

Grimsley Junior High - Bentonville Schools Engagement Plan

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

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

This Parent and Family Engagement Plan is a living document that will be reviewed and updated annually. The GJHS plan was developed with input from stakeholders with the intention of increasing family engagement for the success of each student at Grimsley Junior High School. The committee will utilize results from the previous year's parent survey and student data to address the needs of students and their families.

The Parent and Family Engagement Committee will meet once a quarter to review our progress and plan accordingly. We hold Title I Family events in conjunction with our parent/teacher conferences. These events are designed to specifically encourage adequate representation of the families of children participating in our Title I program.

2: Communication

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

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*

- *ways for a family to get involved*
- *survey regarding volunteer interests*
- *schedule of activities planned throughout the school year*
- *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

Communication between home and school is regular, two-way and meaningful.

To encourage communication with parents, the school will:

1. Use a variety of communication tools to facilitate two-way interaction between parents and teachers that includes but are not limited to the following:
 - a. Daily announcements, email blasts, PeachJar, automated calls, Google Classroom, School Status Connect and the Home Access Center.
 - b. Social media - Facebook, Instagram and Twitter.
 - c. School webpage address that includes
 - Whom to contact and for what need
 - The school's parental & family engagement program
 - Information regarding PTO that includes events, volunteer opportunities and an application for membership

Meeting Dates: 2026-2027

August 6th Monthly PTO Meeting
 September 3 Monthly PTO Meeting
 October 1 Monthly PTO Meeting
 November 5 Monthly PTO Meeting
 December 3 Monthly PTO Meeting
 January 7 Monthly PTO Meeting
 February 4 Monthly PTO Meeting
 March 4 Monthly PTO Meeting
 April 1 Monthly PTO Meeting
 May 6 Monthly PTO Meeting

- Electronic access to the student handbook that includes the recommended role of the parents, teachers, students and school. Junior High Student Handbook:
<https://online.flippingbook.com/view/268902789/>
- Anti-Bullying Policy (Policy 4.43) – see page 36 of Student Handbook for detailed information.

2. Establish opportunities for parents and educators to share information such as student strengths and learning preferences.

ESL Information & Family Night November 2026

3. Use a variety of communication tools seeking to facilitate two-way interaction between parents and teachers that include but are not limited to conferences, phone calls, School Status Connect, emails postcards, and letters. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.

- a. All families will be provided access to a Grimsley Junior High School course description guide that will list courses offered, graduation requirements and other important information.
- b. Course syllabi will be provided to students.

4. Send report cards and make available regular academic update reports available to parents on the Home Access Center. Provide support services and follow-up conferences as needed.

- a. Semester report cards will be sent to parents.
- b. Emails or phone calls from teachers to parents as concerns arise.
- c. Seminar teachers and school counselors will contact parents as needed.
- d. Parents are encouraged to use Home Access Center to regularly monitor grades and their child's attendance.

<https://hac23.esp.k12.ar.us/HomeAccess/Account/LogOn?ReturnUrl=%2fhomeaccess>

5. Disseminate information on school policies, discipline procedures, assessment tools and school goals. Include parents in any related decision making process.

- a. School goals will be reported by the principal to parents.
- b. Student handbooks will be available to all students & parents.

6. Encourage immediate contact between parents and teachers when concerns arise.

7. Translate communications to assist non-English speaking parents when requested. The district will provide translators to assist non-English speaking parents at Parent/Teacher conferences, registration meetings, and all other meetings to enable parents to help their children improve their academic achievement and become active participants in the education of their children.

8. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure. Teachers will communicate via email, phone calls, school status connect, notes, letters and conferences.

9. All teachers will use a website or Google Classroom to allow parents access to their child's classroom instruction and assignments to facilitate parents taking an active role in their child's education.

10. Provide opportunities for parents to communicate with principals and other administrative staff.

- a. Email, School Status Connect, conferences, virtual meetings/conferences, meet the teacher night, open houses and other school events.

11. Promote informal activities at which parents, staff, and community members can

interact.

12. In an effort to assist in keeping parents informed, daily school announcements are placed on the school

website. Parents can also sign up to receive daily announcements electronically via school status connect.

a. Encourage parents to utilize the school website “PARENTS DIRECTORY” page to access information and assistance. <https://bentonvilleschoolsar.sites.thrillshare.com/>

13. The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents.

a. Host orientation sessions for new students.

