

Washington Jr. High School 2025-2026 Parent 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)]

This Parent and Family Engagement Plan is a living document that will be reviewed and updated annually. The WJHS plan was developed with input from stakeholders with the intention of increasing family engagement for the success of each student at Washington 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. Committee Members are as follows:

- Timothy Sparacino , Principal
- Nate Little, Assistant Principal
- Blake Cook, Assistant Principal
- Erin Wilhelm, Bookkeeper
- Julie Kramer, Counselor
- Marla York, PFE Facilitator
- Elizabeth Shelby , Parent
- TBD, PTO Board Member

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 which are scheduled for Sep 23, 2025 , Sep 30, 2025 , Nov 11, 2025 , and March 10, 2026.

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.

- ❖ Prepare family kits appropriate for families who have children in grades 7-8, describing:
 - The recommended role of the parent, student, teacher, and school.
 - Ways for the parents to become involved with the school in their child's education.
 - Join the Parent-Teachers Organization
 - Attend scheduled Parent/Teacher Conferences
 - Attend the school's Open House
 - Communicate through email or phone calls with the school/teachers
 - Contact the Counseling Office for assistance with academic planning and/or other relevant issues affecting your child's education
 - Volunteer to sponsor or help with various school activities and/or functions through PTO
 - Use Home Access Center
 - Connect to the school's social media and online information networks
 - Activities are planned throughout the school year to encourage parent involvement.
 - Parent/Teacher conferences— 9/23/25, 9/30/25, 11/11/25, 3/10/26
 - Parent/Student Orientation
 - Wildcat Welcome - 8/1/25
 - Open House – 8/11/25

- Spirit Nights – TDD
 - Athletic events
 - Parent Book Club – 10/21/25, 12/9/25, 2/10/26, 4/14/26
 - Awards Assembly – 5/22/26
 - ESL Newsletter –
 - Parent Meetings for upcoming students
 - S.S.P. Conferences – March 2026
 - A system to allow the parents and teachers to communicate in a regular, two-way, meaningful manner with the child's teacher and the school principal.
 - Email
 - School mailings
 - Home Access Center (Daily access to current grades and attendance)
 - Telephone calls
 - Conferences
 - School Website
 - School and Teacher Google Classrooms
 - Facebook page
 - Instagram
 - Twitter
- ❖ To encourage communication with parents, the school shall schedule no less than two (2) parent-teacher conferences per school year.
- Parent/Teacher conferences– 9/23/25, 9/30/25, 11/11/25, 3/10/26
 - S.S.P. Conferences – March 2026
- ❖ Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.
- Email
 - Telephone calls
 - Conferences are scheduled on an as-needed basis
 - School mailings (letters, postcards, newsletters, etc.)
 - School and teacher websites
 - Facebook page
 - Instagram
 - Twitter
- ❖ Establish opportunities for parents and educators to share “partnering” information such as student strengths and learning preferences.
- Conferences are scheduled on an as-needed basis
 - Sharing information pertinent to the student and/or the parent through the Counseling Office
- ❖ Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.
- Course Description Guides

- Class syllabus
- SSP Conferences
- School Calendar
- Student Handbook
- Club meetings
- Announcements
- Counseling Department
- School and teacher websites
- Facebook page
- Twitter
- Instagram
- WJHS Daily Email
- ❖ Send report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
 - Regular report card notices
 - Emails or phone calls are used if a student receives consecutive zeros
 - CATS Cafe – (During Lunch Homework lab assigned by teachers)
 - Math Tutoring
 - Home Access Center to monitor grades
 - Priority time
- ❖ Disseminate information on school policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.
 - Student handbook (online and hard copies distributed as needed)
 - Hold conferences with parents at least twice a year, with follow-up as needed
 - PTO meetings with the principal and teacher representatives
 - Student Handbook Committee includes parent representatives
 - Parent meetings
- ❖ Encourage immediate contact between parents and teachers when concerns arise.
 - School policy per teacher handbook
 - Teacher in-service training
- ❖ Distribute student work for parental comment and review on a regular basis.
- ❖ Translate communications to assist non-English speaking parents.
 - School forms are available in Spanish
 - Translators are provided for conferences when necessary.
- ❖ Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
 - Awards and certificates will be given to students for effort, leadership, and achievement in various areas of learning.
 - ESL Recognition Night
 - Teachers are encouraged to contact parents when there is a positive report concerning their students.
- ❖ Provide opportunities for parents to communicate with principals and other administrative staff.

