

District Family and Community Engagement Plan

District Name:
Cabot Public Schools

Coordinator Names:
Emily Taylor
Jordan Boris

Plan Review/Revision Date:
July 2023

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, Family and Community Engagement
Coordinator
Jordan Boris, District Social Worker, Family and Community Engagement
Coordinator
Melanie Duerkop, Director of Federal Programs
Aaron Randolph, Assistant Superintendent
Suzie Kelley, Director of Pre-K
Jessica Saum, Military Representative
Lia Bell, Parent
Kirbie Lively, Parent
Luan Sitzmann, Parent
Julie Boris, Community Member
Tiffanee Miller, Community Member
Kale Thomas, Community Member

1: Jointly Developed Expectations and Objectives

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

Guiding Questions

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, 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?*
[ESSA § 1116(a)(2); 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(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*
[ESSA § 1116(a)(2)]

Cabot School 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 2023-2024 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.

Both the fall and spring sessions of the 2022-2023 school year were offered in person with a virtual option. Feedback included considerations of how to use any reserved funds. The progress on the Family and Community Engagement Plan goals was discussed. Suggestions were taken into consideration when creating the 2023-2024 goals. (Emily Taylor and Jordan Boris, October 2022 and May 2023)

Collaboratively created goals for the 2023-2024 school year:

- Continue offering virtual attendance options for increased family and community engagement
- Schedule meetings and activities at various times or on various days to better accommodate family schedules (survey indicated evening meetings as a preferred time)
- Spread awareness of Family and Community Engagement efforts
- Increase Family and Community Engagement participation
- Run a report of military connected families monthly to identify any new to the district in order to better welcome and support during the transition
- Offer parent learning opportunities throughout the school year and increase attendance by 10%
- Ensure that 100% of buildings submit the name of at least one parent representative to attend the district FACE meetings each semester and increase attendance by 25%

- Increase the number of family and community members that indicate that they strongly agree that they feel welcome when they enter the school buildings by 20%
- Ensure that a minimum of 50% of parents attend the annual open house at their child's building
- Ensure that a minimum of 75% of elementary and middle school parents attend parent teacher conferences
- Increase attendance at secondary parent teacher conferences by 10% (District staff and community members, ongoing)

Parents at all schools, including Title I schools, will be notified 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, 2023. (Emily Taylor and Liz Massey)

2: Building Staff Capacity

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

Guiding Questions

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
 - *jointly-developing school engagement plans*
 - *implementing effective parent and family involvement activities*
 - *jointly-developing school-parent compacts**[ESSA § 1116(a)(2)(B)]*
- **2.2:** *How does the LEA 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 are aware of:*
 - *the value and utility of contributions of parents*
 - *how to reach out to, communicate with, and work with parents as equal partners*
 - *how to implement and coordinate parent programs*
 - *how to build ties between parents and the school**[ESSA § 1116(e)(3)]*
- **2.3:** *How will the district 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 are you ensuring that relevant information is 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)]*

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. (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 semester will be held for building facilitators to collaborate and share resources to enhance family and community engagement. Teachers will be trained every four years 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 2023 and spring 2024)

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. (Emily Taylor, Melanie Duerkop, building administrators, August/September 2023)

A copy of the District and Building Family and Community Engagement Plans will be posted on the district website by August 1st. 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 2023)

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 how the LEA supports parents in helping with their student's academic success.

Guiding Questions

- **3.1:** *How will the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of their children*
[ESSA § 1116(e)(1)]
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve 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); ESSA § 1116(e)(4)]
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*
[ESSA § 1116(a)(1)]

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. (Cabot School Board, October 2023, March 2024)

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 2023, Spring 2024)

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. (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. (Suzie Kelley, 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, ASPIRE and ATLAS data. (Aaron Randolph, ongoing)

4: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

- **4.1:** *How does the district 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)]*

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 2023)
- Cabot Public Library - summer reading program (Melanie Duerkop, Library staff, Spring/Summer 2024)
- Cabot Christmas Alliance/Christmas for Kids - helps families with food and gifts during Christmas (building counselors, local churches/businesses, October-December 2023)
- Cabot Parks and Recreation - supports food drives to provide items for the food backpack program (Summer Springer, Building Counselors, Emily Taylor, Jordan Boris, November 2023)
- 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 - provide 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 how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

Guiding Questions

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
 - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
 - *Who is responsible?*
 - *When will it be conducted?*
 - *How will parent input be solicited?*
 - *How will it be disseminated?*
 - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
 - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
 - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
 - *strategies to support successful school and family interactions*
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
 - *How will the findings of the evaluation be shared with families and the community?*
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to 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 LEA spending those funds?*
 - *How is the LEA determining the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

All Title I schools will conduct an annual parent meeting by October 1st. 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 2023)

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 and 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 2023 and Spring 2024)

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><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> <p><i>[A.C.A. § 6-15-1704(a)(3)(B)]</i></p>
<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>
<input checked="" type="checkbox"/>	<p>A.12: LEA understands that if it has 20 or more children of military families enrolled or has a total enrollment of 3,000 students overall that it must appoint a district military education coordinator, and the district military education coordinator shall be included in the establishment and adoption of a public school district’s and public school’s parent and family engagement plan.</p> <p><i>[A.C.A. § 6-28-116(2)(A)(3)(B)]</i></p>