and Fourth Grade Graduation ceremonies, the Fourth Grade Final Walk, and Rise & Shine Assemblies. A comprehensive system of communication will be maintained through Parent/Teacher Conferences, weekly Tuesday folders, an online calendar, email, weekly newsletters, the school website, social media platforms, and phone communication.
- Schedule a minimum of two Parent/Teacher Conferences annually, held in the fall and spring, with flexible scheduling options during and after school hours.

- Plan and implement additional activities that support and strengthen communication with families.
- Provide information regarding skills assessments, the report card grading system, and interpretation of computerized testing through curriculum nights and conferences.
- Share regular updates through the Monthly Wildcat Newsletter, teacher emails, classroom newsletters, the school website, social media, and School Status Connect.
- Send home Tuesday communication folders weekly and maintain up-to-date information on the school website.
- Notify families when students receive awards or special recognition, including at Rise & Shine Assemblies.
- Maintain consistent communication with families regarding both academic or behavioral concerns and positive student achievements.

To ensure clear and inclusive communication:

- Disseminate information in a clear, accessible manner using multiple formats, including printed materials, the school marquee, social media, the school website, hyperlinks, QR codes, teacher newsletters, and the Wildcat Weekly Newsletter.
- Provide translated communications to support non-English-speaking families as needed.
- Utilize Propio Language Services to facilitate in-person communication with non-English-speaking parents and guardians.

To further support family involvement:

- Offer a Volunteer Orientation in the fall and a Volunteer Appreciation Celebration in the spring.
- Distribute a volunteer interest survey to identify opportunities for involvement and match volunteer interests with school needs.

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); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B(ii))]

Multiple staff development opportunities are provided for teachers throughout the school year with a focus on successful ways to engage parents in their child's education as well as ways to communicate with parents effectively. Topics discussed but are not limited to the following:

- The value of Parental Involvement in all aspects of a student's education.
- The importance of communication with parents and the systematic ways for teachers to communicate with parents and families regularly.
- Responding to various parent concerns and resolving these concerns with solutions based on the school handbook.
- Providing teachers with ideas to involve parents and guardians in their student's learning process.
- Training for the office staff, support staff, and educators on how to make parents and families feel welcome without compromising school safety procedures.
- Participation in Conscious Discipline training for many staff members.
- OTUS training will be provided to support effective use of instructional and data management tools.

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)]

The school works to provide timely information for all activities and involvement opportunities such as scheduling Open House, Math and Literacy Curriculum Nights, and PTO Meetings where parents are given a report on the state of the school and an overview of what students will be learning, what should be expected from their child's education, how parents can assist to help make a difference in their child's education, how to access the district curriculum, methods of how students will be assessed, a review of student data from ATLAS Testing, and a review of the school's ACSIP plan with how the school plans to improve student achievement. Parents will provide input after this information is shared in order to provide parents with a chance to share their concerns about the information delivered. Parents will also be involved in the celebrations of students at Elm Tree through the Rise and Shine assemblies, where Student Awards for behavior and leadership in the classroom are recognized.

At the September PTO meeting, the Elm Tree Elementary administration will provide training and information to parents on how to monitor their child's grades and progress in our grading platform on OTUS, the state ATLAS Parent Portal, and how to work alongside with the Elm Tree Elementary educators to improve their child's achievement.

Materials and trainings will be provided to help parents work with their children to improve their children's achievement includes:

- A Math and Literacy Curriculum Night will be held to help further inform parents about the curriculum content as well as showcase what their child is learning.
- Weekly newsletters that provide standards and learning targets being taught to their children.
- A minimum of two face-to face parent-teacher conference opportunities throughout the school year to discuss each student's academic progress and social-emotional progress.
- Information will be provided about our district communication platform, School Status.
- Community parenting class notifications and schedules will be made available to parents and posted in the school newsletter.

