

AR
Cedarville High School (Cedarville School District)
P.O. Box 97
Cedarville AR 72932
479-474-7021

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)]

We solicit parent and family input with the development of the school parent and family engagement plan through surveys, meetings and requests/comments made by parents via email, in person or in surveys to guide our development and implementation. We have a Title I Parent Meeting in the Fall to distribute the updated engagement plan and include links to it in our handbook and on our website. We review the plan with the PTO members and Engagement Committee members in late Spring to review the plan and take suggestions for needed changes or suggested improvements.

All responses and any recommendations or comments provided in the surveys taken at each Parent/Teacher Conference regarding the Engagement Plan are submitted to the district coordinator for review. Current PTO officers are composed of three parents of CHS students and the counselor of CHS. All parents/guardians we invite also have actively enrolled CHS students.

We work with the community to ensure our meetings can be attended by holding meetings after school hours and we post the meeting content/PowerPoints on Social Media for anyone in the community that wasn't able to attend in person. We also provide chromebooks for parents/guardians to complete surveys on campus in case they do not have access to or ability to complete the digital surveys at home.

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)]

Every student receives a new enrollment packet for parents/guardians to complete upon enrollment in the new school year. In this packet, we include a volunteer survey, guardian/teacher/student/admin compact agreement, engagement program summary and link to the engagement plan, suggestions for how parents/guardians can be involved or help the student in each subject area, school year calendar with important dates, syllabus from each grade level teacher that includes that teacher's contact information and expectations as well as contact information for the school, principal and counselor. We will coordinate with the LEP coordinator to ensure any families that need information in native language will receive the needed information. Use of State Provided TransAct Notices as needed.

The school always offers meeting times that are outside of school hours. We also offer telephonic or zoom meeting if a parent can not be on campus. We post information about meetings, presentations online. We also send information home with students. We have an open door policy and parents can call or come in to request meetings as needed beyond the regularly scheduled meetings we might hold. We strive to hold at least one large engagement event/activity each month throughout the year to provide flexible opportunities for families to meet with us.

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)]

Cedarville School District believes in the importance of ongoing professional learning. CSD partners with the Guy Fenter Educational Cooperative as well as the Division of Elementary and Secondary Education for professional development needs. Cedarville School District will ensure state required minimum professional development for teachers and administrators is met. Administrators maintain professional development documentation at each school building. PD Approval and PD Validation forms are monitored by the principals bi-annually to assure each staff member's requirements are met. All staff house their documentation in shared google doc folders for easy access for monitoring by the administrators. Professional development is tied to TESS, school and district goals. Training is ongoing at Cedarville Schools. PD for PAFE happens during regularly scheduled PLC meetings, faculty meetings, and book studies. Additional PD is shared through email, google docs and weekly staff emails.

At the beginning of the 2023-24 school year, our district will offer PD on parent/family engagement, Ethics, RISE, Wellness, SPED, NBCT, 21CCLC, PD in general/IDEAS, FERPA, Homeless/McKinney-Vento, Procurement/Code of Conduct, Civil Rights and various other topics. More in-depth training (for example; New Teacher Orientation) will occur for specific groups during break-out sessions the rest of the week. Building Principals will also address how, when and why contact with parents/guardians is crucial for success. All materials will be delivered via google docs/email as well as in-person so the staff has all the information at their fingertips for reference throughout the year.

The school handbook is reviewed by principals during building in-service. During this time, the principal and/or PAFE coordinator outlines the sections regarding the school's process for resolving complaints. Processes for responding to parent requests and their roles in their student's education is highlighted at this time as well.

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)]

4.1

We provide grade specific curriculum information in all registration packets. Parents will be provided reading levels, ATLAS testing and information on alternate testing as needed and when applicable. Teachers review expected State standards during conferences. Parents are also able to call and discuss any of these topics with teachers, the counselor, or the principal whenever questions or concerns arise.

