



Family Engagement Plan

Dardanelle Intermediate School

Approved 2017

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About this Parent and Family Engagement Plan:

The Dardanelle Intermediate School Parent and Family Engagement Plan is a road map for how families can be engaged in their child's education. It is a living document to be reviewed and updated annually. Title I of the Elementary and Secondary Education Act (the biggest federal program for assisting education) requires that each school meet certain requirements for parent and family engagement and that the school have a "parent and family engagement policy." The Dardanelle Intermediate Parent and Family Engagement Plan was jointly developed with, and approved by, the Parent and Family Engagement Committee, unleashing the positive impact of full family engagement for the academic success of our children.

About the use of the word "parent":

- Title I defines parent as follows: "The term "parent" includes a legal guardian or other person standing in loco parentis (a person who is legally responsible for the child's welfare)." 20 USC 7801(31). For purposes of this Parent and Family Engagement Plan, rather than only using the word "parent," we will use the "parent/caregiver" to reflect the true definition under the law. Parent/caregiver refers to parents, legal guardians, and anyone standing in the place of a parent, like a grandparent, who may or may not have a legal relationship to the child.

Parent and Family Engagement Committee – 2018-2019 School Year:

- Bill Cantrell – 5th Grade Parent
- Brenda Standridge – 5th Grade Parent
- Jennifer Thaxton – 5th Grade Parent
- Norma Grace – 4th Grade Parent
- Danielle Mans – 4th Grade Parent
- Christina Hunt – 4th Grade Parent
- Jean Furr – Parent Facilitator
- Josh Bright – Principal

Purpose of the Parent and Family Engagement Committee:

- Reviewing the Dardanelle Intermediate School Parent and Family Engagement Plan and its implementation

Layout of the Parent and Family Engagement Plan:

- Within each section, a highlighted box contains the Title 1 requirements for parent/caregiver engagement. Information located below the text box is how our school will meet the requirements.

Supporting Your Child's Education

1. Reasonable Access to School Staff

Parents/caregivers shall have reasonable access to school staff

A. Methods of contacting school staff:

- Parents/caregivers may contact school staff through:
 - A phone call to the main office number – 479-229-3707.
 - A note sent to school or left in the main office.
 - E-mail to the teacher or other staff member – (first name.last name@dardanellezards.com).
 - Speaking with the teacher or other staff member in-person at a time that does not disrupt instruction.

B. Scheduling appointments:

- Parents/caregivers may schedule an appointment with teachers directly or through the main office by any of the methods above
- The teacher and parent/caregiver will seek to find a meeting time that works well for everyone's schedule and does not disrupt instruction

C. Availability:

- All teachers, administrators and most school staff are available by phone, email, and in person during designated times.
- Teachers are encouraged to make one of their planning periods available for meetings with parents/caregivers who make advance arrangements.
- Teachers may make themselves available after school, but parents/caregivers should be aware that teachers are not required to stay after school past 3:30.
- School staff may also choose to make themselves available through other ways, such as through Class Dojo or other online tools, as long as they do not replace availability by phone and in person.
- In addition to other requested meetings with teachers, parents/caregivers may speak with teachers during quarterly parent-teacher conferences on October 23, 2018 and February 7, 2019

D. Response time:

- School staff will respond within 24 hours after a parent/caregiver makes a request.
- If parents/caregivers do not receive a response within this period, they may contact the principal.
- If parents/caregivers ask for a meeting, the staff member will respond within that same period to schedule it. The meeting should be scheduled within a week or at the earliest possible convenience of everyone involved.

2. Opportunities to Volunteer and Participate in Classes

Parents/caregivers shall be provided with opportunities to volunteer with the school and participate in their child's classes.

Parents/caregivers will be given multiple opportunities for volunteering and for participating in their child's class. Parents/caregivers may participate in activities such as:

A. Types of opportunities:

- Classroom volunteer
- Field trips
- Veteran's Day Assembly
- Fall Fest
- Thanksgiving Feast
- Christmas Program
- Family Nights
- Fun Day and Field Day
- Other activities identified by teachers or school staff and communicated to the volunteer coordinator

B. Sharing and promoting volunteer opportunities:

- A volunteer interest survey with a list of opportunities will be shared and collected by the core teachers at the Meet and Greet in August.
- Those families joining us after the Meet and Greet will receive the survey in their welcome packet and will need to be returned to their child's teacher.
- Teachers and school staff will communicate needs for volunteers to the volunteer coordinator, who will record those needs.
- Information about opportunities to volunteer and participate will also be provided by sending information home to all parents/caregivers.

