

District Family and Community Engagement Plan

District Name:
Cabot Public Schools

Coordinator Name:
Emily Taylor
Jordan Boris

Plan Review/Revision Date:
July 2022

District Level Reviewer, Title:
Emily Taylor, Director of Counseling
Jordan Boris, District Social Worker

Board Approval Date:
Pending August Board Meeting

Committee Members, Role:
Emily Taylor, Director of Counseling, District Family and Community Engagement
Coordinator
Jordan Boris, District Social Worker
Melanie Duerkop, Director of Federal Programs
Aaron Randolph, Assistant Superintendent
Lisa York, Director of Pre-K
Whitney Dickens, Parent
Natasha Durham, Parent
Tiffanee Miller, Community Member
Kale Thomas, Community Member

1: Jointly Developed Expectations and Objectives

(Describe/List the District expectations and objectives for family and community engagement. Describe/List how parents will be involved in the development of the district family and community engagement policy. Describe/List how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans. Describe/List how the District will submit to the State comments from parents who deem the LEA Plan unsatisfactory.)

This district will host a minimum of one Family and Community Engagement meeting per semester that may be combined with other district stakeholder meetings. Each school, including Title I schools, will invite at least one parent representative to the district meeting. Each semester of the 2022-2023 school year, the district plan will be reviewed and revised. Parents can provide feedback through both discussion and surveys. Parents will be encouraged to offer ideas on how any reserved funds for family and community engagement are spent and other ways to increase engagement. The fall 2021 session was held in person with a virtual option. The spring 2022 session was held in person and a recording was sent to parent representatives who were not able to attend. It was combined with a review of the student handbook. Feedback included considerations of how to use any reserved funds. Suggestions were to support student mental health through family and community engagement endeavors and to support teachers with funding that they could use for family and community engagement at the classroom level. (Emily Taylor and Jordan Boris, October 2022 and March 2023)

Goals for the 2021-2022 school year were to return to onsite activities as allowed by current health guidelines and to continue using virtual options. Feedback on the Spring 2022 Survey indicated that parents strongly agreed that the district had accomplished these goals. (District staff and community members, ongoing) Goals created collaboratively through the Spring 2022 Survey for the 2022-2023 school year are to:

- Continue to resume activities that were impacted by the Covid-19 pandemic
- Continue offering virtual attendance options
- Offer parent learning opportunities throughout the school year
- Schedule meetings and activities at various times or on various days to better accommodate family schedules
- Spread awareness of Family and Community Engagement efforts
- Increase Family and Community Engagement participation (District staff and community members, ongoing)

Parents at all schools, including Title I schools, will be notified through the school website and newsletters that the plan is available online and a paper copy is available on request. Parent signatures will be collected electronically through the online

registration system during new student registration or Back to School updates. (District Student Services, ongoing)

The District Coordinator and District Social Worker will work with the Director of Federal Programs who oversees the school improvement process to ensure that the Family and Community Engagement and school improvement plans are mutually supportive. (Melanie Duerkop, Jordan Boris, and Emily Taylor, ongoing)

The plan will be posted on the school website by August 1, 2022. (Emily Taylor and Liz Massey)

2: Building Staff Capacity

(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective family and community engagement practices, inclusive of school family and community engagement policies/plans, school-parent compacts, and all Title I family and community engagement requirements. Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools 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 District Family and Community Engagement Coordinator and District Social Worker will coordinate with the District Director of Professional Development to ensure that professional development requirements for educators are met. The directors will coordinate with building administrators to determine additional professional learning needs and opportunities. The Director of Professional Development sent surveys to staff members for summer learning and developed a schedule of training offered based on survey results. (Emily Taylor, Jordan Boris, Pam Waymack Wilson, annually)