4.2

We hold annual Title I meetings 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 once a nine weeks. will be held to discuss the child's progress and potential plans to help the child improve. Parents/guardians will receive information on how to log into HAC to monitor grades at the beginning of the school year. Those that need additional training can receive that during conferences or upon request. Teachers will be able to communicate with parents/guardians at scheduled meetings, via telephone or via email.

4.3

The school has a website that houses all required documentation, contact information for each teacher, and classroom specific information. The school posts 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 and social media. It includes school news, a calendar of school activities, resources for parents, tips for improving student/family wellbeing and ways to help their student improve academically. The counselor meets with all students at the beginning of the year and shares her resource page and forms for mental health/wellness. She provides a table with informational materials for parents during PAFE nights and is available for families. Additional newsletters are provided that include parenting tips, homework tips, organizational skills and study skills. Parents/guardians of high school grade students also have access to KUDER software to assist their child with his/her individual success plan as they help the child plan for the future and investigate careers and education plans to graduation and beyond. Each PAFE night consists of trainings for parents/families. This year's trainings will focus on digital strategies and resources to enhance engagement with our families, including tutorials for literacy and math classwork.

4.4

The PTO along with our leadership committee, the Parent and Family Engagement committee, surveys and Title I meetings, Parent/Teacher conferences, Literacy Night, Math and Science Night, Fine Arts nights, athletic events, Open House, FAFSA night, wellness night 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's new 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, at athletic events, on campus helping with events. 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

We share resources online such as SMOCKTALK, instructional videos, important news, ACT testing dates, upcoming college visits, 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.

4.6

The Division of Elementary and Secondary Education website tools, PTO/PTA website resources, Cedarville and Crawford County library systems, Head Start/ABC programs website ACT and SAT websites, and state assessment parent web pages are regularly shared via our school website and Facebook page for parents/guardians. During PAFE nights, these resources are shared and displayed on large SMARTPanels in the cafeteria and/or gym with staff to explain their use.

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)]

Each building parent and family engagement coordinator and principal will collaborate with school leadership teams to find effective ways to assist parents in understanding the state academic standards, local and state assessments, how to monitor their child's progress and how to work effectively with the teachers to help improve the achievement of their children. Ongoing tips and trainings will be provided throughout the school year in google classroom, parent newsletters, social media posts and announcements. More detailed information will be provided during parent-teacher conferences each quarter.

5.1:

Throughout the year, we invite members of our community and college representatives to talk with our students during the scheduled success period about various career topics. If conditions do not allow on-site meetings, these meetings occur through zoom and are viewed in every classroom simultaneously. Students and teachers ask community members questions at the end of the presentation. This shows our students that career goals are reachable and gives them insight into careers they might have never heard of before.

The high school students have the option to participate in in EAST, Agriculture Science courses and in various clubs where they can begin participation and active involvement with community service projects, including our county fair in the fall. The EAST students work with community member to help with service projects throughout our town.

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 during the designated summer dates which are usually from June through August. We offer a summer tutoring program for all students, as well as tutoring throughout the year before and after school. Our School Based Health Clinic offers resources to parents that include medical, dental, optometry and school based counseling services.

The High School hosts a transition for all freshman entering high school. The students are presented with a presentation on courses offered and a tour of the building. We then have two nights of freshman orientation for parents/guardians and their children. They are shown a presentation of courses offered, given a quick overview of the differences from middle school to high school, and able to ask questions. The principal, counselor, and a few teachers are at the orientation to assist with the questions.

5.3

The high school has teacher leaders as well as the counselor as members of the school PTO and works with the officers to provide meeting times and places for the parent organization. The school staff promotes membership through student interaction, classroom notifications, social media posts and word of mouth.

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)]

The school will plan and conduct an Annual Title I Meeting in the fall, usually in the month of October. We posted an invitation to the fall meeting and followed that by posting the actual Title I Meeting presentation on our school Facebook page.

Link to Title I presentation

During the spring, we will hold the Title I Evaluation Meeting. We tried to hold this meeting in April but this year we did have to hold the meeting in May due to scheduling issues and illness.

