

AR
Mena School District
501 Hickory Street
Mena AR 71953
479-394-1710

District Parent and Family Engagement Plan

District Name:	Mena School District
Coordinator Name:	Vicky Maye
Plan Review/Revision Date:	8/1/2020
District Level Reviewer, Title	Paulette Sherrer

Committee Members, Role:

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Vicky	Maye	Coordinator
Paulette	Sherrer	Asst. Superintendent
Linda	Collins	K-2 Facilitator
Vicky	Maye	3-5 Facilitator
Leilani	Rose	6-8 Facilitator
Tonya	Thacker	9-12 Facilitator

Committee Members, Role:

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Nathan	Stone	Tech Support
Laura	Bunch	LEA
Amy	Bartow	Cafe Director
Tamara	Smart	Administrator
Celeste	Ashcraft	Faculty
Jennifer	Philpot	Alumni and Parent

Committee Members, Role:

(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Bridgett	Martin	Community Support/Parent
Patty	Young	Community
Rachel	Stevens	Parent

1: Jointly Developed Expectations and Objectives

(Describe/List the District expectations and objectives for parent and family engagement. Describe/List how

parents will be involved in the development of the district parent and family 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.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

- Develop and disseminate district parent and family engagement policy. -Mena School Board
- The district parent and family involvement plan will be developed with the input from all stakeholders including parents, school staff, community, and the Mena Parent/Family Engagement committee is developed carefully with details to support adequate representation of all families. The plan will be submitted to ADE and posted on the district website by August 1 of each year.
- Establish parental involvement contact person at each of the Title I, Part A schools as follows: Linda Collins, K-2; Vicky Maye, 3-5; Leilani Rose, 6-8; and Tonya Thacker, 9-12.
- Develop district parental and family engagement committee to create a parent and family engagement policy and implement parent and family engagement activities as well as disseminate information to the community to promote parent and family engagement in the Title I, Part A schools. Committee developed by the district and campus facilitators. Parent and family engagement plans disseminated at the beginning of the school year in the Information Packets to each family in the district as well as being posted on the district campus websites. Other information disseminated to the community continuously via various media resources. All campus facilitators
- Evaluate plans annually identifying areas to improve. District Parental Involvement Committee will meet to review the plans effectiveness. Committee will review the plan and offer suggestions for parent survey, additional ways to involve parent and district support of school parent and family engagement plans. Input from parents conveying unsatisfactory review of the LEA Plan will be submitted by district administration to ADE.-Paulette Sherrer and all campus facilitators.
- Parental Involvement Committees will meet in the spring of each year to review district and school plans. Title I, Part A Program and the ACSIP parental involvement goals, interventions, and actions will also be reviewed and updated at this time. Agenda and sign-in sheets will be kept to document participation. Persons Responsible- Paulette Sherrer, Assistant Superintendent and all campus facilitators.
- Reserve a minimum of 1% of the Title I, Part A allocation for parent and family engagement, with 90% going to Title I, Part A schools. -Paulette Sherrer
- Coordinate parent and family engagement activities with those of other programs such as Head Start program, Home Instruction Program for Preschool Youngsters and State-run preschool programs. -Linda Collins and Paulette Sherrer
- Ensure that the parents and families of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand.
- Schedule two district wide parent/teacher conferences. Provide a parent-friendly summary/explanation of the Mena Parent and Family Engagement Plan online and in all campus student handbooks with required signatures from each parent acknowledging receipt of the district plan summary.
- Have available educational information and resources, community resources, and parenting information at each campus parent center.

2: Building Staff Capacity through Training and Technical Assistance

(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parent and family engagement practices, inclusive of school parent and family

engagement policies/plans, school-parent compacts, and all Title I parent and family 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.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

- Title I schools will jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and student will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
- Provide professional development for all teachers, including special education teachers, designed to enhance understanding of effective parental involvement strategies. Include information to address the differing parenting needs of various sub-population groups. The district has developed a SOR training plan in accordance with the Right to Read Act. The district sends each licensed employee and administrator a PD plan detailing required hours for the upcoming year. Employees use the Shoebox portal to log their PD hours. Prior to EOY staff check-out, employees will print and give their required logged PD hours to their direct supervisor. Administrators retain all copies of campus sign-in sheets. The district also has an employee records portal which documents the completion of the district required trainings. Classified staff and volunteers are invited and allowed to attend annual professional development but are not required.
- Conduct ongoing site visits to observe parent and family engagement practices. Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners.-Sherrer and Campus Facilitators
- The district will develop training that schools can use to provide parents information on the District's curriculum and ways they can assist in their child's educational needs through math and literacy family night engagements.
- The district has parent resources available on the district website where information about the district and schools, curriculum, policies and handbooks, available programs, checking of student's grades, supplemental services, faculty contact information and Parent Center.
- Provide, as much as possible, school forms in a language parents can understand.
- Handbooks will be sent home with every child at the beginning of the year. Handbooks include rules and policies information on communicating with teachers and school administration. Handbooks are also located on the district website.
- The district will monitor each school to ensure that they have developed a parental involvement plan with parent input, offer parent's flexible meeting times to ensure that all parents have the opportunity to be involved, and provide information to parents about the school's programs and plans.
- Monitoring each Title I, Part A school to ensure that each school performs the following tasks: (1) Develop parent and family engagement policy; (2) Offer flexible meeting time; (3) Provide information to parents about the school's program, including parent information guide; (4) Use of jointly developed school-parent compact; and (5) Provide training for parents in working with their child to improve academic achievement and to be able to view their child's attendance and achievement through parent viewer in Eschool.-Sherrer and Campus Facilitators
- Encourage parents to visit/volunteer at schools by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evening, in order to maximize the opportunities for parents to participate in school-related activities. Provide Volunteer Training on all campuses at the beginning of each new school year to provide an overview of practices and procedures for volunteer activities.
- Coordinate and integrate required parent and family engagement strategies for all staff training utilizing Internet Delivered Education For Arkansas Educators (IDEAS) with ADE approved parent and family

