

Southside Family and Community Engagement Plan

School Name:

Southside Elementary

Facilitator Name:

Kera Gross
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(501) 743-3567

Plan Review/Revision Date:

April 7, 2022

District Level Reviewer, Title:

Emily Taylor, Director of Counseling
Jordan Boris, District Social Worker

District Level Approval Date:

June 7, 2022

Committee Members, Role:

Kera Gross, Facilitator, Counselor
Tori Harrison, Principal
Madison Hurley-Darr, Assistant Principal
Brittney Howard, Parent & PTO Member
Cassie Ungerank, Parent & PTO Member
Julie Pritchett, 1st Grade Teacher
Hannah Driskill, 3rd Grade Teacher, Parent of Kindergartner

1: Jointly Developed Expectations and Objectives

(Describe/List how parents will be involved in the development of the school family and community engagement plan and how parents will be involved in the planning, review, and improvement of Family and Community Engagement programs.)

- The school will involve parents in the development of the school Family and Community Engagement plan over online platforms such as Zoom. (Kera Gross, Spring 2023)
- The school will involve parents in the review, evaluation, update, and improvement, at least annually, of the school Family and Community Engagement Plan to meet the changing needs of parents and the school. (Kera Gross, Spring 2023)
- Parents will be given an interest survey at the end of each school year to gather information about the activities to support their child academically. (Kera Gross, Spring 2023)
- Results of the parent interest survey will be used to plan the Family and Community Engagement activities for the year. Parents indicated a desire for all PTO and other meetings to be offered virtually as well as in person. Parents also indicated a desire for a pacing guide of instruction to support virtual learning if required. (Kera Gross, ongoing)
- The school will work to ensure adequate representation of parents of participating children in the process in a variety of roles. (Kera Gross, Spring 2023)
- If requested by parents, Southside will create opportunities for regular meetings to formulate suggestions and to participate, as appropriate in decisions related to the education of their children, and respond to any such suggestions as soon as practicably possible. (Tori Harrison, Kera Gross, and Classroom Teachers, ongoing)
- The school will coordinate between the school needs assessment and this plan to ensure that parental involvement is a part of supporting the school needs. (Kera Gross and Madison Hurley-Darr, Spring 2023)
- The school will enable and communicate with the Parent and Teacher Organization (PTO) to discuss needs of the school, and the needs of the parents. (Tori Harrison and Kera Gross, ongoing)

2: Communication

(Describe/List how the Family and Community Engagement policy will be distributed to parents and how the school is going to communicate with parents including information about how the school will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)

- The School Family and Community Engagement Plan will be posted on the district website by August 1 for parents to access. Printed copies will also be available upon request. Southside Elementary will ensure that the plan is

understandable and in a uniform format, in a language parents can understand (Madison Hurley-Darr, Kera Gross, and Liz Massey, October 2022)

- Parents will be able to contact the Family and Community Engagement facilitator, Kera Gross, at any time by email (kera.gross@cps.k12.ar.us) or phone (501-743-3567). (Kera Gross, Spring 2023)
- Parent signatures acknowledging the plan is available on the schools website will be collected during online back to school and new student registration. (Kera Gross, ongoing)
- At the beginning of the school year, parents will receive an informational packet including a description of the Family and Community Engagement Plan, recommended roles and ways for families to be involved, a survey of volunteer interests, a schedule of school activities and ways in which Southside Elementary engages in a system of regular two way communication. (Kera Gross, Fall 2022)
- Signatures acknowledging the plan will be obtained electronically during new student and back to school registration in the registration platform. (August 2022)
- Southside's system of regular two way communication includes, but is not limited to the following:
 - The school principal will distribute a bimonthly newsletter (S'Mores) to parents that is developed with participation of the PTO, staff, and parent volunteers. It includes school news and a calendar of school activities. (Tori Harrison, ongoing)
 - Parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use email to communicate with members of the school staff. (Bobbi Atkinson, Fall 2022)
 - Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to check the folder and send it back to school. (Tori Harrison, classroom teachers, ongoing)
 - Teachers will routinely contact parents on an individual basis to communicate about their child's progress. (Tori Harrison and Classroom Teachers, ongoing)
 - The school will provide parents reports/report cards every nine weeks with information regarding their child's academic progress and upcoming classroom and school events. (Tori Harrison, ongoing)
- The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning. (Tori Harrison and Classroom Teachers ongoing)
 - Parent Teacher Organization (Tori Harrison, ongoing)
 - Classroom Volunteers (Classroom Teachers, ongoing)
 - Hallway Heroes (Bobbi Atkinson, ongoing)
 - Staff Appreciation Days (Kera Gross, ongoing)
 - Evening Musical Programs (Stephanie Clark, ongoing)
 - Open House (Tori Harrison, Fall 2022)
 - Veteran's Day (Kera Gross, Fall 2022)

