

2024-2025 JKC Family and Community 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)]

Jonesboro Kindergarten Center will engage parents in the annual evaluation of the Title I, Part A Program's parental engagement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff. The Title I committee, made up of teachers, parents, and school staff, will determine the effectiveness of the parental engagement plan and make changes if warranted. JKC families are encouraged to sign up for our FACE Plan Development Committee as they register their kindergarteners in April. While collecting evidence about satisfaction with the program and the school's efforts to increase parental engagement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in the number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. (1.1)

Parents are asked to complete a survey at the end of the year to evaluate each program and give suggestions for the following year. The survey will be sent via email and on SeeSaw. Parents may submit comments to the district if the Title 1 School Wide plan is dissatisfaction. The comments will be reported to the district office. Parents will be invited to serve on the Parent Family Engagement (PFE) Committee. To ensure we are including a diverse group of parents from our student body, we will also survey faculty & staff each year for a list of parents who may be candidates for this planning and evaluation team. A cross-section of the student population will be taken into account to ensure all or most demographics are represented. JKC shall enable the formation of our

PATHS group (Parents and Teachers Helping Students), an organization that will foster parental and community engagement within the school. PATHS meetings are held regularly throughout the school year giving families opportunities to contribute to this process in a meaningful way. JKC will involve parents on school engagement planning committees. To support this process, JKC will offer both school staff and parents training on how to contribute to this process. Parents can submit comments to the Family and Community Engagement Facilitator if the Title I Schoolwide Plan is not satisfactory. All comments will be turned in to the district office. (1.2)

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)]

JKC will distribute Parent Information Packets each year that include general information for parents, a description of the district Family and Community Engagement Plan, recommended roles, a survey regarding volunteer interest, a list of activities planned throughout the school year, and ways parents can help by volunteering. JKC will send families a "Beginning of the Year Survey" annually to get additional comments and feedback on how we may be able to improve our current parent and family engagement needs. The district will also send out a Parent Survey in the Spring to gather more information from parents. JKC will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation. We will gather additional feedback from families during our Parent Involvement Lunch in the Spring. Teachers will hold individual conferences in the Fall on October 24, 2024, and Spring conferences on March 20, 2025, with parents of children in their classrooms. Conferences may be held virtually through video

conferencing programs such as Zoom to accommodate families as needed. Parents will be given a summary of student test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in a discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. If more conferences are needed, the parents will be contacted. JKC will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

- Mentor - Throughout the year
 - Tutor - Throughout the year
 - Title 1 Parent Meeting - August 19, 2024 at 5:30
 - Open House/Meet the Teacher - August 20, 2024
 - Parent-school organization - PATHS - monthly meetings
 - Grandparents Day "Donuts with Grownups" & JKC's Book Fair - September 13-20, 2024
 - Fall Festival
 - Thanksgiving Lunch - November
 - Holiday Programs - December
 - Sweetheart Luncheon - February
 - Water Day - May 23, 2025
 - Spring Fling - May 16, 2025
 - Graduation Programs - May 20, 21, and 22, 2025
 - Various committees - Throughout the year
 - Various Field Trips – Throughout the year
- (2.1)

JKC will use the school website, <https://www.jonesboroschools.net/Domain/9>, to house classroom websites for each teacher. Homework assignments and pertinent classroom information will be available on classroom websites. Parents may use email to communicate with members of the school staff. Each teacher will send home a color-coded Nicky folder, one color for each different color pod. It will contain student papers and work samples each week. Parents will be asked to sign a parent notification sheet in the Nicky folder and send it back to school. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. JKC will provide parents with report cards every quarter with information regarding their child's academic progress and upcoming classroom and school events. JKC will send parents a parent-friendly letter in the first report card that explains their child's test results and standardized test scores. JKC will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings. Facebook and Instagram will be used to communicate with parents and teachers. JKC will make parents and teachers aware of the SeeSaw and Remind apps to keep parents informed. JKC will send home notes in Spanish and provide translators for meetings and conferences to ensure that our non-English-speaking families stay informed. The School Engagement Plan will be posted on the district website, <https://www.jonesboroschools.net/Domain/9>, including a "user-friendly" edition for ease of understanding. A district parent-friendly plan will be sent to the families of every student. The name and contact information of the district FACE facilitator will also be included, along with contact

