

AR  
 Cedarville Elementary School (Cedarville School District)  
 P.O. Box 97  
 Cedarville AR 72932  
 479-474-5073

### **School 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 Expectations and Objectives**

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

##### *Guiding Questions*

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*  
*[A.C.A. § 6-15-1702(a)]*
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
*[ESSA § 1116(c)(3)]*

##### 1.1

CES involves parents on school improvement planning committees by offering training to interested school staff and parents. Interested parents serve on curricular and instructional review committees. As committee members, their input is factored into decision making about the allocation of Title I, Part A funds for parental involvement. Language usage is very carefully guarded in planning meetings. Definitions and specific words are used rather than acronyms that only staff knows, staff is very laid back presenting an open atmosphere for families that choose to come.

CES actively partners with parents in the yearly formation of a Parent Teacher Organization which fosters parental and community engagement within the school. All guardians and family members, even extended, are encouraged to join PTO. The membership drive is held in the fall, quickly after school starts. The class with the highest % receives an incentive.

##### 1.2

CES invites all parents to be a part of activities and meetings. Surveys are taken at the beginning of the year for volunteer signups. Invitations are also sent throughout the year for specific needs. All parent comments from the Title 1 meeting will be forwarded on to district administration and the Federal Programs Coordinator, including items that are not satisfactory to parents.

CES coordinates and integrates through the Head Start Program located on the elementary campus. Parental involvement opportunities are offered by reaching out to them when family engagement activities are held after hours.

CES also partners with the local city library throughout the year. They place our announcements at the counter.

Through Facebook and Dojo, CES invites all parents to be a part of activities and meetings.

Invitations are also sent on paper throughout the year

Signs are placed at local businesses.

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## **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)]*

### 2.1

At the beginning of the year, every student is given an envelope with important information. It may be picked up by a family member or friend before school, during open house hours, or the student takes it home if their family did not get it that night. It includes:

description of the engagement program

recommended roles for parents, students, teacher, and the School

ways for a family to get involved

survey on paper or a link is provided regarding volunteer interests

schedule of activities planned throughout the school year

description, directions, and specific code to join their child's teacher on our Dojo media platform for direct, secure communication

Students return the packet to their teacher, during the first week of school.

### 2.2

If necessary, forms are translated into the language requested upon enrollment. Posts on media platforms will be translated based on a class basis.

CES coordinates and integrates through the Head Start Program located on the elementary campus. Parental involvement opportunities are offered by reaching out to them when family engagement activities are held after hours. HeadStart sends CES fliers home.

CES also partners with the local city library throughout the year. They place our announcements at the counter.

Through Facebook and Dojo, CES invites all parents to be a part of activities & meetings.

Announcements & invitations are also sent home on paper throughout the year.

Local businesses will post signs for CES .

### 2.3

CES offers a variety of ways to meet with families by utilizing: zoom, google meet, facetime, facebook, in person meetings, notes home to parents, social media platforms, phone calls. Teachers all send home notes and post their planning times on their class FB page. . Meetings are also scheduled before and after school. In an event where none of those work and the teacher is not available, the Principal will have the class covered so a meeting can take place.

The CPS website will have the plan posted.

Hard Copies will be available at the front office and through the CES parent facilitator, Twyla Ledesma, Counselor.

Twyla can be reached through the following: email; [tlledesma@cedarvilleschools.org](mailto:tlledesma@cedarvilleschools.org); direct phone line; 479- 922-6145; school line; 479-474-5073; through DOJO; face to face through scheduled appointments; and on her CES Counselor Facebook page.

The plan will be carefully worded with parent friendly language that is readily understood. At the beginning of each year parents will be given informational packets that include volunteer surveys, different ways to be involved, an overview of the Parent and Family Engagement Plan, Calendar of activities, advertisement of DOJO and contact information for their specific child's teacher (s).

A Summary of the Parent and Family Engagement plan will be provided in the student handbook at the beginning of the year.

Signatures are collected from each parent yearly regarding the handbook and all items included. PTO meetings are offered at various times throughout the year; such as after Rise and Shine monthly, right after school, later in the evening.