The District Family and Community Engagement Coordinator and District Social Worker will train Building Family and Community Engagement Facilitators annually to develop the building level Family and Community Engagement Plan. A minimum of one meeting each year will be held for building facilitators to collaborate and share resources to enhance family and community engagement. District and building facilitators will offer teachers resources on the value of family and community engagement and ways to increase engagement. The state Family Engagement Toolkit will be shared with educators, parents, and the community. (<https://sites.google.com/view/engagementmattersar>) (Emily Taylor, Jordan Boris, building facilitators, fall 2022 and spring 2023)

The District Family and Community Engagement Coordinator, the Director of Federal Programs, and building administrators of the identified Title I buildings will work together to develop school parent compacts, inform parents of their right to know, and hold the Report to the Public sessions. All meetings will be offered virtually and/or

recorded for parents to access through YouTube or social media. (Emily Taylor, Melanie Duerkop, building administrators, August/September 2022)

A copy of the District and Building Family and Community Engagement Plans will be posted on the district website by August 1st each year. Parents may request a paper copy in a language the family can understand. Parent signatures acknowledging where to locate the plans will be obtained during new student registration or Back to School updates in the online registration platform. (Emily Taylor, Liz Massey, Julia Shoemaker, August 2022)

Cabot Public Schools has translators available as well as a service, Transperfect, to assist parents to overcome language barriers. The district EL staff will provide family nights for EL parents. (Julia Shoemaker, ongoing)

3: Building Parent Capacity

(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents in helping their student's academic success. If applicable, describe how each discretionary item your district and parents chose will be implemented.)

The district will designate two parent teacher conference times each year, but parents may request a conference at any time. Conferences will be offered in person, but families may request a virtual option. (School board, October 2022, March 2023)

The District Coordinator will coordinate with building administrators and building facilitators to ensure each building maintains a parent center and sends home informational packets. (Emily Taylor, building administrators, building facilitators, ongoing)

The District Coordinator will coordinate with building parent groups, such as PTO, to provide support and training as requested. The parent group will meet a minimum of once each semester to review the Family and Community Engagement plan and discuss specific topics identified from previous meetings and/or share information about new programs or initiatives. Based on stakeholder requests, meetings will be offered in person with a virtual or recorded option. (Emily Taylor, Jordan Boris, district administrators, parent representatives, Fall 2022, Spring 2023)

The district will host a Hallway Heroes volunteer training as requested throughout the year. Hallway Heroes must pass a background check and can volunteer in various ways within the school, such as opening car doors, reading with students, and assisting with special events. Volunteers will be allowed on campuses according to district regulations and based on current health codes. (Michael Byrd, building facilitators, building administrators, ongoing)

The district Pre-K program will provide Family Liaisons to assist families with needs such as locating local resources, coordinating parent education training, and supporting parents. (Lisa York, Family Liaisons, ongoing)

The district will also provide a social worker to assist families in locating resources and connecting parents to the school. (Jordan Boris, ongoing)

The district will utilize a website, social media, and a parent notification system to communicate important information and dates to parents and the community. (Liz Massey, ongoing)

The District Curriculum Department will provide parent-friendly information regarding assessment, state standards, and how to monitor student progress. Parents will have access to video instruction to include topics for using Google Classroom, Google Meet, and explaining MAP and ASPIRE data. (Aaron Randolph, ongoing)

4: Coordination

(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional support and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.)

The District Family and Community Engagement Coordinator and District Social Worker will coordinate with local community resources to support families. Current partnerships include, but are not limited to the following

- Back to School Fair - helps families with items needed for back to school (local churches and businesses, August 2022)
- Cabot Public Library - summer reading program (Melanie Duerkop, Library staff, Spring/Summer 2023)
- Cabot Christmas Alliance/Christmas for Kids - helps families with food and gifts during Christmas (building counselors, local churches/businesses, October-December 2022)
- Cabot Parks and Recreation - supports food drives to provide items for the food backpack program (Summer Allison, Building Counselors, Emily Taylor, Jordan Boris, November 2022)
- Junior Auxiliary - provides clothing, school supplies, hygiene products, utilities, etc. for families in need (Jordan Boris, Emily Taylor, Building Counselors, ongoing)
- Local churches/businesses/civic groups - provides food, clothing, and help with utilities for families in need (Jordan Boris, Emily Taylor, Building Counselors, ongoing)
- Career and Technical Education Coordinator will coordinate with local businesses to arrange student internships and allow community members to provide training and demonstrations for students on campus. (Nicole Gatewood, ongoing)

