

Central Elementary Family and Community Engagement Plan

School Name:

Central Elementary

Facilitator:

Mary Campbell
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501-743-3564

Plan Review/Revision Date:

July 29, 2026

District Level Reviewer, Title:

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

District Level Approval Date:

July 29, 2026

Committee Members, Role:

Mary Campbell, Facilitator/Assistant Principal
Jenny Blackwell, Principal
Addie Cummings, Counselor
Melissa Bulice, Staff Member
Drew Chesser, Parent Volunteer
Donna Weatherman, Community Member
David Murdock, Military Representative

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.)

- Families are involved in the development of the Family and Community Engagement Plan (FACE). (Mary Campbell, Spring 2026)
- Families will be involved in the review, evaluation, update, and improvement of the FACE plan annually to meet the changing needs of the school community. Our FACE Plan will be reviewed as needed by the committee members. Results from the Central Elementary Parent Involvement Survey will be considered in updating and improving the FACE plan. (Mary Campbell, ongoing)
Central Elementary will ensure that parents are adequately represented in a variety of roles: (Jenny Blackwell, ongoing)
 - Parent Teacher Organization
 - School Improvement Committees
 - School Leadership Team
 - Field trip chaperones
 - Volunteer opportunities to help during family events including: Back to School Events, Book Fair, Grands Event, Candy Cane Lane, Rock the Block, STEAM Day event, Read Across America Week
 - Volunteer opportunities for classroom celebrations
 - Volunteer opportunities daily to help open car doors at drop off and make copies and other administrative tasks in our work room.
 - Library assistant, Battle of the Books, Book Fair helpers, Field Day volunteers
- Central Elementary will provide opportunities for regular meetings as requested. (Jenny Blackwell, ongoing)
- As a Purple Star School District, Cabot Public Schools is committed to supporting military families. The district will run a report of military connected families quarterly to identify any families new to the district in order to better welcome and support them during this transition. (Emily Taylor, Jordan Boris, monthly)
- Central Elementary will enable and support a parent teacher organization (PTO). (Jenny Blackwell, Lee Gordon, 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 FACE facilitator and contact information is:
Mary Campbell
mary.campbell@cps.k12.ar.us
501-743-3564
- Central Elementary will make the FACE plan available to families and the local community electronically on the school website and on the Central Elementary's online parent resource center by August 1. Printed copies are available as requested. (Mary Campbell, August 2026)
- The plan is written in an understandable and uniform format in a language families can understand. A translation service, Transperfect, is available. (Melanie Duerkop, August 2026)
- Central Elementary will distribute information annually that includes the following:
 - A description of FACE plans in the Student Handbook (Mary Campbell, August 2026)
 - Building specific FACE plans can be found on our district website by clicking the "Departments" tab and then finding "Counseling." (Mary Campbell, August 2026)
 - Recommended roles of families (as listed in section 1 of this plan)
 - Ways for families to be involved in a variety of roles (as listed in section 1 of this plan)
 - A survey of volunteer interests
 - A schedule of planned activities throughout the school year
 - A system of regular, two-way communication for families and teachers including phone calls, emails, Class Dojo, and social media pages and groups
- Central Elementary will obtain signatures from families acknowledging receipt and location of the District FACE plan through back to school and new student registration using the online registration platform. (Mary Campbell, October 2026)
- Family meetings will be offered at various times. (Jenny Blackwell, ongoing)
- Parent meetings will be offered in various formats including Google Meet. (Jenny Blackwell, ongoing)
- The school will distribute a digital weekly newsletter to families developed by the principal. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills. (Jenny Blackwell and Addie Cummings)
- Each child will receive a communications folder to encourage regular two-way communication between home and school. It will be sent home daily by the teacher with important communications and is expected to be returned to school each day. (Mary Campbell, ongoing)
- Parents may contact the District Family and Community Engagement Facilitator if the Title I plan is not satisfactory (Emily Taylor, ongoing)

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.)

