

AR  
Cedarville School District  
9500 Pirates Point  
Cedarville AR 72932  
479-474-7220

### **District 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. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2023-24.

#### **1: Jointly Developed Expectations and Objectives**

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

##### *Guiding Questions*

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*  
[ESSA § 1116(a)(2); 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(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*  
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*  
[ESSA § 1116(a)(2)]

**1.1** During Open House in August, schools will welcome parents into the school and establish positive relationships. Parents will be encouraged to volunteer at their child's school, become members of the PTO/PTA, and take brief surveys to help us establish concerns and/or questions they may have at this time. Parents will be involved in the development of the District PAFE Plan, schoolwide program plans and support and improvement plans by being members of PAFE District & School Leadership Teams, PAFE Teams, Attendance Teams, etc. and by providing input through various outlets (ex: social media, paper surveys, meeting discussions)

In the spring (April or May), the District Parent and Family Engagement Committee will conduct an annual review to update the policy for the next school year's Title I, Part A program. The Committee consists of staff and parents from all three schools in the district, as well as any community members and students who choose to participate. Parents will be encouraged to provide feedback to the committee regarding how funds are used, ways the school can improve the Title I program, parent trainings needed and methods to increase parent participation. Surveys will be used throughout the year to collect this information as well. Results of these surveys will be reviewed during the evaluation meeting in the spring. Parents will be encouraged to provide verbal and written feedback during this evaluation meeting, and given an opportunity to share their ideas at a later time as well, after reflection has occurred. A survey will be shared for those not in attendance as well.

**1.2** Our district purchased Canva software for creating graphics, videos and social media posts to promote engagement and support. It was very successful in increasing engagement and we will continue to use it in the

upcoming year. We are upgrading digital signage by the main highway where traffic flows by each school to effectively communicate PAFE events to the community. To ensure adequate representation of parents and families of participating children, Cedarville School District will provide various opportunities to assist with the monitoring of our school and district plans. Meetings, materials and training opportunities will be communicated by numerous outlets. Social media pages (school website, Facebook, Twitter, etc.), class tools (Class Dojo, Remind 101, Google Classroom, etc.), paper reminders through newsletters and notes home, and automated phone calls are many of the ways the schools reach all families of participating children. Parents will be given the opportunity to plan and assist with monitoring and adjustments to the plans throughout the school year through these methods, as well as, attending PTA/PTO meetings, leadership meetings, and parent conferences. The high school PAFE coordinator developed a PTO last year, so now all schools have a parent organization on campus. These parent/community leaders help the PAFE coordinators "get the word out" about school events and news and are a vital part of engagement in the Cedarville district.

Parents and families are also encouraged to provide written or verbal feedback. Surveys and questionnaires will be used to identify barriers for participation, especially with parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Attendance at all parental involvement activities is encouraged and documented by each school. Cedarville Schools invites business owners/leaders who are parents and uses them as liaisons. We also provide a Spanish-speaking staff member at each school to support the PAFE Coordinator to accommodate our families, as well as using TRANS Act to send notes/forms home in other languages when needed.

**1.3** Cedarville School [District's Schoolwide Improvement Plans](https://cedarvilleschools.org) are housed on the school website ([cedarvilleschools.org](https://cedarvilleschools.org)) via google docs. The parent and family engagement plan, wellness plan and literacy plan are linked into each schoolwide plan. These interconnected plans are created to give support to parents/families to assist in their child's academic and emotional development. Results from reviews are taken back to the buildings by the School PAFE Facilitators and shared with building leadership and collaborative teams. Presently, the District is focusing on increasing literacy scores and student engagement. Attendance policies that match ESSA Index scores are being implemented along with strategies for decreasing chronic absenteeism. Each school has literacy plans in place as well. The plans are continually updated and revised throughout the year based on the "Plan, Do, Check" cycle of inquiry. The District PAFE Coordinator includes PAFE Meeting Updates on the monthly District Leadership Team agenda items. The principals and leaders of each school lead the discussion by sharing the decisions that were made in the school leadership and PAFE committee meetings. The district provides feedback and financial support to the events/programs as needed. Communication and collaboration are the keys to success at our district because many of our parents and families have students in multiple buildings. Whole group planning makes events inclusive for everyone so no family has to miss one event to attend another. Family nights are being scheduled to encourage and support parents with the involvement of their child(ren)'s education. Families are educated on curriculums used in the district and learning activities their child(ren) participates in at school. The district used survey data to reinforce the building leadership needs assessment. This assessment showed extra support was needed with at risk students/families, especially with basic needs. An onsite, full-time social worker works with and supports students and their families. She spends time at all three schools to aid with attendance, mental health and engagement. All committee and team leaders update the district on their meetings and building needs to pour into the District School Improvement Plan as a whole.