- The Family and Community Engagement Coordinator and District Social Worker will collaborate with the Director of Federal Programs, the Director Of Food Services, and the DESE McKinney-Vento Homeless Liaison to coordinate services for eligible families. (ongoing)

5: Evaluation and Reservation

(Describe/List how the district will share with parents and family members the budget for family and community engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used. If the district does not receive a Title I, Part A allocation greater than \$500,000, then the district is not required to include a description of its Reservation of Funds. If a reservation is required, then a minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. Describe/List actions for how the annual evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)

All Title I schools will conduct an annual parent meeting by October 1st. Meetings will be offered virtually and recorded for parents to access through YouTube or social media. At this meeting, the building principal provides parents with a school compact that outlines the steps that parents, school staff, and students will take to ensure academic success as a shared responsibility. Also during this meeting, the building principal updates the parents on the "state of the school." The principal goes over achievement data, school curriculum, an explanation of Title I and its benefits, and family and community engagement opportunities (literacy nights, math nights, one book/one school, etc.). It is also during this time that parents are given the opportunity to complete a survey. (Building administrators and facilitators, Fall 2022)

Each building will invite a minimum of one parent to participate in the fall and spring District Family and Community Engagement meetings to review and provide feedback on the plan. Meetings will be held physically when possible and always offered virtually. The feedback will be gathered through both discussion and a survey. The information will be used to revise the district plan. (Emily Taylor, Jordan Boris, Fall 2022 and Spring 2023)

The District Coordinator will collaborate with the Director of Federal Programs, Building Administrators and Facilitators, and stakeholders to evaluate the Family and Community Engagement Plans. (Emily Taylor, Jordan Boris, Melanie Duerkop, Building Administrators and Facilitators, ongoing)

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.)

<input checked="" type="checkbox"/>	<p>A.1: LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.</p> <p style="text-align: center;"><i>[A.C.A. § 6-15-1704(a)(1-2)]</i></p>
<input checked="" type="checkbox"/>	<p>A.2: LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review <u>within two weeks</u>.</p> <p style="text-align: center;"><i>[A.C.A. § 6-15-1704(a)]</i></p>
<input checked="" type="checkbox"/>	<p>A.3: LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.</p> <p style="text-align: center;"><i>[A.C.A. § 6-15-1704(a)]</i></p>
<input checked="" type="checkbox"/>	<p>A.4: LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.</p> <p style="text-align: center;"><i>[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]</i></p>
<input checked="" type="checkbox"/>	<p>A.5: LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)</p> <p style="text-align: center;"><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>
<input checked="" type="checkbox"/>	<p>A.6: LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.</p> <p style="text-align: center;"><i>[A.C.A. § 6-15-1703(b)]</i></p>
<input checked="" type="checkbox"/>	<p>A.7: LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.</p>

	<i>[A.C.A. § 6-15-1704(a)(3)(B)]</i>
<input checked="" type="checkbox"/>	<p>A.8: LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.</p> <p><i>[ESSA § 1116(a)(3)(A)]</i></p>
<input checked="" type="checkbox"/>	<p>A.9: LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.</p> <p><i>[ESSA § 1116(a)(3)(D)]</i></p>
<input checked="" type="checkbox"/>	<p>A.10: LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov</p> <p><i>[ESSA § 1116(b)(4)]</i></p>
<input checked="" type="checkbox"/>	<p>A.11: LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.</p> <p><i>[ESSA § 1116(e)(14)]</i></p>