Meetings may consist of phone calls, skype / facetime or Duo phone video Apps, Facebook Live, Zoom or Google Meet.

Parents who are having issues with transportation can call the counselor, Twyla Ledesma. She will arrange transport if needed.

Parents are welcome to bring younger children if needed to meetings / activities.

CES will distribute a monthly newsletter to parents that is developed with participation of the parent school organization, principal, staff and parent volunteers. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.

The school's staff and parent volunteers will create a pamphlet explaining the school's involvement with the state's reading initiative and how the parents can be involved in supporting the goals of this initiative. It will be distributed at parent and family orientation night and other public meetings.

CES will update the building level website on a consistent basis to contain up to date information and resources for parents/families.

Parents can access their child's grades using a PIN number they receive at the beginning of the school year. Parents may use email to communicate with members of the school staff.

Each teacher will send home a folder containing student papers and work samples each week. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. The school will provide parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.

The school will send parents a parent friendly letter that explains their child's test results and standardized test scores.

The school will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and social media, send messages through School Reach and School Dojo about parent workshops and meetings.

CES will use the student handbook, school website, signage at the school entrance, and parent orientation meetings about the Schoolwide Title I Plan and how to get a copy upon request.

Classroom DOJO is used as a schoolwide behavior management system, providing real time data to parents. It also allows teacher and parent communication.

CES uses PBIS for school wide behavior management. Pirate Bucks are the reward system. Students and parents will be provided information weekly regarding the status of their bucks. It will be a paper copy given to each student.

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### **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)]*

All certified CES staff members are required to give a plan for professional development in the spring; then they are required to do a follow up plan in the fall to document actual professional development attended. Both are verified and signed by the building administrator.

Parent and Family engagement training is done during the beginning teacher work days before school begins. Various formats are used for this training.

Subjects for the training include: Parents play an integral role; the value of parent contributions and involvement; the school environment, and how the atmosphere is conveyed by each employee; communication between home and school; easily understood and friendly worded notes home; prompt response to family requests; recognition of the parent as a full partner; and the process for resolving parent concerns.

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### **4: Building Parent Capacity**

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

#### *Guiding Questions*

- **4.1:** *How does the School provide timely information about the following:*
  - *a description and explanation of the curriculum in use at the School*
  - *the forms of State and Local academic assessments used to measure student progress, including*

- alternate assessments*
  - *the achievement levels of the challenging State academic standards students are expected to meet*

*[ESSA § 1116(c)(4)(B)]*
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
  - *the requirements of Title I, Part A*
  - *how to monitor their child's progress*
  - *how to work with educators to improve the achievement of their children.*

*[ESSA § 1116(e)(1)]*
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
  - *literacy training*
  - *technology training, including education about copyright piracy and safe practices*
  - *resources that describe or assist with the child's curriculum*
  - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*

*[ESSA § 1116(e)(2)]*
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
  - *involvement in the education of their children*
  - *volunteer activities*
  - *learning activities and support classroom instruction*
  - *participation in School decisions*
  - *collaboration with the community*
  - *development of School goals and priorities*
  - *evaluating the effectiveness of the School-level Improvement Plan*

*[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]*
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
  - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
  - *Create parent centers*

*[A.C.A. § 6-15-1702(b)(4)(A)]*
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
  - *role play and demonstration by trained volunteers*
  - *the use of and access to Department of Education website tools for parents*

*[<https://dese.ade.arkansas.gov>]*

  - *assistance with nutritional meal planning*

*[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]*

Regular, monthly PTO meetings are scheduled at a variety of times to accommodate schedules. Teachers provide parents with explanations of the curriculum used, resources online and are available for meetings as well.

#### 4.1

We provide grade specific curriculum information in all registration packets. Parents will be provided information about MAP testing, reading levels, the ATLAS testing and information on alternate testing as needed and when applicable. State assessment performance data will be delivered and explained to families during the first engagement event. Teachers review expected state standard achievement levels during conferences. Parents are encouraged to call and discuss any of these topics with teachers, the counselor or the principal whenever questions or concerns arise. Parents will be provided a resource page in the annual information packet that describes the ADE website and tools available for parents.