- Book Fair Helpers (Melissa Pay, Fall 2022)
- Grandparent's Day (Tori Harrison, Fall 2022)
- Start with Hello Day (Kera Gross, Fall 2022)
- Red Ribbon Week (Kera Gross, Fall 2022)
- Christmas Decorating (Tori Harrison, Fall 2022)
- Cookies with Santa (Tori Harrison, Fall 2022)
- Christmas Alliance (Kera Gross, Fall 2022)
- Glow Day (Kera Gross, Spring 2023)
- Career Day/ My Future Story Week (Kera Gross, Spring 2023)
- Fitness Frenzy Volunteers (Tori Harrison, Spring 2023)
- Survivor Day (Tori Harrison and Classroom Teachers, Spring 2023)
- Volunteer Appreciation Day (Kera Gross, Spring 2022)
- Purple Up/ The Month of the Military Child (Tori Harrison and Kera Gross, Spring 2022)
- Parents are encouraged to communicate with their child's teacher through phone calls, emails, Remind 101, Class Dojo, or other various methods used by their child's teacher. (Classroom Teachers, ongoing)
- Teachers will send weekly, or bimonthly newsletters home containing skills to be taught and upcoming class events. (Tori Harrison and Classroom Teachers, ongoing)
- The school will provide announcements and share pictures of special school events on a School Facebook account. (Tori Harrison, ongoing)
- The school will send out Remind 101 messages to share about reminders and upcoming events. (Teachers, ongoing)
- The meetings will be held at various times during the day or evening, and in various formats such as Google Meet to better accommodate parents. (Tori Harrison, ongoing)
- In order to communicate with all parents in a language they understand, the school has been provided access to Transperfect remote translation services. (Melanie Duerkop, ongoing)
- Parents will complete an interest survey to gather information about activities that would be beneficial to support their child academically. (Kera Gross and Madison Hurley-Darr, Spring 2023)
- Results of the parent interest survey will be used to plan the Family and Community Engagement activities for the year, such as, but not limited to ways to improve school instruction if we are required to transition to remote instruction. (Kera Gross, ongoing)
- The school will evaluate the activities from the survey part of the annual Family and Community Engagement plan evaluation. (Kera Gross, Spring 2023)

3: Building Staff Capacity

(Describe/List activities such as workshops, conferences, trainings, webinars, online resources, and Academic Parent-Teacher Team meetings that will be used with school staff to build their capacity to

work with parents as equal partners. Describe/List methods of parents' assistance for building staff capacity. Describe/List actions the school will take to provide other reasonable support for Family and Community Engagement activities.)

- Southside Elementary will ensure professional development requirements are met for teachers and administrators. The yearly schedule of state required topics, including family and community engagement will be followed. (Sherri Jennings, ongoing)
- Teachers will participate in district-approved professional development as needed in areas including, but not limited to, parents' integral role in student learning, how to communicate and work with parents as equal partners, implementing programs to increase the home school connections, and welcoming parents into the school community. (Tori Harrison and Sherri Jennings, ongoing)
- The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of suicide prevention. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective family and community engagement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. (Tori Harrison, Sherry Jennings, as determined by DESE cycle)
- Southside will train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents:
 - That parents play an integral role in assisting student learning
 - In the value and utility of contributions of parents
 - In how to reach out to, communicate with, and work with parents as equal partners
 - To implement and coordinate parent programs and build ties between home and school
 - To welcome parents into the school and seek parental support and assistance
 - To provide information in a format, to the extent practicable, in a language the parents can understand
 - To respond to parent requests for family and community engagement activities(Tori Harrison, ongoing)
- Novice teachers will be paired with a mentor teacher in the building to guide, support and answer any questions the novice teacher may have. (Tori Harrison, ongoing)
- The school will recognize that parents play an integral role in student learning, and will value the utility and contribution of parents. (Tori Harrison and Classroom Teachers, ongoing)