Elm Tree Elementary will involve parents and guardians of our students of all grade

levels in various ways. Parents are always welcome in the school, and their support and assistance are encouraged. Some ways Elm Tree Elementary ensures this includes:

- Not having any school policies or procedures that would discourage a parent from visiting the school or from visiting a child's classroom.
- Have written procedures allowing parents to visit their child's classroom during school events (handbook)
- Training for office staff so that interaction with parents creates a climate in which parents feel valued and welcomed.
- Providing a Volunteer Orientation in the Fall and a Volunteer Appreciation Celebration in the Spring.
- Ensuring access to a dedicated Parent/Volunteer workspace.
- A Literacy Curriculum Night and Math Curriculum Night will be held during the school year to help educate parents on the different learning activities and classroom instruction happening for their child.
- Parents play an active role in planning, reviewing, and improving educational programs at Elm Tree Elementary. Feedback is collected through parent surveys each fall and spring, providing the Parent Engagement Committee with insight into key concerns, priorities, and successes. Students are also surveyed throughout the year to ensure their perspectives are included. This input helps guide goal setting and evaluate the effectiveness of school improvements.

To support the learning, classroom instruction, and overall involvement parents and guardians can actively participate in the following:

- Open House- August 7, 2026
- Volunteer Training- August 7, 2026
- Volunteer Training- September 9, 2026
- Grandparents' Day Lunch- September 11, 2026
- Book Fair- September 28- October 2, 2026
- Curriculum Night- September 24, 2026
- Volunteer Training- September 24, 2026
- Parent Teacher Conferences- October 22 and 28, 2026
- Fall Party- October 30, 2026
- Fall Carnival- November 6, 2026
- Fourth Grade Musical- November 17, 2026
- Veterans' Day Assembly- November 13, 2026

- Spelling Bee- December 1, 2026
- Winter Party- December 18, 2026
- Second Quarter report cards emailed- January 13, 2027
- Crayola Creativity Week- January 25-29, 2027
- All Bentonville Kickoff- January 29, 2027
- Valentine's Day Party- February 12, 2027
- Crystal Bridges Event for All Bentonville Reads- February 28, 2027
- Girl Talk- March 9, 2027
- Parent Teacher Conferences- March 16 and 18, 2027
- One West Art Show- April 9, 2027
- Second Grade Musical- April 15, 2027
- Talent Show- April 30, 2027
- Volunteer Appreciation- May 12, 2027
- Senior Walk- May 12, 2027
- Fun and Field Day- May 7, 2027
- Kindergarten Celebration- May 18, 2027
- Fourth Grade Celebration and Final Walk- May 18, 2027
- End of Year Celebration- May 20, 2027
- Final report card mailed- June 1, 2027
- Rise and Shine assemblies- every other Friday morning
- PTO Meetings- second Wednesday of the month

Parenting skills are promoted and supported at Elm Tree Elementary. To encourage responsible parenting, Elm Tree will:

- Purchase parenting books and magazines, as funds allow, and advertise available resources in school newsletters.
- Maintain a parent center in the library with materials available for check-out. • Plan and implement additional activities, as determined by the school, to support and promote responsible parenting, such as: weekly classroom newsletters; monthly Wildcat newsletters; school website links to educational and parenting resources; providing families with information on child and adolescent development; hosting a "Girl Talk" session for girls and a trusted female adult facilitated by the school nurse and counselor; and maintaining ongoing communication with parents through a variety of methods that reflect respect for diverse cultural backgrounds. Parents will also be informed of additional opportunities to participate in parenting trainings as needed.

Elm Tree Elementary will provide instructional opportunities for parents on how to incorporate developmentally appropriate learning activities in the home environment, including but not limited to:

- Scheduling regular Parent Involvement Meetings to support family engagement and communication.
- Providing information during Kindergarten Orientation and Open House prior to the start of the school year.
- Hosting Back-to-School Night in the fall to share important academic expectations and classroom information.
- Conducting Parent/Teacher Conferences in both the fall and spring semesters to:
 - Inform parents about what students will be learning.
 - Communicate grade-level expectations and academic standards.
 - Provide strategies for supporting and fostering learning at home.
 - Explain how students will be assessed, including both computerized and paper/pencil assessments.
 - Build understanding of the standardized testing process and set clear expectations for student progress.
- Distributing resources and information to help parents:
 - Understand how students can improve skills and meet class expectations.
 - Access support when needed.
 - Play an active and meaningful role in their child's overall education.
- Providing ongoing guidance to parents on incorporating developmentally appropriate learning activities at home.
- Engaging in additional activities, as determined by the school, to support parents in assisting with their child's learning.