- Email
- Telephone
- Scheduled conferences
- PTO meetings
- Facebook page
- Twitter
- Instagram
- Any scheduled school activity
- ❖ Promote informal activities at which parents, staff, and community members can interact.
 - Locker Day
 - Open House
 - 8th Grade Picnic
 - Student performances and athletic events
 - ESL Parent Nights
 - PTO gatherings
 - Spirit Nights
 - Field trips
 - Watch Dog Dads
 - Academic Nights (Maker space, Tinkerfest, Fine Arts)
- ❖ Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.
 - Parent involvement workshops
 - Monthly faculty meetings
 - SSP Conferences
 - Teacher handbook
- ❖ Establish a policy for parent and classroom visitation
- ❖ Review and update the Parent Involvement Plan regularly based on parent feedback.
- ❖ WJHS is committed to providing reasonable access to School Staff in the following ways:
 - WJHS webpage with staff contact information, calendar of events, and school news.
 - Social Media: Facebook, Instagram, and Twitter. @gowjhswildcats
 - WJHS Parent and Family Engagement plan will be available on the website and an abbreviated version in the form of a brochure will be available for those who would like a paper copy.
 - If Parents have any questions they may contact Marla York, 7th-grade counselor and Parent and Family Engagement Facilitator at 479-254-5365 or email at mayork@bentonvillek12.org

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)]

- ❖ Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.
 - Parent involvement workshops
 - Monthly faculty meetings
 - SSP Conferences
 - Teacher handbook
- ❖ Encourage immediate contact between teachers and parents and when concerns arise.
 - School policy per teacher handbook
 - Teacher in-service training
- ❖ Provide staff training on topics related to recognizing and capitalizing on the importance of positive, productive teacher/parent relationships.
 - Equal partners
 - Responding to parent requests
 - Supporting student learning
 - Resolving conflicts
- ❖ 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)]

- ❖ 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.
 - Communicate the importance of positive relationships between parents and their children.
 - Parent Conferences
 - Parenting Information Center in Counseling Suite
 - Reach out to all families, not just those who attend parent meetings.
 - School website
 - Parent letters
 - Twitter
 - Facebook page
 - Instagram
 - Daily announcements emails
 - Create parent centers
 - Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services.
 - WJHS Library
 - Hallway Pamphlet Holder and Bulletin Board
 - Link parents to programs and resources within the community that provide support services to families.
 - School district website
 - WJHS Counseling Department
 - WJHS Community Resource Informational Sheet
 - Student Advocate
- ❖ Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting.
 - Establish policies that support and respect family responsibilities.
 - Encourage staff members to demonstrate respect for families and the family's primary role in rearing children to become responsible adults.
 - Provide instruction to parents on developmentally appropriate learning activities in the home environment, health and nutrition information, and

distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community as needed.

- Counseling Department
- Student Advocate
- School Nurse

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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)]

WJHS 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.

To take advantage of community resources, the school shall:

- ❖ Contact alumni from the school to create an alumni advisory committee to provide advice and guidance for school improvement.
- ❖ Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community.
- ❖ Foster student participation in community service.
- ❖ School clubs, organizations, and seminar class projects
- ❖ Community stakeholders will be invited to collaborate and be involved in the education of students.

- Vital Link-local businesses are involved in allowing students to job-shadow in the community for two days.
- Class speakers
- Assembly programs
- ❖ Involve community members in school volunteer programs.
- ❖ Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education.
- ❖ Inform staff members of the resources available in the community and strategies for utilizing those resources.
 - Flyers and brochures made readily available to staff
 - Guidance and Counseling Office
 - Student Advocate

Parent Facilitator and Committee Members

Marla York is the WJHS Parent Involvement Facilitator and can be reached at 479-254-5365 mayork@bentonvillek12.org.