C. Process for volunteering:

- *In the classroom*
 - Training will be provided when needed for particular activities
- *Outside of the classroom*
 - Volunteers interested in opportunities outside the classroom should contact the volunteer coordinator for information about current opportunities

D. Recognizing volunteer accomplishments:

- Once a volunteer has contributed 25 hours, their name will be added to the Dardanelle Intermediate School Recognition of Investors Wall.

E. Feedback from volunteers:

- The volunteer coordinator will receive and discuss feedback from volunteers through regular debrief meetings and an anonymous written survey.

3. Observation of Classroom Activities

Parents/caregivers shall have opportunities for observation of classroom activities.

Parents/caregivers are welcome to observe their children's classrooms to learn what their children and teachers are doing and how they can support their children at home.

A. Arranging an individual classroom visit:

- Make contact with the teacher in advance to set up a time.
- Observation of an activity exceeding 20 minutes needs to be approved by our principal

B. Conditions for classroom observation:

- Parents/caregivers should not use their cell phones in the classroom and should turn them off or put them on vibrate
- If parents/caregivers are not a distraction to the students or teachers, they are always welcome
- If parents/caregivers become a distraction to the students or teachers, the teacher may ask that they leave the classroom or not return
- If parents/caregivers disagree with the teacher's decision regarding their observation of the classroom, the parent/caregiver may raise it with the principal

4. Frequent Reports to Parents/Caregivers on Children's Education

The school shall provide parents/caregivers with frequent reports on their children's progress.

Parents/caregivers should receive frequent reports about their children's education, in order to most effectively collaborate with the school to support their children's learning.

A. Information to be included in reports:

- The child's grades.
- Specific skills, knowledge, and material children are expected to learn, including benchmarks, for each grade.
- The individual child's mastery of those specific skills, knowledge, and material and progress towards the benchmarks.
- Clear explanations of terms used throughout the report that parents/caregivers might not understand or know how to interpret, including explanations of each benchmark.
- The child's behavior and social skills development.
- How to contact the teacher or other school staff with additional questions.

B. Methods and Frequency of Reports:

- Updates on students' progress are entered each week in the HAC-eSchools –Home Access Center and can be accessed by parents/caregivers at any time. Should parents/caregivers have trouble accessing their child's grades, they may contact Amy Wade at 229-3707 or email her at amy.wade@dardanellelizards.com.
- Progress reports are sent home at the end of a three week grading period.

C. Training on accessing and understanding the report information:

- The school will provide training at least two times a year to help parents/caregivers understand how to access, use, and interpret information in the HAC-eSchools –Home Access Center, the progress reports, and any new data on the students’ progress through other reporting methods.

D. Assessing and improving use and effectiveness of the reports:

- With the participation of parents/caregivers, the school will assess the:
 - Extent of access to the HAC-eSchools –Home Access Center
 - Extent to which quarterly and interim reports have reached parents/caregivers.
 - Extent to which parents/caregivers understand the information and have been able to use it to work with their child and the school.
 - Identify barriers to greater access, understanding, and use of the information.
- Consider and implement changes to improve access, understanding, and use of the reports.

5. Parent-Teacher Conferences

Parent/caregiver-teacher conferences shall occur at least annually, during which the School-Parent Compact shall be discussed as the compact relates to the individual child’s achievement.

Parents/caregivers and teachers will meet regularly during the school year to monitor students’ educational and behavioral progress, discuss their strengths and weaknesses, and plan ways to best support their learning.

A. Frequency of conferences:

- Parents/Caregivers and teachers may request a conference at any time
- The official Parent- Teacher Conferences will be held on October 23, 2018 and February 7, 2019

6. Supporting Student Learning at Home

(Family Responsibilities and School Supports to Families)

The School-Parent Compact shall describe the ways in which each parent/caregiver will be responsible for supporting their children’s learning, such as ... monitoring homework completion.

The school shall:

- Provide assistance to parents/caregivers in understanding how to monitor progress and work with educators to improve the achievement of their children;
- Provide materials and training, such as literacy training and using technology, to help parents/caregivers work with their children to improve their achievement.