#### 4.2

We hold our annual Title I meeting in the fall, usually in September, that explains the requirements of Title I, Part A. The school provides parents with reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events. Parent teacher conferences are held each semester to discuss the child's progress and potential plans to help the child improve. Parents/guardians receive information at the beginning of the year on how to log into HAC (Home Access Center) to monitor grades. Those that need

additional training can receive that during conferences or upon request at any time. Teachers communicate with parents/guardians at scheduled meetings, via telephone or via email and additionally as needed throughout the year.

Teachers are able to give specific feedback on activities of which a student struggles / succeeds. Each parent is provided with notes home regarding state assessments used to measure student progress. In addition to the teachers, the counselor, instructional specialist, and principal are available to provide assistance in understanding. Included in the 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.

#### 4.3

The school has a website that houses all required documentation, contact information for each teacher, and classroom specific information. The school distributes a monthly newsletter to parents and families that is developed with the participation of the PTO, principal, staff and parent volunteers. The newsletter is sent by email, social media and hard copy, with additional copies displayed in the school office where parents enter the building. It includes school news, a calendar of school activities, resources for parents, tips for improving student/family well being and ways to help their student improve academically. The counselor meets with all students at the beginning of the year. She provides a table with informational materials for parents during PAFE nights and is available for families. Additional newsletters and media posts are provided that include parenting tips, homework tips, organizational skills and study skills.

#### 4.4

Each PAFE night consists of trainings for parents/families. Teachers provide parents with explanations of the curriculum used, resources online and are available for meetings as well. Regular, monthly PTO meetings are scheduled at a variety of times to accommodate schedules. Meetings are also held live on social media, which allows for real time input. The PTO along with our leadership committee, the Parent and Family Engagement committee, surveys and Title I, Open House and orientation events will all help keep our parents/guardians involved at all grade levels by affording them the opportunity to communicate needs, learn needed information/skills, obtain assistance, provide suggestions, offer specialized knowledge and develop trust in our school and community. We provide a framework that enables everyone to be involved in their children's education. We have a close partnership with the school PTO officers, and we help them each fall with their membership campaign by involving students in a competition. We provide opportunities for volunteer activities within the PTO, on campus helping with events or assisting with maintenance of the playground or outdoor classroom. We frequently seek input from parents/guardians as we work to make school level decisions and develop school goals and priorities via surveys, invitation for comment, meeting discussions and community feedback.

#### 4.5

Parents will be provided a resource page in the annual information packet that describes the ADE website and tools available for parents. We share resources online such as SMACTALK, instructional videos, important news, school specific information, Health Clinic information, immunization clinic dates, as well as event dates, deadlines and test dates. Our school has a parent center that houses various brochures, informational packets and digital library resources where they can access parenting books. Families are informed of opportunities to receive additional resources upon request if funds are available. To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.

#### 4.6

CES has a nutrition specialist on site who is available for assistance with nutritional meal planning and preparation. She also teaches classes with students on these topics. The Division of Elementary and Secondary Education website tools, PTO/PTA website resources, Cedarville and Crawford County library systems, Head Start/ABC programs website and ATLAS parent web pages will be regularly shared via our school website and Facebook page for parents/guardians. During PAFE nights, these resources are shared and displayed on large SMART Panels in the cafeteria with staff to explain their use.

Through the after school program, parents are invited to various parent training nights through the year. These are conducted by various community assets.

CES has 2 parent nights, in literacy and math, in which different role play activities are demonstrated by teachers

and students.

CES has a program called One School, One Book. The entire school reads the same book. It can be read by parents to their child, the child to the parent and the teacher to the class. Any and all methods work. The goal is to get families reading together.

Following is a list of specific activities planned throughout the 2023-2024 school year - Procedures, protocols and activities may change to follow recommended/mandated CDC restrictions.