information. Cindy Thompson, cindy.thompson@jonesboroschools.net or 870-933-5800. Our building FACE facilitator for the Kindergarten Center is Paige Cothorn, contact information is as follows, paige.cothorn@jonesboroschools.net, or by calling our office at 870-933-5835. (2.2)

JKC will hold an orientation for parents to inform them about the school's participation in the Title I program and encourage parents to be involved with reviewing and revising the School's Title I Plan. This will take place on August 19, 2024, at JKC. This meeting will be held from 5:30-6:30 and made available virtually to accommodate various family schedules. (2.3)

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))]

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 new 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.

JKC will ensure that all teachers and administrators meet the yearly professional development requirements required by the State and school district.

Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role-play and demonstration by a trained volunteer, the use of and access to the 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 Department of Education. Open House and other Parent Nights will be conducted throughout the year to ensure that parents play an integral role in assisting student learning.

Jonesboro Kindergarten Center will provide parents and community members opportunities to support the instructional program through such programs as Junior Auxiliary, and Lunch Buddies.

JKC shall enable the formation of our PATHS group, an organization that will foster parental and community engagement within the school.

JKC will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during the orientation of parents. Teachers will explain the requirements of the PATHS program and encourage them to become involved in the school.

JKC will work with community preschool programs, JPS Pre-K Centers, and Magnet Schools: Health Wellness and Environmental Studies, International Studies, Math and Science, Leadership, and Visual Performing Arts, to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities.

JKC will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the following topics:

- Parents play an integral role in assisting student learning
- The value and utility of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- How to implement and coordinate parent programs and build ties between home and school
- How to welcome parents into the school and seek parental support and assistance
- How to provide information in a format, to the extent practicable, in a language the parents can understand
- How to respond to parent requests for parent and family engagement activities

Included in the Jonesboro Public School's policy handbook is the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. (3.1)

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)]

Newsletters, social media posts, Remind and SeeSaw messages will inform parents of the volunteer opportunities coming up weekly and/or monthly and who to contact for the volunteer activity. Notices and electronic messages are also sent to provide information to parents about upcoming volunteer needs. This allows parents and community members the opportunity to support the instructional program through guest speakers, tutoring programs, mentoring, and volunteer opportunities. (4.1)

Parents will have assistance and instruction in understanding academic standards, all assessments, Title 1 requirements, and strategies to support their child's academic progress. There will be two Parent/Teacher conferences held during the school year. The first conference will be on October 24, 2024. The second conference will be on March 20, 2025. Parents will be provided with a description and explanation of the curriculum in use, as well as student academic assessment results with interpretations of the results. JKC will provide parents with reports/report cards every nine weeks regarding their child's academic progress. JKC will provide parents with newsletters, notes, and reminders of upcoming classroom and school events. (4.2)

JKC offers a preview night, during the second semester, to allow prospective students and their parents an opportunity to view the campus and classrooms. A Parent Information meeting will be conducted at the beginning of the school year to give parents insight into expectations and procedures. This meeting will be held on Aug. 19, 2024, at 5:30 p.m. at JKC and then made available virtually to families that are unable to attend. JKC will provide orientation training to parents and community members by the staff members and/or volunteers in charge of the various school volunteer programs. The training provides information to volunteers to ensure their volunteer experience is pleasant and successful. (4.3)