Parents/caregivers support of learning at home is a key element of a student’s successful learning. Dardanelle Intermediate School will provide help for parents/caregivers to support their child’s learning at home.

A. Monitoring completion of homework:

- Parents/caregivers should be aware of nightly homework expectations, and check that it is completed.
- Students should share schoolwork and school communications each night with their parents/caregivers, including information about due dates for assignments.
- Students are encouraged to discuss what they learn each day with their parents/caregivers.
- Teachers will establish and communicate a method of weekly communication about assignments and other expectations for the week.

B. Helping with homework:

- Parents/caregivers:
 - Should provide child with a quiet place to complete homework.
 - Are encouraged to spend time, when possible, sitting with their child to help with homework.
 - Should check the homework and respond to questions from their child about homework.
 - Should read and practice with their child when possible.
 - Are encouraged to require their child to read at least 20 minutes a day and practice math facts
- Students are responsible for:
 - Copying homework assignments accurately.
 - Bringing home assignments and any additional materials needed to complete them.
 - Completing homework and projects on time.
 - Asking for help from parents/caregivers and teachers as necessary.
 - Are encouraged to eliminate distractions such as TV while doing homework.
- School staff will:
 - Provide materials such as tri-fold boards, construction paper, etc. for students to complete assignments. Additional supplies may be provided upon request if available.
 - Provide training and tips for parents/caregivers on overall strategies and pointers for helping children with their school work and information about where to get help or advice.
 - Assemble a list of parent/caregiver resources online to help student learning at home and send copies home by request for non-computer users.
 - Communicate with parents/caregivers about patterns of missed homework.
 - Conference individually with students to identify barriers to homework completion and develop and implement strategies to address them that involve the parent/caregiver where appropriate.

C. Involving students in real-world activities that support the school curriculum:

- Parents/caregivers are encouraged to:
 - Involve children in real world activities and situations that support the curriculum provided by the school, such as educational board games, trips to museums, and budgeting.
 - Expose children to as many cultural experiences outside the school day as possible.
 - Volunteer to support and chaperone field trips.

- Students are encouraged to:
 - Read for pleasure during free time to learn new things.
 - Read a variety of texts, including magazines, newspapers, menus, recipes, etc.
 - Participate in extracurricular activities.
- The school will:
 - Provide a list of free and low-cost appropriate activities available in the community.
 - Provide opportunities for field trips and other real-world learning experiences.

7. Helping Children Be Ready for School (Family Responsibilities and School Supports)

The School-Parent Compact shall describe the ways in which each parent/caregiver will be responsible for supporting their children’s learning, such as ... monitoring attendance.

A. Monitoring and helping the child with attendance and coming to school prepared:

- Parents/caregivers should:
 - Have specific times for waking up, starting to do homework and going to bed.
 - Ensure their child attend school on time daily.
 - Ensure their child wears appropriate clothing
 - Ensure their child brings with him/her all needed materials and completed assignments.
 - Maintain contact with your child's teachers to keep up with what is being taught in the classroom and to keep an eye on your child's progress.
 - Check their child's attendance through HAC-eSchools –Home Access Center.
- Students should:
 - Come to school on time, rested and ready to learn
 - Wear appropriate clothing
 - Bring needed materials and completed assignments.
- School staff will:
 - Call to let the parents know when their child has two unexcused absences.
 - Set up meetings with parent/caregivers to meet with school staff to jointly develop strategies for addressing school absences
 - Send letters notifying parents/caregivers of absences with information about the consequences of multiple absences and about resources and school staff who can work with them to address absences.
 - Will have the child change into different clothes if they are determined to be wearing inappropriate clothing
 - Will make parents/caregivers aware of options available to them to get the supplies that their children need for school and ensure that such requests and assistance remain confidential

B. Promoting positive behaviors:

- Parents/caregivers should:
 - Discuss, model, and reinforce appropriate behaviors at home, in the community and at school.
 - Encourage their child to follow the Behavioral Expectations at Dardanelle Intermediate School as well as the rules at school and the classroom
 - Encourage their child to try to resolve conflicts without negative confrontations or bullying
- Students will:
 - Follow rules on the way to school, during school, and on the way home from school.
 - Try their best to resolve conflicts without negative confrontations or bullying.
 - Be respectful.
 - Tell teachers, school staff, and other adults of problems that occur between students.
- The school will:
 - Provide the students and parents with Behavior Expectations of Dardanelle Intermediate School
 - Expectations and procedures for the classroom
 - Provide the parents with the DIS Procedural Manual
 - Provide the parents and students with the school rules as well as classroom rules
 - Discuss, model, and reinforce appropriate behaviors at school