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.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

- Each school will hold an annual meeting to inform parents of the school's participation in Title I, the requirements of the program, and the right of the parents to be involved in planning, reviewing, and improving the school's Title I program. Parents will be provided a description and explanation of the curriculum used in the school, types of assessment, proficiency levels, and information about national, state, and local goals including parents' rights as defined in Title I, Part A.-Paulette Sherrer-Asst. Superintendent
- Title I schools will jointly develop with parents a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
- School-parent compacts along with parent's rights will be sent home with every student.
- Each school will designate one certified staff member to serve as the parent and family campus facilitator to coordinate with other school programs, faculty, and parents to provide training for staff and parents promoting and encouraging parent and family engagement.
- Approve reasonable and necessary expenses associated with parent and family engagement activities.
- Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child. School Parent Centers-Campus Facilitators.
- Assist in the development of parent and family engagement groups at each school. -Campus Facilitators

4: Reservation and Evaluation

(Describe/List how the district will share with parents and family members the budget for parent and family 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.)

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

- Engage parents in decision making about the allocation of its Title I, Part A funds for parent and family engagement by recruiting parents to serve on the School Improvement Plan committee for the district and for each campus School Improvement Plan.

- Provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected. Survey analysis is done by campus facilitator and reviewed by district committee at annual spring meeting. Survey data includes the vertically aligned curriculum maps referencing evidence-based strategies. Use the findings from the evaluation process to do the following: (1) Make recommendations to each participating school for parent and family engagement revisions; (2) questions included that will help identify any barriers to greater parent and family engagement participation; (3) provide suggestions for designing school improvement policies, as they relate to parent and family engagement; and (4) Develop and disseminate an annual parent and family engagement evaluation report to share with parents, staff, and community. A brief evaluation of parent activities will be requested of parents at Spring Parent Teacher Conferences for elementary, and CAP Conferences at middle school and high school campuses. Evaluations will be used to make the needed revisions and additions to the following year's plan.-Sherrer and Campus Facilitators
- Develop procedures for collection parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.-Campus Facilitators. Preliminary, mid-year, and final school plans are approved by the Assistant Superintendent who facilitates the ACSIP/Indistar campus and district level plans through ongoing meeting, emails, and the Indistar platform. - Sherrer

5: Coordination

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

Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?

- Coordinate and integrate parent and family engagement strategies with programs such as Hippy, Head Start and state-run preschool programs. -Linda Collins
- Parent Centers on all campuses providing resources to encourage and support families through all stages of transition. -Campus facilitators
- Assist in the development of parent and family engagement groups at each school, bridging support of transition services through activities such as campus tours, family and student orientation nights through activities such as CAP conferences and financial aid workshops, etc.-All Campus Facilitators
- Collaborate to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
- Engage in workforce development with local businesses and industry partnerships by coordinating career fair type activities within the schools, in addition to supporting tours to work sites of major local businesses and industry.

[\(See complete Arkansas Guide for District Parent and Family Engagement Plan for references\)](#)

ADE Reviewer Responses:

Sections	Changes Required	Federal Compliance	State Compliance	Comments	Date of Feedback
Section 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/4/2020 - All sections meet requirements. Thank you! -CMoore 2/6/2020 - Sections meets all required components. -CMoore 11/13/2019 - Thank you for your timely submission. Please ensure you have described specifically how your district will: <input type="checkbox"/> Ensure adequate representation of parents and families of participating children in the process -CMoore 10/29/2019 - Thank you so much for having your plan in on time; however, please review and make sure the following requirements have been specifically addressed. Summary and signatures needed - <input type="checkbox"/> Place a parent-friendly summary/explanation of the parent and family engagement plan online and as a supplement to the student handbook <input type="checkbox"/> Obtain signatures from each parent acknowledging receipt of the [district's] parent and family engagement plan summary -KWright	3/4/2020
Section 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/4/2020 - Section meets all required components. -CMoore 2/6/2020 - Section meets required Title I components. Please ensure you have described how your district will ENSURE PD requirements are met. Also, please ensure you have described how your district will provide volunteer training ANNUALLY. -CMoore 11/13/2019 - Please elaborate on how your district will: <input type="checkbox"/> Provide coordination, technical assistance, and other support to schools in: <input type="checkbox"/> jointly-developing school parent and family engagement plans <input type="checkbox"/> implementing effective parent and family involvement activities <input type="checkbox"/> jointly-developing school-parent compacts -CMoore 10/29/2019 - Please include how - <input type="checkbox"/> Ensure professional development requirements are met for teachers and administrators Providing PD is not the same as - <input type="checkbox"/> Require minimum professional development hours for teachers and administrators. Please elaborate. <input type="checkbox"/> Provide training at least annually for volunteers -Kwright	3/4/2020
Section 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-n/a-	11/13/2019 - Section meets required Title I components. -CMoore	2/6/2020
Section 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/4/2020 - Section meets all required components. -CMoore 2/6/2020 - Please ensure you have described how you will design EVIDENCE-BASED strategies. Also, ensure you have described how your district will APPROVE school level plans. -CMoore 11/13/2019 - Please ensure you have described how your district will: <input type="checkbox"/> Use the findings from the evaluation to design evidence-based strategies for more effective parental involvement -CMoore 10/29/2019 - Must approve - <input type="checkbox"/> Review and approve the plan for each school. -Kwright	3/4/2020
Section 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	11/13/2019 - Section meets required Title I components. -CMoore 10/29/2019 - Section meets required State components. -KWright	2/6/2020