New to District Informational Meetings Fall & Spring Family Building Tours July & August. Host “MEET THE TEACHER EVENING” so that parents can meet their child’s teachers. GJHS - Meet Your Teacher August 11, 2026

Back to School GRIMSLEY 101 July, 2026

c. Sponsor parent nights and meetings that address different components of junior high school, post-secondary or career education.

14. Signature forms will be collected indicating that parents have read the student handbook and parent and family engagement plan making sure that the parent fully understands how to resolve concerns.

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))]

1. Provide staff development in the following areas:
 - a. Effective communication techniques and the importance of regular two-way communication between the school and the family
 - b. How parents play an integral role in student learning
 - c. How to value input from parents
 - d. How to communicate with families
 - e. How to build ties between home and school
 - f. How to welcome families into the school
 - g. How to provide info in a language families understand
 - h. How to effectively respond to parent requests
2. Encourage immediate contact between teachers and parents when concerns arise.
3. Provide staff training on topics related to recognizing and capitalizing on the importance of positive, productive teacher/parent relationships.
4. The school's process for resolving parent concerns is outlined in detail in the School Handbook.
Who to contact first?
How/when to make initial contact.
Appropriate steps to take after the initial contact if assistance is still needed.

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 help parents in assisting students, the school shall:

1. During Parent/Teacher conferences, and Open House or separate meeting, parents are given a report on the state of the school as well as an overview of:

- a. What students will be learning
- b. How students will be assessed
- c. What parents should expect for their child's education
- d. How parents can assist with and make a difference in his or her child's education
- e. Special efforts will be made to notify parents of this presentation date

2. Provide instruction to a parent on how to incorporate developmentally appropriate learning

activities in the home environment and engage in other activities determined to help a parent assist in the student's achievement including literacy and technology.

3. Encourage active participation in physical activities, workforce education, community activities, and volunteerism.

4. Ensure that parents are informed and involved in the district wellness practices including BMI protocol, foods allowed in the school setting, opportunities for physical activity, and suggested resources that are available which encourage healthy, active living, nutritious meal planning and meal preparation.

5. GJHS students holding an IEP will receive individual instruction plans with specific goals as necessary.

6. Volunteer opportunities for parents. PTO coordinates many activities for volunteers. Meetings will begin at 9:00 am. Google meeting ID and password will be emailed to members and placed on student announcements the day preceding the meeting.

· Email PTO at grimsleypto@gmail.com Link to join GJHS PTO

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:

1. Engage in other activities that the school determines will use community resources to strengthen school programs, family practices, and student learning.

- a. The school will seek support for students and parents by contacting the local businesses for coupons and prizes for activities and events.
- b. Student organizations with the assistance of parents and teachers will provide service to non-profit agencies in the community.
- c. Develop partnerships with local businesses and service groups.
- d. Business & industry partners will be utilized during VITAL LINK, a program that allows 8th grade students to job shadow in the community for two days.
- e. Student organizations with the assistance of parents and teachers will provide service to non-profit agencies in the community.
- f. Provide a list of resources when needed to parents at any time.
- g. Offer opportunities for families to explore “What’s Next” for their students in career studies pathways at Bentonville West High School through events like “BE PRO BE PROUD” showcase night highlighting high wage technical careers.

GJHS Website:

<https://bentonvilleschoolsar.sites.thrillshare.com/o/gjhs>

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)]

GJHS receives Title 1 funding. Title 1 funds are utilized to provide enrichment and promote growth for qualifying students. A special Title 1 event will be held for families of students receiving Title 1 services to inform them of the program's efforts along with their rights under Title 1.

Title 1 Family Night September 2026

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)]

GJHS will meet the necessary stakeholders to develop a School-Parent Compact. The School-Parent Compact will outline the roles of parents, students, and school staff to improve academic achievement.

Conferences will be held in both the fall and spring. Fall Parent / Teacher Conferences Sept. 22 & 29 (3:50-7:30), Nov 10 (3:50 - 7:30 pm) Spring Parent/Teacher Conferences March 9 (3:50 - 7:25pm)

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)]

GJHS receives Title I funding. The funding is used to pay the salary of an interventionist for literacy to better serve students' academic needs. In addition to staffing, the remaining funds are utilized to host family engagement events on campus.

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:	Grimsley Junior High
School Engagement Facilitator Name:	Lindsey Davis and Lauren Harris
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Gary	Peisert	PTO President
Skyler	Brown	Principal
Devonte	Britt	Assistant Principal
Nicole	Shockley	Assistant Principal

Gary	Simmons	Teacher
Alexa	Reynolds	Teacher
Amy	Holland	Teacher
Emily	Smith	Teacher
Kennedy	Martsching	Teacher

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](#)