- Central 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. (Pam Wilson, ongoing)
- The Cabot School District will provide Child Maltreatment/Mandatory Reporter Protocol professional development to teachers and administrators. (Pam Wilson, Summer 2026)
- Teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, will participate in district-approved professional development in areas including, but not limited to:
 - Parents playing an integral role in assisting student learning
 - The value and utility of the contributions of parents
 - How to reach out to, communicate with, and work with parents as equal partners
 - Implementing and coordinating parent programs and building ties between home and school
 - Welcoming parents into the school and seeking parental support and assistance
- Central Elementary will provide information in a format, to the extent practicable, in a language the parents can understand. (Melanie Duerkop, ongoing)
- Central Elementary will respond to parent requests for family and community engagement activities. (Jenny Blackwell, ongoing)
- Parents are recognized as a full partner and the process for resolving conflicts is included in the school 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.)

- Central Elementary will schedule regular family and community engagement meetings. These meetings will provide information to help parents enhance

their child's education as well as to provide opportunities to volunteer or help support their child's school. (Jenny Blackwell, Mary Campbell, ongoing)

- Open House in August
- Parent Teacher Conferences October and March
- Monthly PTO meetings
- Family Literacy and STEAM events
- Math and Reading goals identified on the School Improvement Plan will be pursued through school sponsored family and community events, like STEM night and family reading night, therefore aligning the School Improvement Plan goals and priorities with FACE events. (Mary Campbell, ongoing)
- Central Elementary aligns its School Improvement Plan with family and community engagement efforts by ensuring meaningful two way communication about academic priorities and efforts outlined in the School Improvement Plan during FACE/PTO meetings. (Mary Campbell, ongoing)
- Central Elementary will also make available the findings and goals from the School Improvement Plan so that academic priorities and efforts for the school year are clearly communicated. (Liz Massey, ongoing)
- Central Elementary will provide descriptions of the student curriculum on the district website. (Liz Massey, ongoing)
- Central Elementary will provide families with individual student academic assessment results and interpretation of those results upon request. (Jenny Blackwell, Mary Campbell, ongoing)
- Central Elementary will provide families with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards. (Jenny Blackwell, Mary Campbell ongoing)
- Central Elementary will provide assistance and instruction to parents of children served by the school in understanding these topics:
 - Arkansas Academic Standards
 - State and local academic assessments
 - Strategies parents can use to support their child's academic achievement
 - 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
 - Role play and demonstration(Mary Campbell, Jenny Blackwell, ongoing)
- Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Central Elementary will assist parents in understanding the requirements of Title I, Part A during the Title I meeting. (Jenny Blackwell, September 2026)

- Central Elementary will promote and support responsible parenting by maintaining a Parent Resource Center that provides materials and training to help families work with their children to improve academic achievement. (Mary Campbell, 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.)

- Central Elementary will utilize community resources to benefit students and families. (Jenny Blackwell, ongoing)
 - Junior Auxiliary of Cabot provides a picture book to each first grade student.
 - A local dental hygienist provides second graders with dental hygiene lesson and tools including a toothbrush.
 - The local 4-H organization will provide hands-on experiences for our fourth grade students to learn by doing.
- Central Elementary will coordinate and integrate family and community engagement activities to include early childhood programs and/or college & career readiness resources as appropriate. (Addie Cummings, classroom teachers, ongoing)
 - Fourth grade partnership with the high school CTE during the month of October
 - My Future Story program during the month of May
 - Central Elementary will coordinate with Cabot Middle School South and Cabot Middle School North to help provide a smooth transition from one school to the next by raising parental awareness. Schools will work together to allow 4th grade students to visit and attend an orientation. (Mary Campbell, Addie Cummings, May 2026)
- Central Elementary will promote and support responsible parenting. (Addie Cummings, ongoing)
- Central Elementary will consider recruiting alumni to create an alumni advisory commission. (Jenny Blackwell, ongoing)
- Central Elementary will enable and support the formation of a parent teacher organization and utilize the leaders in appropriate decisions. (Lee Gordon, August 2026)
- Central Elementary will engage in activities that will use community resources to strengthen school programs. (Addie Cummings, ongoing)
 - Local churches help donate items for our food and clothing pantry
 - Junior Auxiliary provides bill assistance, picture books, clothing and lice kits.
- Central Elementary will ensure that the FACE plan is comprehensive and coordinated. (Mary Campbell, ongoing)

- The FACE plan and the School Improvement Plan will be aligned. (Mary Campbell, ongoing)

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.)