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)]

Elm Tree Elementary recognizes that community resources are a valuable asset that strengthen school programs, family practices, and overall student learning.

To take advantage of community resources, Elm Tree will:

- Consider recruiting alumni to establish an alumni advisory commission that provides input, perspective, and guidance for continuous school improvement.
- Support the development and sustainability of a Parent Teacher Organization (PTO) to foster meaningful family and community engagement.
 - PTO leadership will be included, when appropriate, in decisions impacting students and families.
- Build partnerships with local organizations and agencies to enhance academic, social, and emotional supports for students.
- Engage in school-wide initiatives that connect students and families to community resources, including but not limited to:
 - Bright Futures
 - Elm Tree Gives Back
 - Sharing and Caring
 - Snack Pack Program
 - Bentonville Police Department
 - Bentonville Fire Department
 - Clayton Scott
 - Electric Cooperatives of Arkansas
 - Arisa Health
 - Trike Theatre
 - Bentonville Schools Foundation

- Identify additional opportunities to integrate community expertise and resources into classroom learning and school events.
- Promote volunteerism and mentorship opportunities that connect community members with students and staff.

Elm Tree Elementary will coordinate and integrate programs and activities with federal, state, and local programs by:

- Encouraging families to access early childhood opportunities, including the district preschool program at Tennie Russell Elementary and federally funded programs such as Head Start.
 - Information will be shared through the district website and wraparound services coordinated by district social workers.
- Offering incoming kindergarten students the opportunity to attend the “Kick Start Kindergarten” program prior to the start of the school year to support academic, social, and emotional readiness.
- Providing information regarding meetings and resources for families of 4th-grade students transitioning to middle school
- Supporting military-connected students and families by:
 - Addressing academic and social-emotional transition needs
 - Coordinating services with district and state military liaisons
 - Ensuring continuity of learning and access to appropriate resources
- Collaborating with local and state agencies to provide additional services aligned with student and family needs.

Elm Tree Elementary will continue to strengthen the Parent Teacher Organization (PTO) and ensure meaningful involvement in decision-making through the following activities, including but not limited to:

- Designating a welcoming and appropriate space for PTO meetings and collaboration.
- Conducting annual elections for PTO board members in accordance with established bylaws.
- Maintaining financial responsibility through independent budgeting and an annual audit process.
- Operating in alignment with district PTO guidelines and expectations.
- Hosting a beginning-of-year planning session to establish goals, events, and priorities for the school year.
- Holding monthly PTO Board meetings in collaboration with school

administration. • Publishing an annual meeting schedule each August to ensure transparency and advance communication with families.

- Encouraging teacher participation in PTO meetings, when feasible, to support event planning and fundraising decisions.
- Collaboratively planning and allocating funds raised through PTO efforts to directly benefit students and school programs.
- Promoting open communication between PTO leadership, staff, and families to ensure alignment with school goals and priorities.

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)]

N/A

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)]

N/A

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?*
 - **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)(A)]
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

N/A

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:	Elm Tree Elementary
School Engagement Facilitator Name:	Shelley Moore, Counselor
Plan Revision/Submission Date:	7/7/26
District Level Reviewer Name, Title:	Dr. Christie Jay
District Level Approval Date:	7/7/26

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>
Stephanie	Buerkle	Principal
Kristen	Kossover	Assistant Principal
Shelley	Moore	Counselor
Sarah	Ahten	Registrar
Blakelea	Leach	PTO Board President
Shakira	Fitzhugh	Parent
Tatum	Palmer	Team Lead
Kelsey	Elliott	Team Lead
Meg	Molli	Team Lead

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](#)