

AR
Cedar Ridge School District
1502 North Hill Street
Newark AR 72562
870-201-2577

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)]

The LEA expectations and objectives for family and community engagement are as follows: encourage engagement by maintaining a safe, supportive, and collaborative school environment, nurture strong relationships between families, school personnel, and community members, provide and engage in flexible and adaptable options for family engagement, and bring our families and community to campus for engagement activities and events.

The LEA will hold Family and Community Engagement Committee meetings throughout the year. The first meeting will be the first semester of the 2023-24 school year, to gain feedback on what engagement activities/events they would like to see held at the district. Parents are encouraged to be involved in a Title I meeting held in September. The LEA embraces all feedback from involved families, as we want to strengthen our relationships and encourage all parents to take advantage of these collaborations.

Several efforts have been made to include families in our reading improvements, such as encouraging reading at home together, encouraging parents to become involved in a Reading Facebook group created by the District (named Reading at the Ridge) that posts reading challenges, hosting a "Reading Under the Lights" event where families and students read on the football field together, etc., and encouraging parents to have children get a good night's sleep, eat a good breakfast, and be prepared for state testing. Brianna Goodman, the Engagement Coordinator, has met with School Improvement Committee members (made up of principals, the curriculum coordinator, librarians, and others), to discuss incorporating the Engagement Plan into the Elementary School Improvement plans. It was decided that we would upload reading/vocabulary videos and helpful links to the district

website and social media pages for families to utilize at home with their children. The content would include but not be limited to – how to correctly sound out letters of the alphabet, teachers doing book talks, free books that families can access and read with their children, etc.

The district has implemented the Cedar Ridge Book Bus which traveled around the district, stopping at several set locations this summer. It went out weekly during the entire summer. Students of all ages were able to check out books, take Accelerated Reading tests, and visit with the teachers that went with the bus. There were many students and parents that participated each week.

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)]

Brianna Goodman, Engagement Coordinator, and Superintendent Tracey Owens, as well as the Director of Federal Programs and Student Services Paula Lovell and Director of Curriculum and Instruction Abbi Limbaugh will visit our district buildings during engagement events to provide support to building facilitators and personnel as they engage parents and families. District-level leadership will attend engagement activities and work to promote them through various channels including social media.

Abbi Limbaugh and Brianna Goodman will work with Paula Lovell to create professional development opportunities for teachers that involve collaborating with parents and families. Family and community engagement components will be embedded into various professional development offerings throughout the year. The district has also set up various events – including Open House on August 8th, 2 state-required parent/teacher conferences, and more. These parent/teacher conferences will allow parents and families to communicate and collaborate with educators. The teachers are required to have a minimum of 3 hours of professional development each year over Family and Community Engagement. The district's elementary and high school teachers will be involved in implementing "Ready for Reading" activities. With these activities, parents will follow instructions and helpful tips to read with their family. The purpose of this activity is for families to read together, instead of it just being the individual child. The district will publish the family/community engagement plan on our website, making it easily accessible for parents and families. The district publishes all meetings on the website, calendar, push notifications, and social media. Training will be available for any volunteers.

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)?*

[ESSA § 1116(a)(1)]

Cedar Ridge School District will build the schools' capacity for strong parental involvement by ensuring that each school provides information to participating parents in such areas as national, state, and local education goals, including parent's rights as defined in Title 1, Part A.

Building parent centers each feature a host of parenting resources – including books, magazines, and brochures about child development, child-rearing practices, and academic strategies. Additionally, the parent centers feature computers that can be utilized by parents for research of the aforementioned categories. Parents are also free to make appointments with our district counselors, administrators, or teachers to discuss these and other related topics. A district newsletter will be sent via email each week that includes parent tips (ex. how to work with your children to ensure success).

Cedar Ridge High School teachers provide links to Google Classroom as requested so that parents have access and are up to date on student's work and assignments. They also hold a parent/student FAFSA night to help parents and students complete FAFSA paperwork for college. Each parent has received their children's username and password for HAC (Home Access Center) in order to check their grades. The school website has listed all required information, as well as, links for HAC, sign-ups, calendars, and school lunch menus. Teachers and Cedar Ridge staff will be available to talk to parents during the day through Google Meet, zoom, or by phone.

Cedar Ridge Elementary School has a very active PTO, and the organization advertises meetings and hosts recruitment events using social media, posters, student flyers, etc. The Cedar Ridge PTO has an active Facebook group to quickly push out information to parents and interested community members. The Elementary also uses Class Dojo, where parents are able to keep up with their child's success in their classroom, as well as keep in touch with their teacher. The parents in grades 3-5 have also received the information to be able to access HAC to check their child's grades.

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)]

Cedar Ridge School District currently partners with our local area Chamber of Commerce and various community businesses and parents in a ForwARd Together roundtable group. This group has the goal of engaging the school district with area businesses and families in finding ways to use businesses, parents, and families as resources for our students.

The city of Newark is a partner in education and helps us as needed.

Cedar Ridge High School hosts a Career Fair every April at the high school gymnasium and brings in all local and community business partners (many are parents and alumni) to show our students the various opportunities that are available in the area. Parents are also invited to attend the career fair as well. In April 2024, the community will be invited to come out and attend the fair to view available job openings in the area.