- Central Elementary will conduct an annual parent meeting in September. 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." She will go over achievement data, school curriculum, and explanation of Title I and its benefits, and family and community engagement opportunities. Parents will be provided with an electronic link to a survey allowing them to request assistance in helping their student be successful. The link to the survey will also be posted on Central Elementary's Facebook page to keep all parents well informed. (Jenny Blackwell, September 2026)

7: School-Parent Compact

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

- Central Elementary acknowledges the importance of all parties in developing a School-Parent Compact. The compact emphasizes the responsibility of parents, staff, and students for student achievement. The compact consists of "I will" statements listing the responsibilities of parents, students, teachers, and the principal. After the initial development of the compact by Central Elementary teachers, the leadership committee, which includes parents and community members, will give feedback and suggestions will be carefully considered. The School-Parent Compact will be introduced at the Title I meeting and will be sent home with students for signatures the next school day. (Jenny Blackwell, Mary Campbell, September 2026)
- The School-Parent Compact for Central Elementary will be a portion of developing a partnership to help students achieve state standards. (Jenny Blackwell, August 2026)
- Central Elementary will establish meaningful communication with parents by making themselves available via phone, email, and through Parent Teacher Conferences a minimum of twice a year. Parents can also communicate with

teachers through apps like Remind, Classroom DOJO, and HAC (Home Access Center) for updates on their child's progress and information about class activities. These applications also give teachers access to inform parents of volunteer opportunities and other needed parent roles as well. Central Elementary also has a Parent Resource Center that parents can use to learn about these roles and opportunities. Progress reports are sent home at the end of each nine week period. (Jenny Blackwell, ongoing)

- Reasonable access to staff is provided via conferences, phone calls, Class DOJO app, emails, texts, and other forms of communication. Classroom observations could be available if arrangements are made through the principal and classroom teacher (Jenny Blackwell, ongoing)
- Central Elementary will involve parents in a variety of roles including, but not limited to, volunteers in the workroom, mentors, reading buddies, and lunch buddies. (Jenny Blackwell, August 2026-May 2027)
- A volunteer resource book is digitally available for staff to sign up for committees and events throughout the school year. (Mary Campbell, ongoing)

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.)

- Central Elementary will conduct an annual parent meeting in September 2026. At the 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 principal updates the parents on the "state of the school." She will go over achievement data, school curriculum, an explanation of Title I and its benefits, and family and community engagement opportunities. During this meeting, parents will complete the Title I Survey. Parents will be given the opportunity to suggest decisions regarding the allotted reserved funds for family and community engagement. (Jenny Blackwell, September 2026)

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.)

☒	A.1:The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated. <i>[ADE Rules Governing Parental Involvement Section 3.02.3]</i>
☒	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. <i>[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]]</i>
☒	A.3:The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook. <i>[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]</i>
☒	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 2025 being a required year) <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>
☒	A.5:The School understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation. <i>[A.C.A. § 6-15-1704(a)(3)(B)]</i>

☒	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. <i>[A.C.A. § 6-15-1702(c)(1)]</i>
☒	A.7:The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.. <i>[A.C.A. § 6-15-1702(b)(6)(B)(ii)]</i>
☒	A.8:The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year. <i>[A.C.A. § 6-15-1702(b)(3)(B)(ii)]</i>
☒	A.9:The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan. <i>[ADE Rules Governing Parental Involvement Section 3.02.2]</i>
☒	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. <i>[A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]</i>

☐	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. <i>[A.C.A. § 6-15-1702(b)(7)(B)(ii)]</i>
☒	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. <i>[A.C.A. § 6-15-1702(b)(6)(B)]</i>
☒	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. <i>[ESSA § 1116(a)(3)(D)]</i>
☒	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 <i>[ESSA § 1116(b)(4)]</i>
☒	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. <i>[ESSA § 1116(c)(4)(C)]</i>