8. Communicating and Working with the School and Participating in Educational Decisions about the Child
(Family Responsibilities and School Supports)

As part of the family involvement policy, the school shall jointly develop with parents/caregivers for all children a school-parent compact that outlines how parents/caregivers, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/caregivers will build and develop a partnership to help children achieve the State's high standards.

Such compact must:

- Address the importance of communication between teachers and parents/caregivers on an ongoing basis
- Describe how parents/caregivers will participate, as appropriate, in decisions relating to the education of their children.

A. Checking and responding to communication from the school:

- Parents/caregivers should:
 - Check students' backpacks daily.
 - Check for information about activities, events, assignments, student work, notes from school staff and other communications from the school.
 - Respond to requests from the school by the date requested in the communication or within 24 hours.

- Students will:
 - Share their schoolwork
 - Any school communications each night with their family, including notices for parents/caregivers.
- School staff will:
 - Utilize a variety of different ways to communicate with our parents i.e. Facebook, Lizard Log, phone calls, Remind 101, Phone Messenger, home visits, emails, letters, and newsletters
 - Develop and implement with families a clear and effective structure and form for communication (such as weekly folders) that make it as easy as possible to see, understand, and respond to school communications.
 - Teach students organizational and communication skills and methods for keeping track of information, including assignments and student work, and for communicating with their families about it.

B. Ways that our school provides Parents/Caregivers an opportunity to participate in decisions relating to the education of their children:

- Inviting parents to serve on the following teams or committees at our school:
 - Leadership Team
 - Parent and Family Engagement Committee
- If their child's qualifies or needs one of the following they will be involved in the development:
 - Individual Educational Plan
 - 504 Plan
 - Behavior Intervention Plan

C. Attending meetings related to the student's achievement:

- Parents/caregivers will:
 - Attend parent/caregiver-teacher conferences
 - Parent/caregiver workshops as much as possible during the school year to increase student achievement in reading, mathematics, and science.
- Students will:
 - Inform parents/caregivers of the dates and times of key meetings.
- School staff will:
 - Post information about key meetings on the marquee
 - Contact parents/caregivers utilizing a variety of different ways i.e. Facebook, Lizard Log, Remind 101, Phone Messenger and newsletters
 - Effectively address barriers to family participation by:
 - Including a clear messages about the content and significance of the meetings
 - Scheduling events at convenient times
 - Provide child care when possible

D. Working with the school to make educational decisions about the child:

- Parents/caregivers will have a voice in educational decisions made about their child, including but not limited to retentions, Individual Education Plans, 504 Plans and testing.
- The school will provide parents/caregivers advance notice of meetings to discuss decisions related to the above issues and will work with the parents/caregivers to find a time that suits all.
- Educational decisions about a student will be jointly made between the parents/caregivers and the school, not just appealed afterward.

- Parents/caregivers should be given full information to make informed educational decisions.
- Parents/caregivers have the right to appeal retention and the right to deny testing for an IEP.
- Parents/caregivers will have an opportunity to meet with the principal before the final decision to retain their child is made.
- Parents/caregivers will be fully informed of their additional rights concerning decisions about students who may have disabilities and students who are English-language learners.
- Principal will mediate differences between teachers, parents/caregivers, and students when their attempt does not resolve the matter.

Working Together to Improve the School for All Children

9. Implementation and Revision of the Parent and Family Engagement Plan

Planning, Review, and Improvement of the Parent and Family Engagement Plan

The school shall involve families in an organized, ongoing, and timely way in the planning, review, and improvement of the family involvement plan.

- The family involvement plan and its implementation shall be reviewed, and improvements made as determined necessary, annually.