The High School also partners with UACCB and ASU-Newport to provide college and vocational classes to our students at little or no cost to them.

Building parent centers each feature a host of parenting resources – including books, magazines, and brochures about child development, child-rearing practices, and academic strategies.

Additionally, the parent centers feature computers that can be utilized by parents for research of the aforementioned categories.

Cedar Ridge School District partners with the Batesville Area Chamber of Commerce to participate in Education Summits. These summits occur every 2 years, or sooner if the Chamber decides. Selected Cedar Ridge staff and parents gather with area business leaders, the State Senator and a State Representative, community members and stakeholders, board members, and more to discuss areas that need to be improved. Topics such as test scores, the district environment, broadband access, infant and toddler care, etc. are talked through.

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)]

The district does not receive a Title 1, Part A allocation greater than \$500,000, therefore it is not required to have a description of its Reservation of Funds.

Our Family and Community Engagement Committee will evaluate the efforts toward family engagement for the school year in our spring meeting. We will discuss what worked, what did not work, and what will need to be changed in the future. The School-Parent Compacts are reviewed and updated each year. Parents will be encouraged to attend each board meeting to have roles in parent and community engagement funding decisions.

Director of Curriculum and Instruction, Abbi Limbaugh, and the Family Engagement Coordinator, Brianna Goodman, will work with the Director of Federal Programs and Student Services Paula Lovell to create professional development opportunities for teachers that involve collaborating with parents and families. Engagement components will be embedded into various professional development offerings throughout the year. The district has also set up various events – including Open House, 2 state-required parent/teacher conferences, and more. These parent/teacher conferences will allow parents and families to communicate and collaborate with educators. The teachers are required to have a minimum of 3 hours of professional development each year over Family Engagement. The Engagement Plan for each school is reviewed and approved each school year.

The school district plans to adopt a volunteer program where interested individuals will sign up for their areas of interest and be trained accordingly. The district will ensure that volunteers in the school will have had the required background checks. Parent and community trainings will be available for these volunteers.

The Engagement Plan is on the website and a parent-friendly version is included in the student handbook. The parents are required to complete, sign and return a form verifying receipt of the Engagement Plan.

Assurances

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 [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, and the district military education coordinator shall be included in the establishment and adoption of a public school district’s and public school’s parent and family engagement plan. [A.C.A. § 6-28-116(2)(A)(3)(B)]

(Please Note: This form will not save unless the following box has been checked.)

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

LEA Information

District/LEA Name:	Cedar Ridge School District
District Engagement Coordinator’s Name:	Brianna Goodman
Plan Revision/Submission Date:	August 1, 2023
District Level Reviewer Name, Title:	Brianna Goodman - District Communications and Engagement 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)
Paula	Lovell	Staff
Tracey	Owens	Staff
Ashlyn	Bruce	Parent
Colyn	Bowman	High School Assistant Principal
Shawn	Craig	Early Childhood Director

Jennifer	Copeland	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)
Toshia	Carroll	Parent
Karla	Dement	Teacher

(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.)

Parent and Family Engagement: Required Uploads for 2023-24

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 developed jointly with parents, agreed upon, and disseminated to parents. ESSA §11116(a)(2)(A) and (b)(1)</p>	<p>Evidence that the LEA involves parents in the development of the District Engagement Plan (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - One example of a Committee meeting sign-in sheet that clearly identify parents in attendance <u>and</u> minutes from that committee meeting - One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input <p>(The following information should be located on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community</p> <ul style="list-style-type: none"> - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has</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>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.)</p> <ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics

<p>carried out requirements to build parent capacity. ESSA §1116 (e)(1-5,14)</p>	<p>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.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement
<p>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p>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.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports citing data indicating how the LEA will respond with policies, plans, and/or practices
<p>At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)</p>	<p>LEA must 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 verifying that parents were informed and received timely 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.</p> <p>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</p>

References

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.

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

- Changes Required
- Compliance is Met

Comments:

10/26/22 - S.Green:

Thank you for your timely submission! It is clear that the district has invested a great deal of time and effort in planning for 2022-23 and engaging families. If there are any questions about the feedback I have provided, please do not hesitate to contact me at shannon.green@ade.arkansas.gov or 501-537-9896.

The specific information included regarding strategies the district has implemented in efforts to exit district support as well as those developed after meeting with the School Improvement Committee are greatly appreciated. This type of information provides valuable insight into the priorities and engagement efforts of the district.

Section 2 - Building Staff Capacity through Training and Technical Assistance

- Changes Required
- Compliance is Met

Comments:

Section 3 - Building Parent Capacity

- Changes Required
- Compliance is Met

Comments:

Section 4 - Coordination

- Changes Required
- Compliance is Met

Comments:

10/26/22 - S.Green:

Great partnerships are included in the plan!

Section 5 - Evaluation and Reservation

- Changes Required
- Compliance is Met

Comments:

11/3/22 - S.Green:

Requested revisions have been made and plan is accepted.

10/26/22 - S.Green:

Thank you for sharing the efforts of the district related to evaluation and reservation. A bit more information is needed.

Please address the following:

- 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.
- The Assurances statement boxes need to be checked near the end of the plan. It's possible you did this previously, but an untimely update in Indistar appears to have "unchecked" them for many plans.