**1.4** Cedarville School District uses its survey data, attendance data and committee feedback to measure its meaningful family and community engagement. The District Leadership Team meets to set expectations and to create ways to increase engagement. For example, if one school had measurably greater attendance and engagement at a parent meeting, that school leader will provide ways and ideas for the other schools to improve. All schools expect greater attendance to all events from the previous year from their families, especially in-person attendance. Cedarville SD has greater in-person attendance than virtual, however both are still available for most meetings. If restrictions are placed in the future, leadership teams will share the improved methods found for virtual attendance with the district committee so they will be ready to meet the new challenges.

The District PAFE Coordinator regularly reviews upcoming meeting agendas with the school PAFE Coordinators and committee teams to include ways for parents to help their students in their monthly parent and family nights. Parents play an integral role in their child's education, so partnership is the focus of each event. Teams review ways to accomplish this without decreasing participation or creating barriers for attendance. We have learned when asking parents to complete surveys for the school(s), it is best to keep the surveys brief. When the surveys are too lengthy, parents will quit after partial completion. We now "break up" the surveys, and ask part of the questions at one event, then more at the next event, and so on. We collect data from their verbal responses at committee meetings as well. Participation increased with this process.

Our district literacy goal is to decrease the percentage of students "in need of support" on the state's summative assessment for reading (ACT Aspire) by 5%. Literacy improvement is our focus. Our district objective for the upcoming year is to communicate and notify families and community of our goal through a deliberate awareness and notification campaign at all events. The district goal of improving literacy will be at the forefront of all we do.

Students and families are the focus at Cedarville School District. Because our school district is the largest employer in our small, rural town, the school system is the "hub" of the community. Our events bring the community together. This is evident in the hashtag that parents, students, teachers, staff and community members use in social media, advertisements and all forms of communication. #PPRD, which stands for "Pirate Pride Runs Deep" is used by all to show community pride!

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## **2: Building Staff Capacity**

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

### *Guiding Questions*

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
  - *jointly-developing school engagement plans*
  - *implementing effective parent and family involvement activities*
  - *jointly-developing school-parent compacts**[ESSA § 1116(a)(2)(B)]*
- **2.2:** *How does the LEA 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 are aware of:*
  - *the value and utility of contributions of parents*
  - *how to reach out to, communicate with, and work with parents as equal partners*
  - *how to implement and coordinate parent programs*
  - *how to build ties between parents and the school**[ESSA § 1116(e)(3)]*
- **2.3:** *How will the district 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 are you ensuring that relevant information is 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)]*

**2.1** In early August during the mandatory staff professional development, the District PAFE coordinator trains all employees on PAFE. During this in-person training, she models where to find the FACE information on the DESE website pages and shares links and the entire presentation with the district employees using a google doc. She models how to keep this shared doc in an email folder for reference and how to search emails and google drive for shared materials. The technology coordinator shares technology updates and best practices to use with parent engagement social media sites and google classrooms. Our district purchased Canva software for creating graphics, videos and social media posts to promote engagement and support. It was very successful in increasing engagement and we will continue to use it in the upcoming year.

The District PAFE Coordinator meets with school PAFE coordinators in August to train them on all requirements and objectives for the year. At this in-person training, a binder will be provided with the current PAFE Plan, state and federal requirements, training opportunities, DESE FACE contact information, Indistar passwords, a current calendar of events and other materials related to parental engagement. The school coordinators are trained on how to use the FACE DESE toolkit and website resources.