A. Review and improvement of the Family Involvement Plan

- Reviewing the Family Involvement Plan and its implementation will be done by the Parent and Family Engagement Committee and any changes submitted in May
- The review processes will evaluate:
 - How well each component of the plan has been implemented.
 - The extent to which, when implemented, it has been successful in achieving the purpose of that component.
 - The extent of family engagement.
 - The impact of the engagement on improvements in achievement and on the quality of the educational program.
 - Problems and barriers to more effective implementation and involvement, with particular attention to parents/caregivers who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- The review will draw upon:
 - Data, discussion, and other information designed by the group for collection on an annual basis.
 - Other data, discussion, and information that has been gathered over the course of the year, including but not limited to meeting evaluations. In several places throughout this policy, there is provision for assessing the effectiveness of particular components. This information can be analyzed and used both for making improvements during the course of the year and for informing the annual review.

- The review processes will be designed to:
 - Fully tap input from as many families and staff as possible, across the entire range of families.
 - Encourage information that is accurate and honest.
 - Identify specific barriers and the reasons for full and less-than-full implementation of various parts of the plan.
 - Provide for careful analysis and vigorous discussion of the data and its significance.
- The review will be used to:
 - Improve family involvement practices and implementation of the plan.
 - Consider revisions to the plan.

10. Meetings and Information Related to Schoolwide Involvement

Annual Title One Meeting

The school shall convene an annual meeting, at a convenient time, to which all parents/caregivers shall be invited and encouraged to attend.

Timely Information about Schoolwide Programs

The school shall provide the parents/caregivers of the school with:

- Timely information about programs under Title I
- A description and explanation of the curriculum in use at the school
- The forms of academic assessment used to measure student progress
- The proficiency levels students are expected to meet

A. Types of Parent/caregiver-teacher meetings that will be scheduled and reason for the meeting:

- *Annual Dardanelle Intermediate School Title One Meeting*
 - The school's participation and status under Title I.
 - Purpose of Title 1 funding
 - Program services available at our school
 - Title 1 – Parent Rights
 - Accessing the school's improvement plan and the parent and family engagement plan
 - Ways parents/caregivers can be involved in our school
- *Meet and Greet*
 - Meet the teacher(s)
 - Classroom expectations, procedures and rules
 - Behavior Expectations at Dardanelle Intermediate School
 - Activity Schedule
 - Homework
 - HAC – Home Access Center – for accessing their child's grades
 - Communication:
 - Best way to communicate with the parent/caregiver
 - Various ways to communicate with the teacher
 - Parent and Family Engagement Plan

- *Assessment Night*
 - Understanding which assessments will be utilized this school year and how often they are administered
 - Understanding what valuable information that we gain from the assessments
 - Going over the benchmark (where students should be) for each assessment
 - Snapshot of your child's current progress on the assessments
 - Realizing where their child is scoring on each assessment
 - Realizing what trainings or workshops are available to equip our parents with the skills necessary to help their child meet or exceed the benchmark
 - Determining the interest in attending the above trainings or workshops by parents/caretakers

B. Invitation and outreach for the meetings:

- Families will be invited and encouraged to attend through:
 - Phone Messengers
 - Flyers
 - Posting on the marquee
 - Reminders in backpacks sent home
 - Facebook
 - Remind 101

C. Flexible meetings and supports:

- When possible will offer the meeting at a variety of times
- When possible provide safe child care that meets school standards

D. Materials for the meetings:

- Available in our Parent Center

E. Accessibility and assistance:

- Advance notice from disabled parents and if available the necessary auxiliary aids and services will be provided in order to participate in the meeting

F. Follow-up:

- Meetings will be evaluated

Building Capacity for Carrying Out Our Roles

11. Providing Training

Provide materials and training to help parents to work with their children to improve their children's achievement

Educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents:

- In the value and utility of parents' contributions
- How to reach out to, communicate with, and work with parents as equal partners
- Implement and coordinate parent programs
- Build ties between parents and the school

A. Parental Trainings/Workshops:

- Trainings and workshops will be set up to help parents work with their children to improve their children’s achievement

B. Staff Training:

- A minimum of two hours of professional development designed to enhance understanding of effective parental engagement strategies will be provided for our staff.
- A minimum of three hours of professional development opportunities will be provided for administrators to enhance the understanding of effective parent engagement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.
- Our principal will provide training for our staff concerning his expectations of parent engagement in the educational process. He will utilize opportunities as they arise to remind his staff of the importance of maintaining a climate conducive to parental participation.

