

AR
 Cedar Ridge High School (Cedar Ridge School District)
 1500 North Hill Street
 Newark AR 72562
 870-201-2577

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)]

The District does all Parent Engagement things together.

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, bring our families and community back to our 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 relationships and encourage all parents to take advantage of these collaborations.

Several efforts have been made to include families in these improvements, such as encouraging reading at home together, uploading bedtime stories read by teachers on the district social media pages, encouraging parents to become involved in a Reading facebook group created by the District (named Reading at the Ridge) that posts reading challenges, 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 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.

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)]

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 18th, 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 volunteer

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)]

Cedar Ridge School District will build the schools capacity for strong parental involvement through 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 home each month 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 PTO is trying to carry on up through the high school. 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: 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)]*

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: 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)]

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 towards 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 for 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 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.

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 annual Title I Meeting is conducted in September of every year.

There is a powerpoint with the information for the parents.

There is a sign-in sheet at every meeting.

The Parents' Right to Know letter is on the website.

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)]

There is a School-Parent Compact on the website and in the student packets every year.

It lists the responsibility of the school/parent/student.

8: Reservation of Funds (Title I schools)

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** If the School is a recipient of set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000):
 - How is the School spending those funds?
 - How does the School determine the priority of how funds are spent?
 - Who is involved in determining that?
[ESSA § 1116(a)(3)(A)]
- **8.2:** How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

Our district does not receive enough Title I funds to set-aside for parent and family engagement.

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.
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- 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:	Cedar Ridge High School
School Engagement Facilitator Name:	Colyn Bowman
Plan Revision/Submission Date:	August 1, 2023
District Level Reviewer Name, Title:	Brianna Goodman - District Communications and Engagement Coordinator Paula Lovell - Director of Federal Programs and Student Services
District Level Approval Date:	August 1, 2023

Committee Members, Role

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

		Role (Teacher, Staff, Parent,
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First Name	Last Name	Student, or Community Member)
Brianna	Goodman	Staff
Paula	Lovell	Staff
Abbi	Limbaugh	Staff
Tracey	Owens	Staff
Ashlyn	Bruce	Parent
Jennifer	Copeland	Parent

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
Chris	Davis	High School Principal

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: