AR
Barling Elementary School (Fort Smith School District)
1400 D Street
Barling AR 72923
479-452-0211

School Engagement Plan

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)]*

The school involves parents on school improvement planning committees. To support this process, the school offers both school staff and parents training on how to contribute to this process in a meaningful way. The school engages parents in decision making regarding the allocation of Title I, Part A funds for parental involvement. The school engages parents in the annual evaluation of the Title I, Part A program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents/guardians, and school staff. The Title I committee made up of teachers, parents, and school staff will determine the effectiveness of the parental involvement plan and make changes if warranted. The school gathers evidence about the satisfaction with the program and the school's efforts to increase parental involvement. Specific information on the growth in number of parents participating in workshops and meetings, specific needs of parents, the effectiveness of specific strategies, and the engagement of parents in activities to support student academic growth is collected. The school meets with parents of students to provide information about their involvement in the decisions affecting course selection in their student's secondary education. Information regarding career planning and post-secondary opportunities is provided for the parents.

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 interest s*
- *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)]*

The school sends notes home with students, post notices in school facilities, and communicates through Class Dojo information regarding parent workshops and meetings. The school uses the student handbook, school website, signage at the school entrance, and parent orientation meetings for information regarding Schoolwide Title I Plan. The information includes how to get a copy of the Schoolwide Title I Plan. These meetings include parent training sessions to help parents understand how to enhance their child's education. These meetings include family reading and/or science nights that provide opportunities for parents and their children to experience the school situation in a positive and helpful manner with school staff providing any needed assistance or encouragement. Teachers hold conferences individually with parents of children in their classrooms. Parents are given a summary of student test scores and an explanation of the interventions teachers use to assist the child in reaching achievement goals. Parents are encouraged to engage in supporting these efforts. Parents are given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning: Special Parent Lunches, Book Fair Helpers, Veteran's Day Assembly, Family Nights, Grandparents Day, Awards Presentations, Field Day Volunteers, Family Science and Math Nights, Purple Up Military Families Breakfast, district-hosted Parent Education Workshops, Open House, Parent-School Organization Choir Concerts, various committees, and special events. The school also distributes informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students/school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year, and information about the system of communication for parents and guardians with teachers (notes, phone calls, e-mail, etc.).

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)]

Each year, teachers and administrators participate in required professional development courses on parent and family engagement. The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. These courses include but are not limited to:

PIB18054 is "Family and Community Engagement: Inviting Caregivers and Community Partners into School"
PIG16079 is "The Arkansas Guide for Promoting Family Engagement through Age Eight"
PIC14447 is "The Six Components of Parental Involvement for Teachers"

For further information about parental involvement, please refer to pages 25-29 of the Student Handbook. For procedures on parental rights to complaint resolution, please refer to pages 75-77 of the Student Handbook. Parents are provided yearly with a copy of the handbook.

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)]

The school distributes a calendar of information to parents via Class Dojo that is developed with participation of the parent/school organization, principal, staff, and parent volunteers. It includes school news and a calendar of school activities. Each teacher sends home a folder containing student papers and work samples each week. Parents are asked to sign the folder and send it back to school. The school provides parents reports and report cards with information regarding their child's academic progress and upcoming classroom and school events. The school sends a letter attached to test scores to parents/guardians explaining how to read test results and standardized test scores. The school sends notes home with students, post notices in school facilities, and communicates information through Class Dojo regarding parent workshops and meetings. The school provides a list of volunteer opportunities and solicits ideas for other types of volunteer efforts. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers to put them at ease and make the experience pleasant and successful. The school works with Chaffin Middle School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. Chaffin Middle School will host special orientation programs for parents and students to help with the transition. Instruction is provided to parents for incorporating developmentally appropriate learning activities in the home environment, including without

limitation: role play and demonstration by trained volunteer, the use of and access to the Arkansas Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at home parental instruction approved by the Arkansas Department of Education. Barling Elementary meets the state requirement as follows: Parents may check out materials through the Parent Resource Center. The school promotes and supports responsible parenting. As funds are available, the school will purchase reading materials, DVDs, and CDs on responsible parenting. These materials are available for check-out through the parenting centers located in our school. The school provides parenting centers with pamphlets, information, and resources to check-out for parents/guardians. The school includes in the policy handbook the school's process for resolving parental concerns which include how to define a problem, who to approach first, and how to develop solutions. The principal of the school designates a certified staff member who is willing to serve as a parent facilitator. For further questions, please contact Miranda Watson or Kandace Weisenfels at 479-452-0211.

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)]*

The school uses community resources by recruiting alumni of the school who act as advisors and provide advice and guidance for school improvement during meetings. The school promotes and supports responsible parenting. The school enables the formation of a Parent-Teacher Organization that fosters parent and community involvement with the school. The school coordinates and integrates parental involvement strategies under other programs such as the Head Start Program, Parents as Teachers Program and Home Instruction Program for Pre-School Youngsters, and state run Pre-School programs. Some other programs that provide supports for parents include:

-Partners in Education
-We include preschool students and families in Parent and Family Engagement activities.
-Parent Teacher Association
-United Way
-Community Clearinghouse

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

6.1: *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*

- *the requirements of Title I and the School's participation*
- *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*

[ESSA § 1116(c)(1)]

The school will conduct an Annual Title I Meeting for parents of the students who participate in the Title I, Part A program. The school notifies parents through school-site postings, notes, and Class Dojo messages. This meeting will be held September 2026. During this meeting, parents are informed of the requirements of Title I and the school's participation, as well as ways that parents can be involved.

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)]

School staff, parents, and students have developed a school-parent-student compact. This compact outlines how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders sign the compact.

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)]

Initial ideas for parent and family engagement activities are brainstormed with the School Leadership Team and then the staff. The principal hosts Coffee with the Principal during the school year to gather ideas from parents about what is working well. During this time, family engagement activities and programs are shared and discussed with parents and input about the activities is given from the parents. Parents are also given the opportunity to share ideas of things that they would like to see at our school.

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:	Barling Elementary School

School Engagement Facilitator Name:	Kandace Weisenfels

District Level Reviewer Name, Title:	Caroline Neel, Director of Strategic Initiatives and Federal Programs
District Level Approval Date:	**July 15, 2026**

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)***
Miranda	Watson	Principal
Amanda	Ming	Assistant Principal
Kandace	Weisenfels	School Counselor/Parent Facilitator
Jennifer	Cupp	Title 1 Elementary Specialist
Jamie	Allen	Teacher/Parent
Shea	Tackett	PTA President/Parent
Rachel	Burton	Teacher/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.