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, families and students developed a school-parent/guardian-student compact. This compact outlines how families, 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. Everyone's role and expectations are listed on the form. All stakeholders will review and sign the compact at the beginning of the year. We review the compact agreement with all committee members and we share copies of the compact agreement during the year with parents, teachers and students requesting any suggestions or concerns be brought up so that we may revise the compact for the new school year as needed.

The current compact will be handed out in every child's new registration packet for the new school year to be read and signed off on by the student, the parent/guardian, the teacher and the principal and then kept on file to document completion of this component of our plan. A link is attached to next year's compact agreement and shows that we meet each of the items used to provide opportunities for and importance of regular two-way communication.

Conferences will be held 4 times per school year, once per quarter, to review all students' progress and success plans for the high school students. During these conferences, teachers review interim assessment scores, grades and student achievement with parents/guardians and address ways in which the family can help their students improve and achieve the challenging state academic standards. The school sends out both midterm reports (4 1/2 weeks) and report cards (9 weeks) every quarter. Parents and guardians also have access to the Home Access Center (HAC). This information is provided at enrollment or the beginning of the school year.

Parents and guardians can also contact teachers through HAC or by contacting the high school and requesting a call back or by emailing the teacher through the emails listed on our school website.

During our family engagement nights in the fall and the spring, parents/guardians will have an opportunity to see some student activities as well as displayed projects completed by their student's class in multiple subject areas. We encourage parents/guardians to check on the status of their child's google classrooms as well.

In the enrollment packet, we include the volunteer survey where parents and guardians can notify us of their intent to volunteer and what they are willing to do to help. We provide a list of activities to select from as well as a place to write in their own.

7.2

Parents/guardians sign a copy of the compact agreement along with their student to show they have read and understand everyone's role in ensuring this student's success at the beginning of the school year or when enrolling their student in our school. Copies can be provided upon request or a [link](#) to the compact agreement will be found on the school website and teachers refer to this agreement during parent/teacher conferences. The principal refers to the compact when conferencing with families individually as well.

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):

- o How is the School spending those funds?
- o How does the School determine the priority of how funds are spent?
- o 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 and this school, 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.

8.2

Parents and families are involved in the decisions regarding how funds reserved for parent and family engagement are allotted by the district and the school through participation in PAFE Committee meetings throughout the year as well as providing input at our Annual Title I Meeting held each spring. Through our meetings and via survey data, we will ask for suggestions on the effective use of funds allotted for activities to increase and support parent and family engagement objectives.

Parents and families provided input stating they believe that more monies should be used to support our technology programs and to provide classroom paraprofessionals to aid in instruction and remediation. The district reviewed previous year expenses and proposed changes to expenditures. The school committee will solicit feedback from all families through a simple survey before submitting budgets for the following school year.

Assurances

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

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

[ESSA § 1116(b)(4)]

☑ **A.15:**The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

[ESSA § 1116(c)(4)(C)]

School Information

School Name:	Cedarville High School
School Engagement Facilitator Name:	Whitney Armer
Plan Revision/Submission Date:	5/15/2023

District Level Reviewer Name, Title:	Pattie Murphy, Title I District Coordinator
District Level Approval Date:	05/15/23

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)
Whitney	Armer	Wellness
Wade	Rogers	Safety
Nikki	Barber	Staff Member
Brad	Molder	RTI
Kristie	Franklin	Parent
Whitney	Armer	PAFE Coordinator

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)
Colenna	Cluck	PTO Vice President, Parent
Krystal	Mothersell	PTO President, Parent
Rikki	Turner	PTO Secretary, Parent
Colten	Arnold	Student
Bryson	Turner	Student
Kinsey	Franklin	Student

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ Changes Required
- ☒ Compliance is Met

Comments:

-Section 2 - Communication

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 5 - Coordination

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 7 - School-Parent Compact

- ☐ Changes Required
☒ Compliance is Met

Comments:

Section 8 - Reservation of Funds

☐ Changes Required

☒ Compliance is Met

Comments: