Stephens Elementary School
2022-2023 Parent & Family Engagement Plan

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are required but do not need further elaboration. In the response fields, please 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)]

Stephens Elementary is a member of Johns Hopkins University National Network of Partnership Schools (NNPS). The NNPS School, Family and Community Partnership model is designed to enhance parent participation and involvement in the school and community. The researched-based model references six types of involvement: Parenting (Assist families with parenting skills and setting home conditions to support children as students also, assist schools to better understand families); Communicating (Conduct effective communications from home-to-school and from school-to-home about school programs and student progress); Volunteering (Organize volunteers and audiences to support the school and students. Provide volunteer opportunities at various times and locations). Learning at Home requires (Supporting families at home with resources for homework and curriculum-related activities). Decision-Making (Include families as participants in school decisions, develop parent leaders and representatives as role models); and Collaborating with the Community (Coordinate resources and services from the community to families, students, and the school, and offer supports for families, students and school services to the community). To support the six types of involvement, Stephens participates in the LRSD NNPS Central-East School Cluster Team.

Stephens Elementary delivers information and solicits input in-person and through virtual media platforms from our parents and families through our Annual Title I meeting. We discussed our school theme, practice and compact for the upcoming year, Title 1 funding allocations for the current school year, our school curriculum, academic assessments, PBIS behavior expectations, and how our parents can obtain resources needed for student success and provide feedback to administration throughout the school year.

The principal, teachers, and parents helped to update School-Parent-Compact distributed to parents in August of each school year, at the Student Registration “Check-In”, and when new families enter the school. The compact is a living document that explains how parents, school staff, and students all share the responsibility in providing a scholarly education.

The Parent and Family Engagement Center provides resources/information for parents, families, students, and the community. There are Books/Brochures/Pamphlets to assist our students with
uniforms, other school wide incentives, and after school program availabilities.

Stephens has Community Partners meetings that are open to parents to provide feedback. Parents can participate and access school computers in the library and parent center to share comments and suggestions for follow-up.

Our school Facilitator collaborates with parents and faculty to provide academic tutoring and resource options for students and families; our school counselor is available to counsel our students and collaborate with parents regarding attendance and student behavior. She offers transitional assistance to our families and provides behavior assessment referrals to our School based clinic as needed. Our school counselor assesses the nutritional needs of our families and provides some weekend meals for students. Stephens also has a food pantry program to aid in meeting the nutritional needs of our families. Stephens has an in-house bank that promotes financial literacy to our students and families.

Our Engagement Coordinator often meets with new students and parents to provide Title I information and resources on how to access our school-based health clinic staff for social and emotional needs. Our Parent Facilitator assistance families with components needed for academic success and our Parent & Family Engagement Coordinator assess parent engagement through surveys that address school climate; forwarding feedback and following up to the administration for District referral or contact regarding Title I School wide Plan dissatisfaction or transitional assistance needs.

Parent surveys evaluate program needs within the school. The principal and the Professional Learning Community meet to discuss the outcomes of the surveys or techniques on how to use data to implement, evaluate, and enhance parental engagement in the school.

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)(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)]
Stephens will increase Parent and Family Engagement participation in the following ways: In-person or media platform, Stephens Webpage, distributed at initial enrollment, and offered in a language parents can understand. Parents can get copies of the School plan upon request and copies made available at Parent-Teacher Conference. Parents can also sign-off on the LRSD District Parent & Family Engagement plan during Parent-Teacher conferences.

To continue engaging families the district continues to use social distancing and alternative methods of teleconferencing with families, such as Webinars, Zoom, and small group gatherings, usually consisting of no more than 10 participants.

Contacts: Stephens Elementary @ (501-447-6400)

- Monthly webinars and or zoom meetings
- Community Site School Coordination
- School Newsletters
- Teacher Communication to Parents
- Children International Parent/Student Programs
- Parent Focus Groups
- Emails
- LRSD Parentlink
- Phone Calls
- Stephens Website/HAC
- Parent Facilitator/Coordinator
- Like us on Facebook
- Follow us on Twitter
- Community Partnerships
- Class Dojo
- Student Agenda books
- D.O.G.S. ® Volunteer Program
- P.T.A.

Stephens Parent and Family Engagement will continue to offer equitable opportunities that consist of innovative approaches to service delivery under the guidance of the CDC. Stephens Elementary will continue to provide our families with support and strategies for tackling many seasonal epidemics and challenges as we maneuver throughout the academic year.