Newsletters will inform parents of the volunteer opportunities coming up weekly and/or monthly and who to contact for the volunteer activity. Notices and electronic messages are sent to provide information to parents about upcoming volunteer needs. This provides parents and community members the opportunity to support the instructional program through guest speakers/readers, Junior Auxiliary, PATHS, and Lunch Buddies. JKC offers a preview night, during the second semester, to allow prospective students and their parents an opportunity to view the campus and classes at JKC. The night also offers the opportunity to meet and question all staff members about the academic programs and aspects of JKC. JKC will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts. Teachers will explain the PATHS program and encourage the parent(s) to become involved in the school. The PFE committee will work with parents to participate in school decisions together, develop school goals and priorities, and evaluate the school's improvement plan for the effectiveness of the plan. (4.4)

JKC will have a parent center, to help parents help their children. Parent center hours of operation are Monday-Friday 8:00-3:00. Items available are made public through the [library web page](http://libraryatjkc.weebly.com), (libraryatjkc.weebly.com) and in the information packet. The materials and resources will help parents learn how to incorporate developmentally appropriate learning activities in the home environment. Materials may be checked out at the request of the teacher or parent and kept for two weeks.

Materials in the parent center are aligned with state academic standards and can be used to help families support their student's academic progress. Teachers may check out items to be sent home with students if the family requests materials for their students. Parents may also access a computer and printing capabilities in the library, as needed. (4.5)

Parents will also be informed about the ADE website and tools for parenting in the parent packet. [Division of Elementary and Secondary Education - Stakeholders - Parents and Families](#). JKC will provide materials, training, and role-play to help parents work with their children to improve their child's achievement, such as literacy training and using technology and assistance with nutritional meal planning, to foster parent and family engagement. (4.6)

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)]

JKC maintains a Community Resource page on the JKC Library website where parents have access to commonly needed community resources such as food banks, language assistance, transportation, and housing. A link to the information is sent to all parents at the beginning of the school year in the JKC Information Packet. [Community Resources](#) (5.1)

JKC will take advantage of community resources; the school shall consider recruiting alumni from the school to create an alumni advisory committee to provide advice and guidance for school improvement. JKC will include its school engagement plan in the school's improvement plan. JKC shall enable the formation of our PATHS group, an organization that will foster parental and community

engagement within the school. JKC will coordinate and integrate parental involvement strategies with community involvement strategies under other programs, such as:

- A parent support group will continue to function under the name PATHS (Parents And Teachers Helping Students).
- “Donuts with Grownups” will be held in September during our school’s Book Fair inviting grandparents, family, and community members into the school to build relationships with teachers and families while promoting the love of literature.
- Cornerstone United Methodist Church and the Northeast Arkansas Food Bank provide underserved families with a backpack of food each Friday. Several anonymous individuals donate items of food for the backpacks.
- The local Junior Auxiliary provides a tutoring program to students as well as, donating items to help support our students.
- Highland Drive Baptist will provide additional volunteers to help students and families throughout the school year as well as become lunch buddies with students.
- Jonesboro High School Student Council members work with individual students through their Big Canes mentoring program.
- Special speakers will be utilized by local service providers, businesses, community resources, and programs.

JKC coordinates with community daycares and preschools to hold transition conferences in the spring for children who will enter kindergarten the following August. Participants include JKC administration, School psychology specialists, Special Education department representatives, parents, and daycare teachers or therapists. Decisions are made concerning support services for kindergarten and discussions are had about the student's needs.

JPS behavior interventionists provide support to incoming JKC students throughout the summer by doing observations, making calls, and home visits to help families with enrollment, as well as assisting families in connecting with services such as school-based mental health, medical appointments, and speech therapy. To help parents ready their children for kindergarten, the interventionists provide information on kindergarten readiness skills to practice, potty training information, and behavioral support. They can also help families make appointments with physicians for school physicals and hearing and vision screenings if needed. Community resource information such as food pantry and clothes closet locations and free summer programs through the library and parks and recreation are provided. (5.2)

JKC shall enable the formation of our PATHS group, an organization that will foster parental and community involvement within the school. JKC will involve parents on school improvement planning committees. To support this process, JKC will offer both school staff and parents training on how to contribute to this process in a meaningful way. (5.3)

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)]

Jonesboro Kindergarten Center will hold its annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of the school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. This meeting will be held on August 19, 2024. Erin Odom, principal at JKC will conduct this meeting at JKC at 5:30, then it will be made available to families virtually who are unable to attend to accommodate their schedules.