The district has plans to continue to bring in guest speakers to help train staff, parents and community this year. For example, one training will include using social media safely. We feel our community needs to be better informed on what their children are doing on social media and the problems that can arise without education of these media and devices.

During Open House in August, schools will welcome parents into the school and establish positive relationships. Parents will be encouraged to volunteer at their child's school, become members of the PTO/PTA, and take brief surveys to help us establish concerns and/or questions they may have at this time. Parents will be involved in the development of the District PAFE Plan, schoolwide program plans and support and improvement plans by being members of PAFE District & School Leadership Teams, PAFE Teams, Attendance Teams, etc. and by providing input through various outlets (ex: social media, paper surveys, meeting discussions). PAFE committees at each school will add their school-parent compact to the agenda items during the first meeting in the fall. Together they will review each part of the compact for needed modifications.

**2.2** Staff training of parents as equal partners begins in August and is ongoing throughout the year. After the initial mandatory district staff training from the District PAFE coordinator (Pattie Murphy) titled, "Pirates Have Families, Too!", the administrators present additional building training to their staff during their August in-service. These trainings will focus on the value of parents as partners, how to build relationships, how to effectively communicate and to respect families' time. All materials are shared with all staff in their google drive so they can continually access it after training. Arkansas IDEAS is used as one of the online resources for additional training throughout the year. School administrators and teams assess PAFE needs during their scheduled meetings. Building PAFE coordinators meet with their school PAFE teams regularly as well as various other school teams. These teams report to the school leadership teams, which in turn, report to the district leadership committee. The district committee correlates and coordinates parent events to maximize attendance for all. Building teams correlate with teacher teams to ensure all families have a tie to at least one staff member. The secretaries, cafeteria workers, bus drivers and paraprofessionals are invaluable team members who provide information and relationships to families. They are encouraged in trainings to communicate needs to the buildings and to actively participate in building capacity and relationships with our families.

2.3 Cedarville School District will ensure, to the extent possible, that information is sent home in a language and format that parents and families can understand. We share translated documents at the same time as English versions to ensure equity. We use easy-to-read, concise infographics to share important messages using Canva software. Our school website has access to a translator, and each school has a certified bilingual instructor available to help. Our district ESOL coordinator (Anna Stewart) is a member of the District Leadership Team and works closely with each building PAFE coordinator. She ensures that staff at each building are aware of all resources, such as TransAct, and the files she has already created for them in different languages. The ESOL coordinator speaks with every ELL student's family individually to assess their needs, then keeps the staff informed of these throughout the year.

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### **3: Building Parent Capacity**

Describe how the LEA supports parents in helping with their student's academic success.

#### *Guiding Questions*

- **3.1:** *How will the LEA provide assistance to parents in understanding the following?*
  - *the challenging State academic standards*
  - *State and local academic assessments*
  - *the requirements of Title I, Part A*
  - *how to monitor a child's progress and work with educators to improve the achievement of their children*

*[ESSA § 1116(e)(1)]*
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve 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); ESSA § 1116(e)(4)]*
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

**3.1** Each building PAFE 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 the google classroom, parent newsletters, social media posts and announcements. More detailed information regarding academics and assessment will be provided during parent-teacher conferences each quarter. The Cedarville School District will inform parents of the requirements of Title I, Part A, and their rights as stated in Title I, Part A at the Title I District Meeting in the spring and at each school Title I Meeting each fall. These meetings are provided both in-person and virtually to accommodate all parents. We have found that coordinating school meetings and having a "Cluster Meeting" increases our participation, so we will continue this practice. Afterwards, we share the presentation materials that include hyperlinks to all resources digitally for those not in attendance and for reference. Parents are informed by letter of their rights including their right to request and receive information on the qualifications of their child's current school year teacher and any paraprofessionals working with their child as well as their right to receive the adequate yearly status of their child's school.