- Contact Parent and Family Engagement for resources on preventing barriers to family engagement Contact Family Engagement at 501-447-6475.
- August 2022 Stephens Title 1 Parent Meeting in person or via zoom meeting TBA Contact Principal Stroud 501-447-6400
- August 2022 Stuff the Bus Classroom and Teacher Incentives Contact Parent & Family Engagement
501-447-6400

- August 2022 Community Site School "Summer Fun Informational event TBA Drive-Thru Contact Community Site Schools 501-447-6475

- September 2022 Stephens Back-to-School Kick-off "Open House - 4:00 – 6:00 p.m. In-person, Web or Zoom Format – CDC guidance TBA Principal Stroud 501-447-6400

- September 2022 Community School Advisory Team (Parents Welcome) In-person, Web or Zoom format, TBA CDC guidance Family Engagement 501-447-6475

- September 2022 Bike with a Cop Community Event TBA In person Drive-Thru Contact Community Site Schools 501-447-6475

- October 2022 Check Us Out Tours 9:00 a.m.-1:30 p.m., TBA Contact Principal Stroud 501-447-6400

- October 2022 Parent Teacher Conferences Virtual or In-person TBA Contact Principal Stroud 501-447-6400

- October 2022 Red Ribbon Week TBA Contact Stephens 501-447-6400

- October 2022 Community Site School Café' Drive-Thru or In-person TBA Contact Site Community School - Marthelle Hadley, Coordinator 501-447-6475

- October 2022 Harvest Festival Family Night TBA Contact Mrs. Griggs 501-447-6400

- November 2022 Arkansas Department of Health Stephens Flu Clinic TBA Contact Rachel White, Nurse 447-6405

- November 2022 We are all in this Together Family Literacy "Showcase" (NWEA MAP Growth-ACT Aspire) TBA Contact Ms. Charita Washington, Parent & Family Engagement Coordinator 501-447-6435

- November 2022, Community Site Schools Advisory Committee TBA Contact Marthelle Hadley, Coordinator 501-447-6475

- November 2022 Jane Mendel Reading – Thanksgiving – Parent Focus Team Meeting TBA Contact Principal Stroud 501-447-6400


- December 7 -11, 2022 Penguin Patch- Family Financial Planning 8:30 – 1:40 p.m. Contact Community Site School Marthelle Hadley, Coordinator 501-447-6475
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)]

Stephens encourages Staff participation in on-going professional learning about Parent, Family and Engagement workshops, activities, and events.

Mentoring/Tutoring Students State and Local Workshops Staff Development Conferences Monthly Staff Development Trainings Stephens PTSA

Stephens after School Program

Parenting Partner Workshops Family Literacy Nights Watch Dogs (Dad's Support Group) Weekly Peer Review Team Meeting Members of the Stephens PTA Board

Members on School Leadership Team Stephens Parent Advisory Board Federal and District Staff Development Opportunities

Contact Mrs. Hadley, Community Site School Coordinator (501-447-6475) for more information and resources regarding Community Partners, Ms. Charita Washington on the Types of Involvement "Keys to Successful Partnerships" and/or Mrs. Sylvia Kelly, Parent Facilitator (501-447-6446) for more information regarding Arkansas Academic Assessments and criteria.

**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 [http://www.arkansased.gov]
   - assistance with nutritional meal planning [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]
Stephens’ encourage Family participation in webinars, zooms, virtual platforms for workshops and trainings; in person activities, and events.

Contact Mrs. Hadley, Community Site School Coordinator (501-447-6475) for more information and resources regarding Community Partners, Ms. Charita Washington on the Types of Involvement "Keys to Successful Partnerships" and/or Mrs. Sylvia Kelly, Parent Facilitator (501-447-6446) for more information regarding Arkansas Academic Assessments and criteria.

Mentoring/Tutoring Students Chaperones on School Field Trips

Community Site Schools

Committees Stephens Community Center Stephens PTA

Stephens after School Program

Parenting Partner Workshops DIVAS (Dedicated Valuable Advocates for Students) Watch Dogs (Dad's Support Group)

Volunteering in Cafeteria & Media Center Members of the Stephens PTA Board Members on School Leadership Team Stephens Parent Advisory Board Stephens Nutritional Programs

Community Sponsored School Food Pantry

Stephens Elementary is a member of Johns Hopkins University National Network of Partnership Schools (NNPS). The NNPS School, family, and Community Partnership model is designed to enhance parent participation and involvement in the school and community. The researched-based model references six types of involvement: Parenting, Communicating, Volunteering, Student Learning, Decision-Making and Collaborating with the Community. To support the six types of involvement, Stephens participates in the LRSD NNPS Central-East School Cluster Team.