12. Accessibility

Providing Information in a Format and Language the Parents/Caregivers Can Understand

The school shall ensure that information related to school and parent/caregiver programs, meetings, and other activities is sent to parents/caregivers in a format and, to the extent possible, in a language the parents/caregivers can understand

Information about school and parent/caregiver programs, meetings and activities will be provided both orally and in writing.

A. Oral communication includes:

- Phone Messenger (for brief information)

B. Written communications:

- Written information will be presented in a format that is easy to understand, such as by:
 - highlighting key information
 - using bullets
 - providing visual clues
- Multiple ways of reaching parents/caregivers with the written information will be used
- To make the language as understandable as possible:
 - Documents will be written in clear, yet informative terms, with directions and explanations when helpful.
 - While the writing will be as clear and free of jargon as possible, parents/caregivers will be fully informed with the same information as staff so that they can be full partners in discussions
 - Terms and background information will be defined and background information provided to educate the parents/caregivers

C. Family Involvement in creation and evaluation of materials:

- For information being distributed widely, the Parent and Family Engagement Committee will be involved in reviewing the material before it goes out, to help make sure it is understandable.
- There will be regular assessment of how well information is being understood, both through surveys of overall communication and through more specific assessment of how well particular documents are understood.

Full Opportunities for Particular Parent/Caregiver Populations

In carrying out the parental/caregiver involvement requirements, the school, to the extent possible, must provide full opportunities for the participation of parents/caregivers with:

- limited English proficiency
- parents/caregivers with disabilities
- parents/caregivers of migratory children

A. *Parents/Caregivers with Limited English Proficiency*

I. Identification:

- As part of the initial child enrollment process, the school will seek to identify all parents/caregivers whose primary language is not English and have limited English proficiency in speaking, listening, reading or writing, and to identify what their language needs are. The form used to identify such parents/caregivers and their language needs will itself be translated into languages commonly found in the district, school, or surrounding community.
- To the greatest extent possible, teachers and other staff will seek to develop a relationship of trust with families and their children to learn which parents/caregivers are not fully fluent in English, to encourage their participation, and to overcome any sense that providing translation is a burden.

II. Meetings:

- Translators will be present for those meetings where there are likely to be one or more parents/caregivers with limited English proficiency. For other meetings they will be present upon request.
- The translation will be two-way, with full opportunities for these parents/caregivers both to understand and to respond and communicate on the same basis as other parents/caregivers at the meeting.

III. Interpreters and Translators:

- The school will ensure that interpreters and translators:
 - Are competent to interpret both into and out of English.
 - Have knowledge in both languages of any specialized terms or concepts to be communicated.

- Are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- Parents/caregivers will be made aware of the availability of free, qualified interpreters, for Spanish speaking families.

B. *Parents/Caregivers with Disabilities*

I. *Affirmative outreach:*

- At the Meet & Greet meeting a form for parents/caregivers with disabilities to fill out to indicate their need for accommodations and request a specific auxiliary aid or service will be included in the packet being distributed to parents/caregivers at the meeting
- Any child enrolling in our school after the Meet & Greet meeting the form will be a part of the packet being distributed to parents/caregivers of the child enrolling
- Teachers and other staff members:
 - Will be informed of the school's obligation to provide parents/caregivers with disability related needs with effective accommodations, aides, and services needed to ensure their full participation
 - To the greatest extent possible, will seek to develop a relationship of trust with families and their children to encourage the full participation of parents/caregivers with disabilities, help identify and eliminate any barriers to accessing their children's school and instructional program, and overcome any parent/caregiver reluctance to requesting accommodations, auxiliary aides, and services.

II. *In presentations and meetings (school wide and individual)*

- Once the school has knowledge that a parent/caregiver has disability-related needs, the school will provide effective accommodations, auxiliary aids, and services necessary to afford each individual an equal opportunity to participate in, presentations, meetings, and other activities; to understand information discussed/described in those activities, including any information presented in written form; and to respond, discuss, and be understood.

III. *In information and communications sent to parents/caregivers:*

- Once the school has knowledge that one or more parents/caregivers has a disability that interferes with written communication, and may rely upon a different mode of communication as a result of disability, the school will provide effective auxiliary aids and supportive services to accommodate the parent/caregiver's disability-related needs in receiving, understanding, and responding to the information

IV. *Physical access:*

- The school will provide effective accommodations that allow parents/caregivers with physical disabilities to access the school, all meetings, and his/her child's classroom, and to participate in events and activities in which other parents are participating.