Parents receive ongoing reminders and information on the above topics both in hard copy and digitally via school weekly/monthly newsletters, Class Dojo messages, Remind101 messages and updates on social media. Resource centers at each school provide ongoing information and assistance for parents throughout the year. The PAFE coordinators created virtual parent centers as well, with hyperlinks to materials and resources, that they share at the beginning of the year with families. They update and reshare throughout the year as needs arise. We are proud to have an open door policy where parents can contact us or come in to request meetings as needed beyond the regularly scheduled meetings.

Our media specialists and teachers lead many technology trainings for our parents and families, as well as student-led trainings from our student leaders, such as our EAST students. PAFE coordinators serve on the District Wellness Committee and collaborate with them on parent training as well. Here the FoodCorps and local Cooperative Extension office collaborates with the district to provide assistance with food security and mental health training for students during school and for families during wellness parent nights. Families learn the importance of physiological needs and safety/SEL needs for their students' success with academic achievement. Counselors collaborate and provide training on internet safety with families.

**3.2** Ongoing parent training provides materials and strategies for families to use to help improve their students' achievement. PAFE nights include resources for parents to learn about child development, child rearing practices, technology use and academic strategies that are designed to help parents become full partners in the education of their child. Resources and links to assist in understanding state standards, assessments and monitoring of student progress, such as the RISE toolkit and DESE website links, will be provided during these events as well. Ongoing technology tips and trainings will be provided throughout the school year in google classroom, parent newsletters, social media posts and announcements. These include education about the harms of copyright piracy and how to protect their children.

Families are encouraged to reach out for support to the teachers and staff. Effective communication is essential, especially during school closure. Teachers will provide all and any support as needed. Communication methods are explained to parents at open house, during the first week of school via newsletters, emails, posts in the student LMS, google classroom posts, social media posts and daily announcements. Surveys are used during all parent nights and team meetings to identify the needs of the district and families.

**3.3** To ensure adequate representation of parents and families of participating children, Cedarville School District provides various opportunities to assist with the monitoring of our school and district plans. Meetings, materials and training opportunities will be communicated by numerous outlets. Social media pages (school website, Facebook, Twitter, etc.), class tools (Class Dojo, Remind 101, Google Classroom, etc.), paper reminders through newsletters and notes home, and automated phone calls are many of the ways the schools reach all families of participating children. Parents will be given the opportunity to plan and assist with monitoring and adjustments to the plans throughout the school year through these methods, as well as, attending PTA/PTO meetings, leadership meetings, and parent conferences. Parents and families are also encouraged to provide written or verbal feedback. Surveys and questionnaires will be used to identify barriers for participation, especially with parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Attendance at all parental involvement activities is encouraged and documented by each school. Cedarville Schools invites business owners/leaders who are parents and uses them as liaisons. We also provide a Spanish-speaking staff member, an ESOL coordinator, and TransAct resources at each school to

support the PAFE Coordinator to accommodate our families. We continually survey parents/families for communication preferences. Text messages are still the most popular, however, the social media posts are accessed more at times. We use multiple media avenues for the same information just to make sure all families have accessibility. The PAFE and principal coordinate the message delivery so all messages are the same to avoid confusion and disinterest.

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#### **4: Coordination**

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

##### *Guiding Questions*

- **4.1:** *How does the district 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)]*

4.1 Cedarville School District collaborates with local, state and federal programs to ensure our students achieve success during school and in their futures. Transitional programs and activities for our students include the following:

- Head Start Day-helps transition students to kindergarten
- CES provides a Kindergarten Academy in the summer to children who will be entering school the next year
- 4th Grade Meets Middle School Day- 4th graders leave the elementary school to attend the middle school to learn the facilities, staff, procedures and rules.
- Fifth Grade Orientation- 5th graders tour the middle school to learn the facilities, staff, procedures and rules. During times when in-person touring is not feasible, the tour will be done virtually. A tour for families is provided in the evening the week before school starts, so students and families can become more familiar prior to the first day.
- Freshmen Orientation- This parent & family engagement night trains students and parents on high school graduation requirements, courses available for career and college, clubs, enrichment opportunities, extracurricular activities available, etc. Teachers are available to answer questions, promote their clubs/organizations and to create relationships. Families create student schedules and receive answers to all questions they may have about high school. We normally have 95-98% attendance!
- Cedarville School District and the Van Buren Boys and Girls Club partner to provide after school tutoring and educational programs as well as an evening meal.
- College Project partners with the middle and high schools, providing assistance and training to students who qualify based on needs. The schools provide the schedule and meeting rooms monthly, chaperones for field trips and other resources as needed.
- Headstart uses the school district's facilities and coordinates with the elementary school during parent nights, school day events and assemblies, especially literacy night and book fairs!
- Schools collaborate with the local library and take students to events there throughout the year.
- Counselors and admin collaborate with local county offices and mental health providers when additional support is needed. The homeless liaison and counselors also collaborate with local churches, the county DHS unit, the adult education center and CASA to integrate and coordinate programs for our students.
- CTE programs coordinate with agencies to provide community service, such as EAST students creating 3-D items for child therapy offices, writing and receiving an Arkansas Game and Fish Commission Wildlife Conservation Education grant to purchase supplies to monitor the water quality in local streams/creeks, and FACS students making weighted blankets for occupational therapists to name a few.

All schools collaborate by providing meeting locations and times for PTA, PTO and Community Stakeholder Meetings. Local businesses and civic organizations partner with the schools and district both monetarily and physically. For example, local churches, Go Fresh Foods and the River Valley Food bank partner with the school

district to provide information about food availability to all families in the community during the summer. The health department, local police stations and the county extension offices send guest speakers and materials to help educate our students on healthy lifestyle activities, including safety. Our local bank (Citizens Bank & Trust) partners with each school to provide educational lessons about finance and career opportunities, as well as supporting them financially during PAFE night activities. Parents and families are informed of Cedarville Schools' education goals for the year, along with the goals of the Arkansas State Department of Education (ADE) and national goals from the U.S. Department of Education during the annual Title I District Meeting.

*\*As always, PAFE nights and transition school events will be modified upon need, including virtual trainings/events and drive-through events in place of on-site events.*

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## **5: Evaluation and Reservation**

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

### *Guiding Questions*

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
  - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*  
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
  - *Who is responsible?*
  - *When will it be conducted?*
  - *How will parent input be solicited?*
  - *How will it be disseminated?*
  - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
    - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
    - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
    - *strategies to support successful school and family interactions*  
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
  - *How will the findings of the evaluation be shared with families and the community?*  
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to 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 LEA spending those funds?*
  - *How is the LEA determining the priority of how funds are spent?*
  - *Who is involved in determining that?*  
[ESSA § 1116(a)(3)(A)]
- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*  
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

**5.1** The district PAFE coordinator discusses plan updates and revisions with the school PAFE coordinators beginning in the spring. She provides the checklist and training materials via google doc and hardcopy. A follow-up question/answer session is provided with each school to ensure understanding of requirements/modifications. After peer-review between coordinators, each school PAFE coordinator will submit their plan to the district through the Indistar website. The district will make recommendations to each school for revisions, then return the plans back

to the school. After final approval, the plans will be posted on the school website. All school plans are due to the district by the end of May so there is time for revisions before the August 01 deadline.

**5.2** Each spring the PAFE policy will be revised. Cedarville Schools will provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected through membership in the District Parent and Family Engagement Committee. Pattie Murphy, Federal Programs Coordinator and District Parent and Family Engagement Facilitator, will be the person responsible for carrying this out.

During this spring evaluation meeting, (occurred May 16, 2023 this past year) the group will assess the successful and unsuccessful activities of the current school year. Federal Programs Coordinator, Pattie Murphy, will be responsible for developing and disseminating the annual parent activity evaluation report and for using the evaluation findings to make recommendations and provide suggestions related to parental and family engagement. The district will involve parents and families through quarterly surveys to improve school effectiveness. These surveys and meetings will also provide parents opportunities to provide input on how funding will be implemented. Perceptual data from other school surveys will be shared as well.