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
Stephens Elementary School
2022-2023 Parent & Family Engagement Plan

organization and ensure leaders of said organization will be included in appropriate decisions?
[A.C.A. § 6-15-1702(b)(B)(ii)]

Stephens Elementary is a member of Johns Hopkins University National Network of Partnership Schools (NNPS). The NNPS School, family, and Community Partnership model is designed to enhance parent participation and involvement in the school and community. The researched-based model references six types of involvement: Parenting, Communicating, Volunteering, Student Learning, Decision-Making and Collaborating with the Community. To support the six types of involvement, Stephens participates in the LRSD NNPS Central-East School Cluster Team.

Stephens Elementary and the University of Arkansas at Little Rock Children International have an After-School Program at the school that supports students with academic skills and enrichment opportunities.

The Watchdogs (Dads of Great Students Parent Involvement Support Group) monitors and supports academic, emotional growth, and social interaction of student's success.

DIVAS (Dedicated Valuable Advocates for Students) are a part of Stephens Parent and Family Engagement; this volunteer group will be working with the students, faculty, and staff of Stephens to help enhance academic

PTA (Parent, Teacher & Student Association) is a part of Stephens Elementary, this volunteer group will be working with parents, students, faculty, and the staff of Stephens to enrich the school climate and provide social and emotional support. Contact PTA President (447-6400)

Contact Mrs. Hadley, Community Site School Coordinator (447-6475) for more information and resources regarding Community Partners, Ms. Charita Washington on the Types of Involvement "Keys to Successful Partnerships" and/or Mrs. Sylvia Kelly, Parent Facilitator (447-6446) for more information regarding Arkansas Academic Assessments and criteria.

The Parent and Family Engagement Center provides resources/information for parents, families, students, and the community. There are Books/Brochures/Pamphlets to assist our students with uniforms, other school-wide incentives, and after school program availabilities.

Stephens has Community Partners and Advisory Board meetings open to parents welcoming input and participation with access to school computers in the library and parent center for parents to make suggestions for follow-up.

Our school Facilitator collaborates with parents and faculty to provide academic tutoring and resource options for students; our school counselor is available to counsel our students and collaborate with parents regarding attendance and student behavior. She offers transitional assistance to our families and provides behavior assessment referrals to our School-based clinic as needed. Our school counselor assesses the nutritional needs of our families and provides some weekend meals. We have a food pantry program that aids in meeting the nutritional needs for our families, and an in-house bank that promotes financial literacy to students and families.

Our Community Site Coordinator and/or Parent & Family Engagement Coordinator often meet with new students and parents to provide Title I and IV information and resources on how to access School nutritional insecurities, the school-based health clinic, and resources to address the social and emotional needs of students and families. Our Parent Facilitator assistance families with components needed for academic success and our Parent & Family Engagement
Coordinator assists parents through surveys that address school climate; forwarding feedback and following up to the administration for District referral or contact regarding Title I School wide Plan dissatisfaction or transitional assistance needs.

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)]

Stephens’ Annual Title I virtual meeting inform parents of the requirements for school participation as well as parent’s right to be involved. Stephens will present our parents with school curriculum updates, academic assessment information, funding, and student resource availabilities. The agenda, sign-in sheets, and minutes are on file. The Parent & Family Engagement Information Packet is available for distribution through a web-link during the meeting, or as request to pick-up or mail. The school shall submit evidence of the Title I meeting by completing the LRSD Annual Title I Verification Form and submitting it to the Title I Office (November 2020).

Contact: Dannisha Stroud Principal, (501-447-6400)

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)
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)

To ensure State academic standards meet student challenges, parents, students, teachers, and the school principal will evaluate the effectiveness of Stephens School Compact. To assure the Stephens school compact is effective and equitable while continuing to plan for academic success volunteer surveys and two-way communications, between parents, teachers, students, and faculty; incorporating adjustments as needed.