V. *Involvement in developing approaches to meeting their needs:*

- The school will ask parents/caregivers with disabilities to help identify barriers to accessibility, including website accessibility, to review the site, and to provide feedback.

C. Migratory and Mobile Families Whose Children Change Schools

Migratory children and their families face particular barriers resulting from the children enrolling (and leaving) at different times during school year – including the student not necessarily having done the same course work, the families’ lack of familiarity with the school, and parents/caregivers potentially having missed information and training previously provided to other families.

I. To address these issues, there will be:

- A welcome parent/caregiver packet, updated twice a year, which provides information (including any information previously provided to all other parents/caregivers), resources, how to get involved, and whom to contact.
- Parents/caregivers of migratory and mobile children will help develop the approaches to meeting their needs, through solicitation and discussion of feedback on their involvement in the school and their children’s education, including what the school can do to improve its access and assistance.

D. Homeless Families

Homeless families have some needs similar to those of migratory and mobile families identified above, along with their own particular issues, including:

- Challenges in regular communication with the school, for example by mail or by phone
- Supporting student learning at home
- Helping the child be ready for school

I. To address these issues, the school will provide:

- The same things provided for mobile and migratory families above
- Coordination with other agencies and non-profits that serve the needs of homeless families
- Building on the approaches identified in the sections on communication, supporting learning at home, and helping the child be ready for school, there will be individual attention from staff to each homeless family’s particular needs.
- The staff and family will discuss challenges and how to deal with them and how the school will provide the family with support
- Homeless families, along with organizations serving them, will be involved in developing the school’s approaches to meeting the families’ needs, through solicitation and discussion of feedback on the parents/caregivers’ involvement in the school and their children’s education, including how the school can improve its access and assistance.

E. Assessment of How Fully Each of These Groups is Participating:

- Participation will be assessed regularly through meeting evaluations, surveys, and discussions with these parents/caregivers.

13. Assistance in Understanding Information and Topics

The school shall provide assistance to parents/caregivers in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

A. Forms of help:

On these and other topics that are relevant to the overall education program at the school, the education of the individual child, and the involvement of families in both, the school will provide a variety of help, including:

- **Training** in those areas where, based on staff experience and parent/caregiver leadership input, it is likely to be needed in order for parents/caregivers to fully understand.
- **On-the-spot** help during meetings, including clarifying or rephrasing, with emphasis at the start of meetings that parents/caregivers are encouraged to ask when things are not clear.
- **A note** on all materials distributed to parents/caregivers about whom to contact for help in understanding the information and encouraging them to ask.

B. Assessing the assistance:

- The school will regularly determine through meeting and training evaluations, periodic surveys, an annual survey, and discussions with affected parents/caregivers whether needed assistance was provided and helped parents/caregivers fully understand the topics and information.

14. Roles for Community – Based Organizations and Businesses

The school may provide appropriate roles for community-based organizations (CBOs) and businesses in parent/caregiver involvement activities.

A. The school will encourage and solicit CBOs and businesses to take appropriate roles in parent/caregiver involvement activities, including:

- Donating food, services, and money for events and meetings
- Donating gift cards
- Allowing flyers about school activities in community institutions, stores, and circulars
- Providing information, well in advance, about summer camps and programs that reinforce classroom learning
- Providing CBOs' expertise on education and family engagement, through participation in presentations and workshops, consultation, and other activities, where educationally appropriate and consistent with the school's mission and priorities

B. Establish guidelines for appropriate CBO and business involvement with Dardanelle Intermediate, including:

- Not creating a quid pro quo relationship (such as attaching a condition to a donation that gives a business control or influence over other school decisions)
- Adopting best practices for avoiding or minimizing commercialization within the school.
- Following security procedures and protection of student and family privacy.
- Requiring that the principal must approve involvement.
- Oversight and review of CBO and business roles.

15. Other Capacity Building

Other Activities The school shall, to the extent feasible and appropriate, conduct other activities, such as parent resource centers, that encourage and support parents/caregivers in more fully participating in the education of their children.

A. The school has a Parent Center, which is:

- a comfortable gathering space equipped with:
 - multiple computers connected to the internet
 - seating areas
 - a lending library of parental books, CDs, DVDs and educational games
- located in the room across from the main entrance into our school
- accessible to parents during the school day and open to 6:00 on Monday