All parental engagement meetings/events will have a sign-in list. Each meeting and/or training will also have an agenda with links/copies to resources. All documentation will be housed in the district and school PAFE Facilitators' offices.

Parents, staff and community members will be a part of the parent and family engagement planning committee. Barriers for parent involvement is a constant factor in scheduling meetings with parents, so every way to eliminate these barriers will be assessed. This may include providing child care, transportation and varieties of methods of communication to accommodate parents and family members. Each year, parents will complete a survey addressing barriers for attending parent and family engagement activities. Surveys will also collect data on needs and effectiveness of strategies used. The parent and family engagement facilitator and the principal in each building will be responsible for conducting the survey to identify barriers and collecting responses. School leaders will provide staff with resources to enhance evidence-based practices. The district has provided planning time and resources for teachers during the school day to aid in the development of such approved practices.

**5.3** During our evaluation meeting, data from surveys and member input is analyzed to determine strategies for more effective engagement. These findings are shared with families and staff during ongoing meetings during the school year. Building leaders utilize the school website to push communication to the community because it allows the schools to send messages to social media and text messages at the same time.

Due to the new LEARNS Act and new state standards being released, PAFE coordinators will repeatedly train parents and the state standards through all outlets at the beginning of the year. Teachers will create a syllabus for each class to share with parents/families. Teachers will also work to create short tutorials to help parents guide their children through the lessons and expectations of work. Survey data reflected 83.8% of parents felt welcomed at their child's school, 86.7% communicated with the child's teachers and 93.3% responded they know how their student is doing academically. This data shows current communication practices are working and these will continue. The events with the highest engagement were Open House in the fall and events where students were involved. During the evaluation meeting, parents added that parent trainings needed to occur before an athletic event, for example, where the parents have time to attend the training and still get to the athletic event. Parents stated that with so many things going on, they appreciated fewer, combined events when possible.

**5.4** Cedarville School District's Title I 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. All three schools in the Cedarville School District are Title I Schoolwide schools.

Parents and families are involved in the decisions regarding how funds reserved for parent and family engagement are allotted by the district 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 in the spring 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.

**5.5** The district reviews feedback from all stakeholders at the beginning of each year. The federal programs coordinator oversees the allocation of funds, with suggestions from the district leadership committee and administrators. The budget is shared during the school Annual Title I Meeting in the fall. The information is shared



as a google slide presentation afterwards on the school website and all social media outlets. This presentation includes links to a survey so parents/families can provide feedback even if they missed the meeting. Families are asked to provide input on ways they would like the district to spend funds. There are both multiple choice and open-ended questions in the survey so families can be specific with their answers. The district reviews policy and expenditures yearly to ensure funded activities are consistent with the district PAFE plan.

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

**Please read the following statements closely.**

- **A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan. *[A.C.A. § 6-15-1704(a)(1-2)]*
- **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks. *[A.C.A. § 6-15-1704(a)]*
- **A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available. *[A.C.A. § 6-15-1704(a)]*
- **A.4:** LEA 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.5:** LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. *[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]*
- **A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested. *[A.C.A. § 6-15-1703(b)]*
- **A.7:** LEA 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.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes. *[ESSA § 1116(a)(3)(A)]*
- **A.9:** LEA 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.10:** LEA understands its obligation to submit to the State any comments from parents who deem the 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.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. *[ESSA § 1116(e)(14)]*
- **A.12:** LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator. *[A.C.A. § 6-28-116(2)(A)(3)(B)]*

☒ By checking this box, the LEA understands the legal requirements and will meet them accordingly.