Committee Members: PTO Representative (TBD); Elizabeth Shelby, Parent Representative; Timothy Sparacino, Principal; Blake Cook, Assistant Principal; Nate Little, Assistant Principal; Marla York, Parent Facilitator; Julie Kramer, Counselor.

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)]

WJHS schedules an annual Title I parent meeting to ensure that parents are informed about the requirements of the school's participation and the parents' rights under Title I.

Title I Meeting Agenda:

- What is Title I?

- Curriculum
- Assessments
- Proficiency Levels
- Parents' Rights
 - Involvement
 - Decision Making Process
- The Role of Interventionists
 - Curriculum
 - Exit Process
- Key Contact Information

[WJHS Title I Parent Meeting Slides](#)

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)]

Washington Jr. High School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:** Washington Jr. High School will provide a supportive and effective learning environment by providing intervention time, differentiated instruction, highly qualified teachers in each classroom, and a Title

I certified instructor in literacy to meet the State's student academic standards, and the needs of students.

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** These conferences may be held virtually. The final decision will be made by the district administration. The district office and the schools will continue to monitor safety and health regulations provided by the Arkansas Department of Health and the Office of the Governor.
3. **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:** Washington Jr. High School parents will have access to their child's grades at all times via Home Access Center (HAC) (<https://grades.bentonvillek12.org/>). Interim progress reports will be prepared and communicated to parents after each three-week period.
4. **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:** Parents can email their child's teacher at any time, or they can call and schedule an appointment to meet with the teacher (in-person or via Google Meet). Please allow 24 hours for e-mail replies from teachers during the workweek. Parents may meet with parents during the school year virtually.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:** Our PTO, in collaboration with the WJHS administration, coordinates many opportunities for parents to volunteer.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Monitoring my child's attendance and send to school each day on time; ensuring that if an absence or tardy occurs that proper documentation or notification is provided to the school**
- **Making sure that assigned homework is completed, including reading logs**
- **Monitoring amount and content of television and video games my child watches/plays**
- **Volunteering in my child's classroom, when able**
- **Participating in decisions relating to my child's education**
- **Promoting positive use of my child's extracurricular time**
- **Staying informed about my child's education**
- **Communicating with the school by reaching out to the teacher first if an issue or concern arises**

- Promptly reading all notices from the school or the school district, either received by my child in his/her Tuesday Folder, by mail, or by email, and responding in a timely manner
- Serving, to the extent possible, on policy advisory groups or other school improvement/involvement groups

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school every day and be on time to all classes
- Come to school prepared and with necessary materials
- Follow school expectations and procedures
- Respect all CMS staff, students, and property
- Maintain a positive attitude towards learning and our ability to succeed
- Complete assigned homework and ask for help when needed
- Read assigned time length outside of school time
- Give to our parents, or the adult who is responsible for our welfare, all notices and information received by me from my school every day

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)]

WJHS allocates Title I funds in the following manner:

- Pay half of our interventionists salary (LJHS pays the other half).
- Secure materials and supplies to support our interventionists efforts to improve student achievement in both literacy and math.

- Provide our interventionists and teachers with professional development opportunities designed to ultimately improve student achievement.

The WJHS budget committee (Erin Wilhelm, Tim Sparacino, Blake Cook, and Nate Little) collaboratively determines budgeting priorities after evaluating student achievement data, Rtl screeners, and the needs of our interventionist.

Faculty, staff, and community input is sought annually on school goals and budgeting priorities.

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:	Washington Jr. High
School Engagement Facilitator Name:	Marla York
Plan Revision/Submission Date:	May 1, 2025
District Level Reviewer Name, Title:	Dr. Christie Jay
District Level Approval Date:	Jun 1, 2025

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)
Marla	York	Parent Facilitator

Tim	Sparacino	Principal
Blake	Cook	Assistant Principal
Nate	Little	Assistant Principal
Erin	Wilhelm	Bookkeeper
Julie	Kramer	Counselor
Stephanie	Jones	Parent
Megan	Irish	Parent
Rebecca	Kirby	Parent
Jill	Smallwood	Parent, PTO President

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](#)