"Key Steps to Success are Parents, Students, Teacher, and the Community!" Little Rock School District Home/School Learning Compact

School: Stephens Elementary School Year: 2022-2023 School Mission:

"To prepare safe, thoughtful, accountable, and respectful lifelong learners for college and/or career readiness" Parent/ Guardian Agreement: Parent's Signature:

- Attend at least (2) parent conferences every school year virtual and/or in-person.
- See that my child attends or signs up in virtual learning platforms every day and on time. • Support the school discipline policy.
- Establish a time for my child to do homework and review homework regularly.
- Encourage my child's efforts positively and be available for questions.
- Stay aware of what my child is learning.
- Read with my child and let my child see me reading.
- Provide a library card for my child.
- Wear school uniform every day.
- Complete and return homework assignments.
- Follow all school rules.
- Respect others and myself.

Teacher Agreement: Teacher's Signature:
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• Meet with parents frequently virtual and/or in-person and return their telephone calls as soon as possible. • Positively communicate with parents and do what is best for children.

• Provide appropriate and meaningful homework assignments for students.

• Share strategies with parents so they can help their children at home with learning.

• Provide frequent progress reports to students and parents.

• Use special activities in the classroom to make learning enjoyable.

• Have high expectations for students.

• Join the school's PTA.

Principal's Agreement: Principal's Signature:

• Provide a positive, quiet, and orderly learning environment.

• Encourage teachers to regularly provide homework and teach the curriculum.

• Visit classrooms frequently and monitor students' progress.

• Communicate regularly between home and school.

• Have high expectations for teachers and students.

• Join the school's PTA.

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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

● 5.1: 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)]

● 5.2: 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-iv)]

The Little Rock School District's 2022-2023 preliminary Title I, Part A allocation was greater than $500,000.00 that means that our school will receive our share of the required 1%
reservation. As soon as our school receives its annual parent and family engagement allocation, we will provide an update to the parents and begin using these funds to support parent & family engagement. Our parents have multiple opportunities to share their thoughts and expectations regarding the use of these funds.

Contact: Dannisha Stroud Principal, (501-447-6400)

**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)]

- **A.7:** 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.8:** 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
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2022-2023 Parent & Family Engagement Plan

- 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)/(a-d)]

☐ A.9: 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.10: 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)/(B)]

☐ A.11: The School understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to $500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.
- [ESSA § 1116(a)/(3)/(A)]

☐ A.12: 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.13: 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.14: 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)]

References

State
- Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement

Federal

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<tr>
<th>School Name:</th>
<th>Stephens Elementary</th>
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<tbody>
<tr>
<td>Facilitator Name:</td>
<td>Sylvia Kelly, Parent Facilitator</td>
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<tr>
<td></td>
<td>Charita Washington, Parent Coordinator</td>
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<td>Plan Review/Revision Date:</td>
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<td>District Level Reviewer, Title:</td>
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<td>District Level Approval Date:</td>
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Committee Members, Role: 2022-2023
## Stephens Elementary School
### 2022-2023 Parent & Family Engagement Plan

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Role (Teacher, Staff, Parent, Student, or Community Member)</th>
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<tbody>
<tr>
<td>Dannisha</td>
<td>Stroud</td>
<td>Principal</td>
</tr>
<tr>
<td>Barbara</td>
<td>Griggs</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Ruffian</td>
<td>Payton</td>
<td>First Grade - Teacher</td>
</tr>
<tr>
<td>Christie</td>
<td>Smith-Wilson</td>
<td>Second Grade - Teacher</td>
</tr>
<tr>
<td>Ophelia</td>
<td>Holloway</td>
<td>Second Grade - Teacher</td>
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<th>First Name</th>
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<tbody>
<tr>
<td>Sharon</td>
<td>Walker</td>
<td>Third Grade - Teacher</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Kelly</td>
<td>Fifth Grade – Teacher Parent Facilitator</td>
</tr>
<tr>
<td>Pakita</td>
<td>Shutes</td>
<td>Counselor</td>
</tr>
<tr>
<td>Stacy</td>
<td>Kindervater</td>
<td>Speech Therapist</td>
</tr>
<tr>
<td>Channon</td>
<td>Streets</td>
<td>Reading Specialist</td>
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<tbody>
<tr>
<td>Marthelle</td>
<td>Hadley</td>
<td>Community Site Coordinator</td>
</tr>
<tr>
<td>Valerie</td>
<td>Duckery</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>Meagan</td>
<td>Pearson</td>
<td>Parent – PLC Member</td>
</tr>
<tr>
<td>Pamela</td>
<td>King</td>
<td>Grand Parent – PLC Member</td>
</tr>
</tbody>
</table>

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](https://example.com) 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.)