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<b>LEA Information</b>
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<b>District/LEA Name:</b>	CEDARVILLE SCHOOL DISTRICT
<b>District Engagement Coordinator's Name:</b>	PATTIE MURPHY
<b>Plan Revision/Submission Date:</b>	May 23, 2023
<b>District Level Reviewer Name, Title:</b>	PATTIE MURPHY, DISTRICT PAFE COORDINATOR

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**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Pattie	Murphy	District PAFE Coordinator
Twyla	Ledesma	Elementary PAFE Coordinator / Parent
Cynthia	Humphrey	Middle School PAFE Coordinator
Whitney	Armer	High School PAFE Coordinator
Rebecca	Cook	Elementary Principal / Parent
Sarah	McPhate	Middle School Principal

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**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Michael	Bramlett	High School Principal
Coleena	Cluck	CMS & CHS PTO Vice-President /Parent
Anna	Stewart	Parent
Christina	Marion	Community Member / Business Owner
Ashley	Parks	Community Member / Citizens Bank & Trust
Colton	Arnold	Student

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**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role (Teacher, Staff, Parent, Student, or Community Member)</b>
Patience	Wise	District Social Worker
DeAnna	Skaggs	District LEA / 504 / ALE Coordinator
Briley	Small	Student
Kinsey	Franklin	Student

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(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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Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. **Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here:** <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

As part of federal monitoring, the following items are required to be uploaded into Indistar in the **2023-2024 Engagement** folder by October 1, 2023:

<p>The Engagement Plan was <b>developed jointly with parents</b>, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p><b>Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> minutes from that committee meeting</li> <li>- One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input</li> </ul> <p>(The following information should be located on the District website.) <b>Evidence of how the Engagement Plan is disseminated to families and the community</b></p> <ul style="list-style-type: none"> <li>- Required: posted to district website by August 1st</li> <li>- Required: parent-friendly summary as supplement in student handbooks</li> </ul>
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to <b>build parent capacity</b>. ESSA §1116 (e)(1-5,14)</p>	<p><i>[Upload the below documentation for one Title I school. LEA should maintain documentation for EACH Title I school at the local level to be available for upload into Indistar at the request of the SEA.]</i></p> <p><b>Evidence that the Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</b></p> <ul style="list-style-type: none"> <li>- Title I meeting agenda/minutes/slide deck</li> <li>- One example of parent/teacher conference documentation showing how teachers work with families on these topics</li> </ul> <p><b>Evidence that the Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</b></p> <ul style="list-style-type: none"> <li>- Photos of parent resource centers or links to digital resource centers</li> <li>- Resources posted to the website, LMS, social media, etc.</li> <li>- Recordings or agendas from workshops to address literacy or math strategies</li> <li>- Tutorials/videos posted on website and/or social media</li> <li>- Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement</li> </ul>
<p>LEA should <b>use the annual evaluation findings</b> to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p><b>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</b></p> <ul style="list-style-type: none"> <li>- Survey results with meeting minutes</li> <li>- Focus group notes/minutes/reports</li> <li>- Written reports citing data indicating how the LEA will respond with policies, plans, and/or practices</li> </ul>
<p>At the beginning of each school year, the LEA notifies the parents of each student</p>	<p>LEA must <b>upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2023-2024 Engagement folder by October 1, 2023</b> verifying that parents were informed and received timely</p>

about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)	notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.  *Search <a href="#">TransAct ParentNotices</a> for document "TPQ-01" for editable template in 10 languages, if needed.
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## References

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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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## DESE Reviewer Responses

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### Section 1 - Jointly Developed Expectations and Outcomes

- ☐ Changes Required
- ☒ Compliance is Met

#### Comments:

This section is very good. The district has gone to great lengths to ensure parents have the opportunity to be involved in developing relevant plans. The plans are well integrated and measurable goals set.

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### Section 2 - Building Staff Capacity through Training and Technical Assistance

- ☐ Changes Required
- ☒ Compliance is Met

#### Comments:

Excellent work to ensure training and resources are available to parents, and good efforts to reach out to minority groups. Good plan to contact parents by a variety of methods.

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### Section 3 - Building Parent Capacity

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☐ Changes Required

☒ Compliance is Met

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**Comments:**

Excellent training opportunities for parents to learn about programs and resources available to help parents help their children.

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**Section 4 - Coordination**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

Excellent integration of several important programs into the FACE plan, and good involvement by partner organizations within the community.

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**Section 5 - Evaluation and Reservation**

☐ Changes Required

☒ Compliance is Met

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**Comments:**

Very well defined process for evaluating and improving the plan using feedback from parents.