"High 5's" to entire student population on 1st Day of School by Community & Parent Volunteers

Monthly PTO Meetings

First Friday assembly each month

Flex Fridays - 2 / month - Occasionally will bring in guests from the community

Reading Friday - 1 / month

9 Non-Nutritional Days

Grade Level Field Trips with parent/family with cleared background checks as chaperones

Parent/Teacher Conferences September 2023

Parent/Teacher Conferences November 2023

Parent/Teacher Conferences February 2024

Parent/Teacher Conferences April 2024

Fall Book Fair September 2023

Celebrate Freedom Week September 2023 (includes local firefighter, police officers, first responder ambulance workers, some of whom are parents of our school.)

Fall 2023: Celebration of High Achieving 4th grade students 2023

Red Ribbon week October 2023

Literacy Night Fall 2023

Annual Title I Parent Meeting Fall 2023

Veteran's Day Presentation November 2023

Guest Readers for Dr. Seuss Week March 2024

Dr. Seuss play March 2024

Homecoming Parade and evening Festivities Fall 2023

Math Night Spring 2024

Spring Book Fair 2024

Spring Musical 2024

Spring Track and Field Day spring 2024

Spring Daddy/Daughter Dance 2024 sponsored by a school club

Awards Day presentation May 2024

Kindergarten Graduation May 2024

Picnics in the park May 2024

Fun Day May 2024

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## **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)]

### 5.1

Parents may check out materials, use the school computer to check grades and visit educational websites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parental input.

The resource center is always available to parents during school hours or by appointment after school. The school will distribute Informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents / teachers / students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, email...).

### 5.2

We have many programs in place that assist our students and community. The summer meals provided via Seamless Summer Program offers breakfast and lunch at no charge for children 0-18 years of age Monday through Thursday. We offer a summer tutoring program for all students, as well as tutoring throughout the year after school. Our After School Program is a partnership with the Boys and Girls Club of Van Buren that runs through the school year and summer. Our School Based Health Clinic offers resources to parents that include medical, dental, optometry and school based counseling services. Parent information runs through an online media platform as well as print. Local churches provide services to families as needed. This is usually coordinated through school counselors.

Included in the 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.

### 5.3

Twyla Ledesma is the CES Parent and Family Engagement Facilitator. 479.474.5073  
tledesma@cedarvilleschools.org

To promote alumni involvement, alumni parents have been included on the Parent and Family Engagement Committee. They also serve as PTO officers. CES has an active Parent Teacher Organization.

This plan will be incorporated into the school improvement plan.

CES partners with the Boys and Girls Club to provide before and after school care. Several parent nights are held each year to provide learning opportunities for parents.

CES partners with local fire and police departments to provide extra learning opportunities for families.



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## **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)]*

ES will plan and conduct an Annual Title I Parent Meeting in the fall, in the month of September, after budgets have been created and shared with the schools through a virtual / media platform

Parents will be provided information on Title I requirements

Parents will be provided information regarding their rights under Title I

Annual Title I presentation slide deck:

[https://docs.google.com/presentation/d/e/2PACX-1vRFdSKyHQZgMcuR0HAzpjABJP1pwd8ubidlqi4sRuN0hgK7Oyvi19HJoq1SWsuLWft636UvvazDzb\\_d/pub?start=true&loop=true&delayms=3000&slide=id.p6](https://docs.google.com/presentation/d/e/2PACX-1vRFdSKyHQZgMcuR0HAzpjABJP1pwd8ubidlqi4sRuN0hgK7Oyvi19HJoq1SWsuLWft636UvvazDzb_d/pub?start=true&loop=true&delayms=3000&slide=id.p6)

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## **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)]*

### 7.1

School staff, parents, and students will develop a school parent student compact. The Guiding Coalition will enlist the help of parents from the PAFE committee to develop this.

This compact will outline how parents, school staff, and students share the responsibility for improving student

academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards.

A resource book will be compiled from the volunteer forms collected from parents at the beginning of the year. This book will be used throughout the school year to call the parents with varying interests or specialties when they can be paired with activities or needs that arise..

CES will work as a partner with all parents and the resources they have to offer. CES uses varying strategies from parents and the community to achieve the high academic state standards. Regular two-way communication happens daily through the use of: DOJO, paper notes home and to school, phone calls, facebook comments and messenger (if initiated by parent and there is no other method of communication), email, Remind 101, text messaging, scheduled face to face meetings with teachers during their prep time

## 7.2

The compact will be a functional document with clearly defined expectations for all involved parties. Parents, students, teachers and the principal will sign the compact.