- The school recognizes that parents are a full partner in their child’s education and will respond to a parents request for Family and Community Engagement activities. (Kera Gross, ongoing)
- The school handbook is on the district website and parents acknowledge when they register their child each year that they have access to the handbook. Hardcopies are also available at the school upon request. (Tori Harrison, Fall 2022)
- The school recognizes that a parent is a full partner in the school and they will be made aware that the process for resolving conflict is included in the District Student Handbook. (Michael Byrd, ongoing)

4: Building Parent Capacity

(Describe/List activities, such as workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings, and any equipment or other materials that may be necessary to support parents in helping their student’s academic success.)

- PTO meetings will be held regularly throughout the school year. These meetings will be attended by parents, teachers, and administration. (Tori Harrison, Fall and Spring 2023)
- Teachers will provide parents with a proper explanation of the curriculum and how it impacts their child’s learning at conferences and as needed. (Tori Harrison, and Classroom Teachers, ongoing)
- Parents will be given reports from assessment results along with an explanation of those results and the assessments themselves. (Tori Harrison, Fall 2023)
 - Arkansas Academic Standards
 - State and local academic assessments including alternate assessments
 - Strategies parents can use to support their child’s academic progress
 - Partnering with teachers to support their child’s academic achievements
 - Incorporating developmentally appropriate learning activities
 - Use of DESE website and tools for parents
 - Assistance with nutritional meal planning and preparation
 - Including role play and demonstration by trained volunteers
- Parents will be given report cards every nine weeks along with descriptors in the report card to communicate what the expectations are for each standard measured in the report card. (Tori Harrison, ongoing)
- In order to promote responsible parenting, Southside Elementary will 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 volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation as part of the Health and Wellness plan and other strategies or curricula developed or acquired by the school district for at home parental instruction approved by the Department of Education. (Tori Harrison, ongoing)

- A school Parent Resource Center is located in the first hallway on the right when you first walk in the building. The Parent Center will be open Monday through Friday, 7:30-4:00. The Parent Resource Center will be updated with materials and training to support parents in their child's education. Teachers can gather materials for parents based on student needs. (Kera Gross, ongoing)
- An online parent center is posted on the school website, and sent out to parents in the administrator's Smore updates. (Tori Harrison, Kera Gross, ongoing)
- A list of online resources for parents will be given out to parents at Fall conferences. (Kera Gross, Fall 2022)
- A list of essential standards and volunteer opportunities will be given out to parents at open house. (Kera Gross, Fall 2022)
- Parents will have access to resources through the student handbook, school website, signage at the school entrance, and parent meetings. (Tori Harrison, ongoing)
- Lexia, Khan Academy and Mobymax learning platforms will be provided to students to enhance learning at home as well as in the classroom. (Tori Harrison and Classroom Teachers, ongoing)

5: Coordination

(Describe/List how the district and/or school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)

