

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)]

ANSWER

1.1 The Centerton Gamble Elementary School (CGES) Parent and Family Engagement Plan is a living document that will be reviewed and updated annually. We value parent input as we strive to reach the academic needs of our students. Assessing academic needs based on ATLAS, the replacement assessment for ACT Aspire, and universal screeners is ongoing. Our engagement plan to address our academic needs includes determining students' needs, how to meet those needs with volunteers, matching needs with volunteers' interests and abilities, and providing training for volunteers.

Our intent is to foster relationships with families and community members so that they may participate in the educational process of students. We hope to make connections in a variety of ways, as we believe the partnership between families and staff is critical to student achievement and growth.

Specific events for the 2025-2026 school include, but not limited to, a Title 1 Meeting held in August, a "Walk in My Shoes" night during the first quarter, STEAM Family Night, PTO meetings, and Volunteer training held in August.

Meeting the needs is a big focus at CGE; therefore we utilize counselor assistance, Parent Teacher Organization (PTO) resources, and our social worker team.

1.2 To ensure adequate representation of parents and families participating in the process, we extend invitations to join our committees using multiple communication platforms, such as emails, social media, website communication, and announcements in a weekly memo sent to families from our school principal.

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)]

ANSWER

2.1 To encourage communication with parents, Centerton Gamble Elementary will:

A. Periodically send home timely information and accept parenting suggestions through newsletters, emails, surveys, Tuesday folders, social media, and direct communication. We provide further communication on our school website.

Communication includes the following:

- Upcoming events in the school and community;
- The recommended role of the parent, student, teacher, and school;
- Ways for parents to become involved in the school and in his or her child's education;
- Calendar of activities planned throughout the school year to encourage parental involvement.

B. Plan and engage in other activities which will be beneficial to encourage communication with parents including:

- Sending a weekly newsletter home either through email or in a Tuesday folder to keep the families apprised of activities and information about CGE;
- Establishing opportunities for parent and educators to share "partnering" information such as student strengths and learning preferences;
- Providing clear information regarding grade-level standards and expectations, student services, and other pertinent knowledge;
- Sending report cards and interim reports home to parents. Providing support services and follow-up conferences as needed.
- Disseminating information on school policies, discipline procedures, assessment tools, and school goals as well as including parents in any related decision-making processes;
- Conducting conferences with parents at least twice a year, with follow-up as needed;
- Encouraging immediate contact between parents and teachers when concerns arise;
- Distributing student work for parent comment and review on a regular basis;
- Translating communication to assist non-English speaking parents as much as is feasible;
- Communicating with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure;
- Providing opportunities for parents to communicate with principals and other administrative staff;
- Promoting information activities at which parents, staff, and community members can interact. Examples include fall carnival, literacy night, multicultural night, and fun and field day.

The following steps are taken to provide a survey to community members regarding volunteer interests:

- Surveying parents regarding their interest, so volunteer work will be meaningful.
- Surveying parents regarding their interests, talents and availability, and coordinating the parent resources with those that exist within the school and among the faculty.
- Ensuring that volunteer activities are meaningful and built on volunteer interests and abilities.
- Ensuring each volunteer is contacted to help sometime during the year.
- Determining how frequently a volunteer would like to participate, including the option of one (1) time per year. Examples of these volunteer opportunities are the book fairs, fall carnival, and fun and field day.
- Ensuring that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.

A resource spreadsheet is created to help match school needs with volunteer interests, so we may provide training on volunteer procedures and school protocol. Volunteer forms will be available in the office all year.

2.2 Staff members are to disseminate information clearly and specifically by using language that is understandable to all parents and free of all jargon, in addition to communicating contact information to receive additional support in relation to the needs for English Language Learners and their families. They are to communicate with parents in an ongoing process using diverse methods, all of which reflect respect for parental input and cultural differences. Furthermore, we provide translators to assist non-English speaking parents as much as is feasible.

2.3 Parents and teachers are encouraged to communicate meaningful information back and forth through emails, phone calls, Tuesday folders, and two parent-teacher conferences each year. Families may meet with staff members by scheduling a meeting during or after school or attending one of the two after-hour parent teacher conferences.

*****CGE informational dates and events planned for family engagement*** Visit our school website for updates on events or date/time changes.**

August:

12 First day of school

21 Walk in their shoes night, 5:00-6:30 PM, Title I meeting, Volunteer training

26 Parent/Teacher Organization (PTO) meeting, 11:00 AM

September:

1 Labor Day, no school

5 Colt Stampede, 8:00-8:45 AM (Grades 2-4); 9:00-9:45 AM (Grades K-1)

4-5 PTO School store during lunches

19 Back to school Bash and Auction 5:30-8:00 pm

23 Fall Picture Day

30 PTO meeting 6:00 pm

October:

3 Colt Stampede, 8:00-8:45 AM (Grades 2-4); 9:00-9:45 AM (Grades K-1)

9-10 PTO School store during lunch hours

15 End of 1st Quarter

16-17 Fall Break, no school

27-31 Parent teacher conferences

30 Book Fair

30 Flu shot clinic, 7:30-9:30 AM

30 PTO meeting, 6:00 PM

31 Fall Class Party, Special Food Day ACT 1220

November:

6-7 PTO School store during lunches

7 Colt Stampede, 8:00-8:45 AM (Grades 2-4); 9:00-9:45 AM (Grades K-1)

10 3rd Grade Veteran's Day Program

13 PTO meeting, 11:00 AM

20 Thanksgiving Feast, Special Food Day ACT 1220

24-28 Thanksgiving Break, no school

December:

5 Colt Stampede, 8:00-8:45 AM (Grades K-1); 9:00-9:45 AM (Grades 2-4)

4-5 PTO School store during lunches

8-11 Holiday Shop

16 PTO Cookies with Santa 5-7 PM

18 Winter Class Party, Special Food Day ACT 1220

19 Polar Express Day, Special Food Day ACT 1220

22-Jan. 7 Winter Break, no school

January:

7 End of 2nd Quarter

7 School Resumes

15-16 PTO School store during lunches

19 MLK Day, no school

23 PTO Movie and Game night 5-7 PM

27 2nd Grade Winter Music Program

29 PTO meeting 11:00 AM

February:

6 Colt Stampede, 8:00-8:45 AM (Grades 2-4); 9:00-9:45 AM (Grades K-1)

5-6 PTO School store during lunches

6 PTO Daddy-Daughter Dance 6-8 PM

9 Spring Picture Day – Class and Individual

13 Valentine's Day Party, Special Food Day ACT 1220

16 Staff Development, no school

26 PTO meeting 6:00 PM

28 4th Grade Music March Madness

March:

6 Colt Stampede, 8:00-8:45 AM (Grades 2-4); 9:00-9:45 AM (Grades K-1)

2-6 Book Fair

5-6 PTO School store during lunches

23-27 Spring Break, no school

31 End of 3rd Quarter

31 PTO meeting 11:00 AM

April:

1 Class Pictures and Kindergarten Cap and Gown

3 Colt Stampede, 8:00-8:45 AM (Grades 2-4); 9:00-9:45 AM (Grades K-1)

2-3 PTO School store during lunches

6-10 Parent-Teacher Conferences

27 Staff Development, no school

28 PTO meeting, 11:00 AM

May:

1 Colt Stampede, 8:00-8:45 AM (Grades 2-4); 9:00-9:45 AM (Grades K-1)

7 Color Run 5-8 PM

7-8 PTO School store during lunches

11 1st Grade Mother's Day Tea, Special Food Day ACT 1220

12 PTO meeting, 11:00 AM

15 Fun & Field Day, Special Food Day ACT 1220

18 Kindergarten Celebration, 6:00 PM, Bentonville West High School Auditorium

19 3rd Grade Celebration & 4th Grade Celebration, Special Food Day ACT 1220

21 CGES Talent Show

26 Memorial Day, no school

27 End of 4th Quarter, last day of school

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)]

ANSWER

3.1 Centerton Gamble Elementary School strives to build staff capacity to work with parents as equals by accepting responsibilities:

- To formulate educational missions and goals to include both staff and family input;
- To continually learn ways to share positive communications;
- To develop, foster, and promote a responsive, open door policy that is defined collaboratively by staff and families;
- To disseminate information clearly and specifically by using language that is understandable to all parents and free of all jargon;

We utilize our professional learning communities (PLCs) to clarify feedback for parents, TeacherEase to communicate grades, parent communication from Attendance Works to improve attendance, and communication resources for families derived from our district for the purposes of communicating the R.I.S.E. initiative, C.G.I. practices, curriculum used, quarterly expectations, and diverse opportunities within our community.

Parent feedback from surveys, emails and personal interactions are utilized to inform decision-making processes.

CGE uses a multi-method approach to communicate information to parents- e.g. newsletters, progress reports, test results, report cards:

- To develop clear and commonly held expectations for interactions with parents;
- To regularly monitor communications for effectiveness;
- To involve all school personnel in the communications effort.
- Establish and maintain the school Facebook page.

Staff members are encouraged to provide equal opportunities to families through consistent communication with all classroom students and their families, varied times for meetings, and multiple avenues for communication.

Staff members are provided opportunities to learn and share information about parent programs through our school counselors, PTO, district website, social media, and staff updates. Staff members are encouraged to communicate by:

- Reaching out to all families, through participation in parent meetings, through telephone calls, home visits, follow-up letters, and other strategies developed throughout the school year.
- Extending a thank you to all parents for their support in the final school newsletter for the year.
- Maintaining a Parent Center in the foyer.
- Providing knowledge of our parent/family information center and resource area to support parents and families with training, resources, and other services.
- Linking parents to programs and resources within the community that provide support services to families.
- Having free brochures available including handouts, and other materials that parents may keep.

Staff members are expected to demonstrate respect for families and the family's primary role in the rearing of children to become responsible adults and inform parents of other community opportunities to attend parent training when available. We encourage parents to provide feedback in surveys regarding family engagement activities.

Parents play an integral role in improving student learning through multiple volunteer opportunities to work with students and join school committees.

Parents are welcome at our monthly Colt Stampede assemblies to celebrate student accomplishments and discover ways to get involved in addition to learning about ways to get involved through emails, newsletters, Tuesday folders, school and district websites, and social media announcements.

To resolve parent concerns, district employees refer to the chain of command as outlined in our school handbook to define problems and develop solutions.

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)]

ANSWER

4.1: Centerton Gamble Elementary identifies district information for curriculum, grade-level scopes and sequences, and assessment information for state and local assessments. Through TeacherEase, an online portal, parents are able to access standards-based grade descriptors as well.

4.2 Parents are informed of Title I, Part A requirements, ways to monitor student progress, and ways to work with teachers to improve achievement during our annual Title I parent night and through building newsletters.

4.3 To help parents work with their children to improve the child's achievements, CGE will:

- Provide resources on the topic of responsible parenting through the Parent Center and other sources, advertise current selections, and give parents an opportunity to access the materials for review.
- Communicate the importance of positive relationships between parents and their children.
- Conduct "Parent Involvement Meetings" to educate parents on what their children are learning and the expectations the school had as well as on other topics of concerns to parents.
- Send home periodic information which will assist parents in helping their children learn and grow.

4.4 To involve parents of students at all grade levels with a variety of roles, staff members are to:

- Encourage parents to volunteer and complete the volunteer survey in regards to their interests and responsibilities,
- Encourage PTO involvement at CGE,
- Encourage parents to discuss career opportunities with students,
- Include parents in advisory committees, such as ACSIP, and school counselor advisory,
- Enable parents to participate with partners when setting school goals, developing or evaluating programs and policies, or responding to performance data.
- Encourage and facilitate active parent participation in the decisions that affect students, such as individual personalized education plans, and reviewing individualized documents in EdPlan.

4.5 To promote and support responsible parenting, staff members are to:

- Teach respectfully, parenting and relationship skills and to share research about parenting in clear, easy to understand communications.

- Exhibit a receptivity to, and respect for, the ongoing input and concerns of parents.
- Acknowledge the individual differences and needs among parents.
- Share information about the Parent Resource Center located in the school's foyer.
- Share information regarding provided services by the district social worker to assist families.

4.6 Information regarding developmentally appropriate learning activities that can be completed at home by parents are provided in our monthly newsletters.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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)]

ANSWER

5.1: Information provided by our district and community members is investigated to determine community resources that can be utilized to support our students' needs.

5.2: To coordinate and integrate Federal, State, and local programs and activities, we:

- Partner with Downtown Bentonville Inc.
- Work cooperatively with Mobius to offer the Discovery STEAM program to families for after school and school break care for CGE students.
- Assist families through collaboration with our district social workers in accessing resources in the community to provide necessary assistance, such as Christmas gifts, food, housing, and utility bills .
- Provide students with field trips to area attractions, including Walton Arts Center, Amazeum, Crystal Bridges Museum of American Art, Tanyard Creek in Bella Vista, AR, and Peel Mansion.

- Partner with the local universities and Ignite to provide real life experience for future educators in training.
- Partner with Camp War Eagle to assist students in attending summer camp.
- Partner with various organizations to help meet the needs of students such as Boys & Girls Clubs and Mobius Discovery STEAM program.

5.3: Parents are able to join our Parent Teacher Organization, which is facilitated by our PTO president who communicates monthly with our principal to review minutes, discuss future events, and identify needs of our students. PTO holds meetings monthly as well as hosting several events for the community each year. PTO also communicates to the community through social media, email, and PeachJar. CGES partners with Bright Futures, Sharing and Caring, participates in a snack pack program, and mentor opportunities. CGES partners with the Centerton Fire Department, Centerton Police Department, and the Centerton Mayor's Office with events throughout the school year (i.e. Shop with an Officer, student mentoring, and Read Across America Week). CGES also partners with the Samaritan organization in the NWA area by donating lost and found items left at the end of each semester.

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)]

ANSWER

6.1 At Centerton Gamble Elementary, we provide an annual Title I night with an agenda to ensure parents are provided with the requirements for Title I and the school's participation, and the parents' rights under Title I. The Centerton Gamble Elementary Title I meeting is scheduled in coordination with our Walk in Their Shoes Night. The meeting will consist of an overview of Title I, CGE needs assessment survey data, our current school improvement status/plan, and parents' rights under Title I.

Our current school improvement plan can be found on our district website under the "Departments" tab, "Federal Programs" link and then "School Improvement Plans".
<https://bentonvilleschoolsar.sites.thrillshare.com/documents/departments/federal-programs/school-improvement-plans/339828>

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
- 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)]

ANSWER

7.1 Centerton Gamble Elementary is committed to improving student academic achievement by meeting the needs of our students through developing a School-Parent Compact. The School-Parent Compact outlines responsibilities for improved student achievement. The School-Parent Compact is derived from our annual parent-improvement plan, survey information, and current needs. The School-Parent Compact will note the two parent teacher conferences, current progress, reasonable access to staff during and after school, opportunities to volunteer, and information and updates regarding observations of classroom activities.

7.2 The Centerton Gamble Elementary School Compact will be shared on our school website.

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)]

ANSWER

8.1 Centerton Gamble Elementary is provided with funding from Title I for the 2025-2026 school year. Decisions for funding are determined by the district, administrators, and staff members who provide feedback based on academic needs.

8.2 Parents and family members are provided opportunities to give feedback each year during the annual Title I night, through parent surveys, and by contacting the school administration.

Assurances

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

Required...your form will not save unless all boxes are checked.

A.1:*The School understands that annually by August 1, the public School’s Engagement Plan shall be developed, or reviewed and updated.*

[ADE Rules Governing Parental Involvement Section 3.02.3]

A.2:*The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:*

- *The School Engagement Plan*
- *A parent-friendly explanation of the School and District’s Engagement Plan*
- *The informational packet*
- *Contact information for the parent facilitator designated by the School.*
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]

A.3:*The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.*

[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]

A.4:*The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)*

[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]

A.5:*The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.*

[A.C.A. § 6-15-1704(a)(3)(B)]

A.6:*The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:*

- *to help organize meaningful training for staff and parents,*
 - *to promote and encourage a welcoming atmosphere, and*
 - *to undertake efforts to ensure that engagement is recognized as an asset to the School.*
- [A.C.A. § 6-15-1702(c)(1)]*

A.7:*The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..*

[A.C.A. § 6-15-1702(b)(6)(B)(ii)]

A.8:*The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.*

[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

A.9:*The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.*

[ADE Rules Governing Parental Involvement Section 3.02.2]

A.10:*The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:*

- *what students will be learning*
 - *how students will be assessed*
 - *The informational packet*
 - *what a parent should expect for his or her child's education*
 - *how a parent can assist and make a difference in his or her child's education.*
- [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]*

A.11:Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

[A.C.A. § 6-15-1702(b)(7)(B)(ii)]

A.12:The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.

[A.C.A. § 6-15-1702(b)(6)(B)]

A.13:The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.

[ESSA § 1116(a)(3)(D)]

A.14:The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

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

[ESSA § 1116(c)(4)(C)]

	School Information
School Name:	Centerton Gamble Elementary
School Engagement Facilitator Name:	Cammie Lonetree & Michelle Eichler
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 (Teacher, Staff, Parent, Student, or Community Member)
Cammie	Lonetree	Counselor, Parent Facilitator
Michelle	Eichler	Counselor, Parent Facilitator
Randall	Hunt	Principal
Suzy	Hubbard	Assistant Principal
Jessica	Peach	Parent
Daniel	McGraw	Parent, Military Representative

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.