This link is available to access the compact:

<https://drive.google.com/file/d/1ZvBeINa4kQgkIqS3-56ZeCnPZDcCyNtQ/view?usp=sharing>

CES uses varying strategies from parents and the community to achieve the high academic state standards. Regular two-way communication happens daily through the use of: DOJO, paper notes home and to school, phone calls, facebook comments and messenger (if initiated by parent and there is no other method of communication), email, Remind 101, text messaging, scheduled face to face meetings with teachers during their prep time

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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*

- **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)]*

## 8.1

The school district's allotment is less than \$500,000; however, Parent and Family Engagement is a priority for our district, therefore we have reserved more than 1% of our allocation under Title I, Part A. Specific needs at each building are also considered in developing the budget amounts. Our leadership team combines the needs and concerns listed by all school committees and teams and prioritizes how funds could be spent. Our principal takes these suggestions to the district leadership team to share CES findings with them for final determination of allotment.

## 8.2

Each year at the annual Title I meeting, parents will be given the opportunity for suggestions for fund use. Surveys will be done at conferences with regard to funding through an online platform. Parents will be notified as to the results of the suggested services. At any time, parents may contact Twyla Ledesma, with suggestions.

<b>Assurances</b>
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Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.

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**Required...your form will not save unless all boxes are checked.**

☒ **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 encourage school staff to use volunteer surveys to compile a volunteer resource book..

*[A.C.A. § 6-15-1702(b)(6)(B)(ii)]*

☒ **A.8:**The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.

*[A.C.A. § 6-15-1702(b)(3)(B)(ii)]*

☒ **A.9:**The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.

*[ADE Rules Governing Parental Involvement Section 3.02.2]*

☒ **A.10:**The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:

- what students will be learning
- how students will be assessed
- The informational packet
- what a parent should expect for his or her child's education
- how a parent can assist and make a difference in his or her child's education.

*[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]*

✓ **A.11:**Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

✓ **A.12:**The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

✓ **A.13:**The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

✓ **A.14:**The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to [ade.engagementmatters@ade.arkansas.gov](mailto: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)]

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<b>School Information</b>
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<b>School Name:</b>	Cedarville Elementary School
<b>School Engagement Facilitator Name:</b>	Twyla Ledesma
<b>Plan Revision/Submission Date:</b>	05/11/2023
<b>District Level Reviewer Name, Title:</b>	Pattie Murphy, Federal Programs Coordinator
<b>District Level Approval Date:</b>	05/12/23

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**Committee Members, Role**

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Twyla	Ledesma	PAFE Coordinator / Counselor, Parent
Dr. Rebecca	Cook	Principal / Parent
Codee	Garrett	Teacher / After school Program Coordinator
Paula	Coughran	Dyslexia therapist / Reading Specialist
Katy	Whitley	Parent
Tanya	Cross	Librarian / Parent

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**Committee Members, Role**

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)

Logan	Dyer	Parent / CHS Para Professional
Lacey	Fletcher	Garden Program Coordinator / Parent
Elyssa	Whitworth	PTO Secretary
Alisha	Wells	PTO Treasurer
Crystal	Mothersell	PTO President

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#### 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](mailto:ade.engagementmatters@ade.arkansas.gov) or 501-371-8051.

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### District Reviewer Responses

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#### Section 1 - Jointly Developed

- ☐ Changes Required
- ☒ Compliance is Met

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**Comments:**

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#### -Section 2 - Communication

- ☐ Changes Required
- ☒ Compliance is Met

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**Comments:**

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#### Section 3 - Building Staff Capacity

- ☐ Changes Required
- ☒ Compliance is Met

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**Comments:**

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#### Section 4 - Building Parent Capacity

- ☐ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 5 - Coordination**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 6 - Annual Title I Meeting**

☒ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 7 - School-Parent Compact**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

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**Section 8 - Reservation of Funds**

☐ Changes Required

☒ Compliance is Met

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**Comments:**