 Title 1 Meeting.pptx

JKC will hold an annual Title I meeting that will inform parents and families of the requirements of Title I and the school's participation and the parents' rights under Title I.

For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, sign-in sheets, and minutes for this meeting must be generated separately from any other events and kept on file in the school's office. (6.1)

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)]

Jonesboro Kindergarten Center staff, parents, and students will work together to develop a School/Parent/Student Compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement. This compact will also outline the means by which the school and parents will build and develop a partnership to help students achieve the state's high academic standards.


Teachers will hold individual conferences in the Fall on October 24, 2024, and Spring conferences on March 20, 2025, with parents of children in their classrooms. Parents will be given a summary of student test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in a discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. If more conferences are needed, the parents will be contacted.

JKC will provide parents with report cards every quarter with information regarding their child's academic progress and upcoming classroom and school events.

Parents have many opportunities to connect with teachers, including conferences, emails, phone calls, SeeSaw, the Remind app, Facebook pages, websites, and Instagram. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. Opening up two-way, meaningful opportunities for communication.

Surveys will be conducted in order for parents to choose ways they would like to volunteer. These printed surveys will be sent home in student folders or electronically using Google Forms via SeeSaw. Parents will be encouraged to return or complete these surveys.

Parents will be notified of multiple ways in which they can volunteer and observe classroom activities throughout the year. (7.1)

This School/Parent/Student Compact will be handed out at the beginning of the school year in the information packet given to families during or after the registration process. (7.2)  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)]

FACE funds have been used to purchase parent communication folders, and materials to support families in our Parent Center. TransPerfect a program used to translate information to non-English-speaking families. Resources needed to host parent involvement events, such as Donuts with Grownups, JKC Pre-view Night, and our Parent Involvement Luncheon.

Jonesboro Kindergarten Center will engage parents in the annual evaluation of the Title I, Part A Program's parental engagement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents, and school staff. The Title I committee, made up of teachers, parents, school staff, and community members will determine the effectiveness of the parental engagement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental engagement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in the number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. (8.1)

JKC shall enable the formation of our PATHS group, an organization that will foster parental and community involvement within the school. PATHS group members will also be engaged in a discussion to help make decisions about how Title I Parent Family Engagement funds are used. JKC will involve parents on school improvement planning committees. To support this process, JKC will offer both school staff and parents training on how to contribute to this process in a meaningful way. Parents will be given opportunities to help make decisions about how the funds are used. (8.2)

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

- o the informational packet
- o 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:
 - o to help organize meaningful training for staff and parents,
 - o to promote and encourage a welcoming atmosphere, and
 - o 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:
 - o what students will be learning
 - o how students will be assessed
 - o what a parent should expect for his or her child’s education
 - o 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:	Jonesboro Kindergarten Center
School Engagement Facilitator Name:	Paige Cothern
Plan Revision/Submission Date:	June 5, 2024
District Level Reviewer Name, Title:	Cindy Thompson, Special Projects/Testing Director
District Level Approval Date:	June 7, 2024

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>
Erin	Odom	Principal
Tyson	Bradley	Assistant Principal
Stephanie	Parish	Instructional Facilitator
Janice	Fletcher	Instructional Facilitator
Dianne	Langford	Counselor
Tiffany	Sloan	Counselor
Paige	Cothern	Library Media Specialist/School Engagement Facilitator
Chelsey	Henson	PATHS Representative/Leadership Team/Teacher
Kayti	Wilson	PATHS Representative/Teacher
Missy	Tubbs	Community Representative
Lauren	Sullivan	Parent/PATHS Member
Lindsay	Burnett	Parent/PATHS Member

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](#)

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

[Text box for responses]

Section 2 - Communication

- Changes Required
- Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 5 - Coordination

- Changes Required
- Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

[Text box for responses]