

Cooper Elementary School (Bentonville School District)
2 Blowing Springs Road
Bella Vista AR 27214
479-696-3700

2025-2026 Arkansas 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

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)]

Parents help play an integral role in assisting student learning at Cooper Elementary. To help parents in assisting

students, the school shall:

Schedule regular "Parental Involvement Meetings" where 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

-What parents should expect for their child's education

-How parents can assist and make a difference in his/her child's education

Will ensure teachers regularly assign interactive homework that will require students to discuss and interact

with their parents about what they are learning in class.

Host "Round Up," a monthly celebration where students will be recognized for academic excellence, and citizenship. Parents will be invited to participate.

Provide staff development for teachers during the school year will focus on successful approaches to engaging parents in their child's education along with ways to deal with parents effectively.

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)(i)]
- **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)]

Cooper Elementary staff will communicate with parents in a variety of ways to keep parents informed:

- Cooper Elementary's principal will communicate weekly with parents through emails, videos, and newsletters.
- Cooper Elementary will provide opportunities for parents to provide feedback on the school, its performance, and its engagement with the greater school community.
- Cooper Elementary will post relevant information (news, upcoming events, celebrations, etc.) on the school's website and on social media (Facebook and Instagram).
- Cooper Elementary will publish a monthly newsletter to keep parents informed of upcoming events and other school issues. Each month, the Parent Involvement Coordinator will send out the Home and School Connections attached to the school newsletter which contains parenting tips and fun activities for you and your child, information about upcoming parenting classes and workshops will also be sent out. This information will also be available on the school website for parents who have access to electronic communications. Parents who do not have access to email and the internet will be invited to use the computer in the Parent Involvement Center, which is designated for parent use. Teachers/counselors will train parents in the use of electronic communications, as needed.
- Each teacher/team will publish a weekly/monthly newsletter.
- Each teacher/team will communicate via email regarding homework assignments as needed, and will email individual parents when there are concerns. Parents are encouraged to communicate with teachers on a continuing basis through email.

- Teachers will communicate with parents regularly through phone calls and emails.
- To encourage communication with parents, the school shall schedule no less than two (2) parent-teacher conferences per school year.
- Cooper Elementary School will host two parent-teacher conferences during the school year which will accommodate the varied schedules of adults and language barriers. Parents will be encouraged to share their child's strengths and learning preferences and emphasize that parent-teacher partnerships will help ensure their child's future career goals.
- During the fall teacher conferences, Academic Improvement Plans and IRI's will be developed by parents and teachers for those students who did not score at the proficient level on their prior MAP or ATLAS State Testing.
- Cooper Elementary's goal is to have 100% parent contact during parent-teacher conferences. Every effort will be made to reschedule and follow up as needed with parents. Home visits or phone conferences will be made by the teacher, counselor, and/or administrator if a parent is unable to come to school to attend a conference.
- The school may plan and engage in other activities determined to be beneficial to encourage communication with parents.
- Every staff member's email address can be accessed through the district's website, which the principal or parent involvement coordinator will advertise at least once in the monthly school newsletter.
- In order to effectively communicate with more parents, Bentonville Schools has established a "Welcome Center" for the parents of ESL students. The center is housed off 14th Street in the Student Services Building by the Bentonville Police Department.
- We will have events that parents will be able to attend throughout the year.
 - Open House- 8/7/2025
 - Volunteer Orientation- 9/4/2025
 - Halloween Party- 10/31/2025
 - Fall Carnival- 11/08/2025
 - Santa Shop- 12/11-15/2025
 - Christmas Party- 12/19/2025
 - Valentine's Day Party- 2/13/2026
 - PTO Spring Event- 3/7/2026
 - Career Day- 3/19/2026
 - STREAM Night- 4/17/2026
 - Volunteer Appreciation Breakfast- 5/2/2026
 - PTO Meetings- Every 1st Thursday of the Month
 - Round-Up- Every 1st Friday of the Month
 - Parent/Teacher Conferences- End of 1st and 3 quarters

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); A.C.A. § 6-15-1702(b)(3)(B(ii))]

To build staff capacity to work with parents as equal partners, Cooper Elementary teachers will:

- Complete 2 hours of parental involvement training.
- Complete training in Arkansas IDEAS to learn more about parent engagement and communication.
- Have opportunities for staff development targeted to help improve collaboration and communication with parents.
- Create informational videos to create strong learning partnerships with parents and to help parents navigate their child's education. For example, videos will cover logging in and understanding the grading platform, a breakdown of math strategies, and how to locate and utilize district resources and programs.
- Receive support in understanding the process for successful communication with parents and how to handle parent complaints.

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 Division of Elementary and Secondary 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)]

Parenting skills are promoted and supported at Cooper Elementary. To promote student learning, Cooper Elementary will:

- Purchase parenting books, magazines, and other informative material regarding responsible

parenting and through the school library, advertise current selections, and give parents an opportunity to borrow the materials for review.

- Continue the Parent Involvement Center. The Parent Involvement Center was established for parents and families and will include a lending library that provides information to parents on a wide variety of parent/family information and support materials including family information packets, parenting videos, brochures, games and books that focus on parent the elementary school aged child.
- Provide parenting books, parenting magazines, and parenting videos through the Counseling Suite for check-out.
- Provide educational materials and games in the Counseling Suite to assist parents in working with their children. Note: All materials are available for check out.
- Provide parenting Information Sites and computers for parent use.
- Create Parent Centers.
- Provide access to a television and DVD player for parents to view materials in the Parent Involvement Center.
- Offer resources in the Parent Involvement Center to support parents and families with training through workshops such as Common Sense Parenting, Love and Logic, and Conscious Discipline.
- Provide a "School and Community Resource Guide" of nonprofit and private community referral sources for families seeking resources outside of school and families in crisis will be disseminated as needed.
- Provide parents and families with information on developing home environments that support learning.
- Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting.
- Provide community parenting class notifications and schedules to parents in monthly school newsletters, and/or on the school's website on the counselor's page.

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)]

At Cooper Elementary, we recognize that community resources strengthen school programs, family practices, and student learning. To take advantage of community resources, the school shall:

- Contact parents and alumni of Cooper Elementary to serve on the Parent Advisory Committee to provide advice and guidance for school improvement.
- Form a parent/alumni advisory committee to meet at least twice during the school year to seek ideas and suggestions for school and parent involvement improvement.
- Engage in other activities that the school determines will strengthen ties to the community
- Strengthen partnerships with civic, church, workforce, and other organizations in the Bella Vista Community. Many volunteers donate time to help teachers and staff with many different duties during the school day.
- Continue and improve The Bronco Buddy Program, a program that utilizes community volunteers to be a buddy to children who need additional support or have been identified as "at risk."
- Engage in other activities that the school determines will use community.
- Utilize an email list serve of parent and community volunteers to disseminate information about upcoming events, volunteer opportunities, school or student needs.
- Convene the Counselor Advisory Committee (made up of parents and leaders of community organizations) each semester to collaborate and plan for school and student family needs and upcoming volunteer opportunities.
- Provide awards through the character education program, Core Essential Values. We award Big 3 Certificates to students who demonstrate the character word for each month. Big 3 Certificates are awarded at ROUNDUP, an invite where all school community stakeholders are invited.
- Continue ROUND-UP to provide an opportunity to invite many community guests, parents, and organizations to celebrate student achievement and growth, events, and to perform special programs.
- Cooper will respond to the educational and personal success challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready. Also, we will coordinate any additional services needed with the district and/or state military liaison.

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 will take place in the Cooper Elementary cafeteria in the spring semester. The agenda is as follows:

Item 1: Welcome/Overview of Title I/Purpose of the Meeting: To inform parents of what it means to be a Title I school

Item 2: Parents' Right to Know, including rights of Parents with Disabilities

Item 3: Annual School Report Card & Review of Progress Item 4: Parental involvement Overview (communications strategy, plans, survey data, actions derived from data)

Item 5: The School-Parent Compact

Item 6: Parental Involvement Funds (seek input for how to spend funds)

Item 7: Parental Involvement Funds (gather input on how funds will be spent at a separate parent meeting)

Item 8: Written State Complaint Procedures

Item 9: Questions

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)]

School-Guardian-Student Compact is as follows:

Cooper Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2025-2026

School Responsibilities

- **Cooper Elementary staff will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
- **Teachers follow a district pacing guide for math, literacy, science, social studies, art, music, and library media. The pacing guide is based on the state frameworks in all of these subjects. Lessons will be developed, taught, and assessed based on the pacing guide. Results of assessments will be used to determine any remediation or enrichment needs of our students. Highly qualified staff members will provide remediation when needed.**
- **Cooper Elementary will hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
- **Send report cards home once a quarter.**
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - Parents may contact staff via email anytime. The email addresses for all staff members are available on the school's website.
 - Staff members have a planning period each day and are available for consultations by appointment via phone or in person during that time period.
 - Provide parents opportunities to volunteer and participate in their child's class, and

to observe classroom activities, as follows:

Guardian Responsibilities:

Parents will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television watched
- Volunteering in child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of child's extracurricular activities
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

Student Responsibilities:

Students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, students will:

- Attend school daily and be on time to class.
- Come to school prepared with books, needed supplies, and assignments as directed by our teachers.
- Obey the directions of CES staff and treat them with respect.
- Do homework daily and ask for help when needed.
- Read daily outside of school time.

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)]

Cooper Elementary uses Title I, Part A funds through

- Hosting a STREAM Night to celebrate science and math learning with parents- April 19, 2026
- Hosting literacy nights
- Supporting the Parent Involvement Center
- Providing resources and programs to support student learning

Spending of funds is determined in partnership with building leadership, staff, parent teacher organization, and student data. Parent teacher organization leaders collect and share input from broader parent community to help promote ownership of spending process.

Assurances

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

- **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.
[ADE Rules Governing Parental Involvement Section 3.02.3]
- **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
 - the School Engagement Plan
 - a parent-friendly explanation of the School and District's Engagement Plan
 - the informational packet
 - contact information for the parent facilitator designated by the School.*[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]*
- **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- **A.5:** The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- **A.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
 - to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - to undertake efforts to ensure that engagement is recognized as an asset to the School.*[A.C.A. § 6-15-1702(c)(1-2)]*

- **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
 - 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:	Cooper Elementary
School Engagement Facilitator Name:	Elandrea Dumes
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Maribel	Childress	Principal
Rachel	Manus	Assistant Principal
Elandrea	Dumes	School Counselor
Wendy	Hughes	Community Member
Shannon	Tweedy	Teacher
Tara	Satterwhite	Parent

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 visit our website [#EngagementMattersAR](#)