- Southside Elementary will utilize community resources including, but not limited to, Hope's Closet, Junior Auxiliary, Renew Church, New Life Church in Cabot, Mt. Carmel Baptist, Cabot Church of Christ, That.Church, Centennial Bank, Fire Department and Wade Knox to support student needs in various forms such as, but not limited to, providing food for the backpack buddy program, Thanksgiving food bags for families, clothes for students in need, shoes for students in need, dental screenings for students, and utility assistance for students in need. (Kera Gross, ongoing)
- Southside Elementary will engage in activities that will use the community resources listed above to strengthen school programs. (Kera Gross, ongoing)
- The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning. (Tori Harrison and Classroom Teachers ongoing)
 - Parent Teacher Organization (Tori Harrison, ongoing)
 - Classroom Volunteers (Classroom Teachers, ongoing)
 - Hallway Heroes (Bobbi Atkinson, ongoing)
 - Staff Appreciation Days (Kera Gross, ongoing)
 - Evening Musical Programs (Stephanie Clark, ongoing)
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- Survivor Day (Tori Harrison and Classroom Teachers, Spring 2023)
- Volunteer Appreciation Day (Kera Gross, Spring 2022)
- Purple Up/ The Month of the Military Child (Tori Harrison and Kera Gross, Spring 2022)
- The school will enable and coordinate with PTO. (Tori Harrison and Kera Gross ongoing)
- The school will consider creating an alumni advisory association. (Tori Harrison, ongoing)
- The school will coordinate and integrate early childhood and college/career readiness resources through collaboration with parent and community resources. Examples include transition visits for PreK and 4th grade, Step-Up Day and a Career/My Future Story event. (Tori Harrison and Kera Gross, ongoing)
- The school will promote and support responsible parenting by providing resources in the parent center, parent nights, and the school newsletter. (Tori Harrison and Kera Gross, ongoing)
- The school will enable the PTO to support military families with being a Purple Heart School. (Kera Gross, ongoing)
- The school will provide resources to families who are homeless, or lack a permanent residence, by connecting them to community supports. (Kera Gross, ongoing)
- The school will provide food to students in need through the Backpack Buddies program. Each fall, families will get the opportunity to enroll in the Backpack Buddies Program. (Kera Gross, ongoing)
- The school improvement needs assessment will include family and community engagement questions to identify strengths and challenges. (Kera Gross, Fall 2022)
- The goals of the School Improvement Plan and the family and community engagement process will be aligned, as well as comprehensive and coordinated. (Kera Gross and Madison Hurley-Darr, Spring 2023)

6: Annual Title I Meeting

(Describe/List when (provide the month/year or month/day/year) the school will hold the Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised Family and Community Engagement policy.)

Southside Elementary is not recognized as a Title I school.

7: School-Parent Compact

(Describe/List the process the schools will follow to jointly develop with parents a school-parent compact.)

Southside Elementary is not recognized as a Title I school.

8: Reservation of Funds

(If the district receives more than \$500,000 in Title I allocation, then it must reserve 1 percent for Family and Community Engagement activities. A minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. If the school is allocated a percentage of the 1 percent, describe/list how the school will share with parents the budget for Family and Community Engagement activities and programs and how parents will be involved in providing input into how the funds are used.)

Southside Elementary is not recognized as a Title I school.

9: Checklist of Assurances

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

•	<p>A.1:The School understands that annually by August 1, the public School’s Engagement Plan shall be developed, or reviewed and updated.</p> <p><i>[ADE Rules Governing Parental Involvement Section 3.02.3]</i></p>
•	<p>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:</p> <ul style="list-style-type: none">• 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.

	<p><i>[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]</i></p>
•	<p>A.3:The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.</p> <p><i>[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]</i></p>
•	<p>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)</p> <p><i>[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)]</i></p>
•	<p>A.5:The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.</p> <p><i>[A.C.A. § 6-15-1704(a)(3)(B)]</i></p>
•	<p>A.6:The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:</p> <ul style="list-style-type: none"> • 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. <p><i>[A.C.A. § 6-15-1702(c)(1)]</i></p>
•	<p>A.7:The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book..</p>

	<i>[A.C.A. § 6-15-1702(b)(6)(B)(ii)]</i>
•	<p>A.8:The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.</p> <p><i>[A.C.A. § 6-15-1702(b)(3)(B)(ii)]</i></p>
•	<p>A.9:The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.</p> <p><i>[ADE Rules Governing Parental Involvement Section 3.02.2]</i></p>
•	<p>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:</p> <ul style="list-style-type: none"> • 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. <p><i>[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]</i></p>
•	<p>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.</p> <p><i>[A.C.A. § 6-15-1702(b)(7)(B)(ii)]</i></p>
•	<p>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.</p> <p><i>[A.C.A. § 6-15-1702(b)(6)(B)]</i></p>
•	<p>A.13:The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent</p>

	<p>with all information set forth in this parent and family engagement plan.</p> <p><i>[ESSA § 1116(a)(3)(D)]</i></p>
<ul style="list-style-type: none">•	<p>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</p> <p><i>[ESSA § 1116(b)(4)]</i></p>
<ul style="list-style-type: none">•	<p>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.</p> <p><i>[ESSA § 1116(c)(4)(C)]</i></p>