

Magazine School District  
485 East Priddy Street  
Magazine AR 72943  
866-900-2001

## Family and Community Engagement Plan 2023-2024

### **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)]

Magazine School District involves parents in the development of the parent and family engagement plan, the districtwide program plan, and support and improvement plans through scheduled parent-teacher conferences twice a year and Family and Community Engagement facilitators. The district will make the Family and Community Engagement Policy available to parents by including it on our district website and copies will be distributed in parental involvement kits at parent-teacher conferences, as well as found in the Student Handbook (policy 4.42A3). The district and school shall meet with committees of parents regularly each quarter, including in the spring to review and implement plans. We will contact all parents and encourage them to participate in the program through various methods including social media outreach, disseminating information through local churches and businesses, and direct personal contact with families. We hold parent meetings and programs on a regular basis and all are well attended by the parents of high school and elementary school students. We encourage partnerships with our parents. Magazine School District has a Parent and Community Engagement Committee that promotes ways to get parents and other stakeholders involved in the school's activities. Our parents provide input on Improvement Plans, and suggestions to improve communication between the district and community, work with special groups to raise funds, and work as volunteers to help students with learning services. Parent committees will change yearly to

include a variety of viewpoints and values. Parent representatives will be made up of a representative team to ensure that the district and each school are properly represented and the interests of each are heard. Parents will be able to participate in person, via telephone conference call, web meeting, and email.

Magazine School District will conduct an annual review of the effectiveness of the parent involvement policy. Data collection including interviews, surveys, and/or focus groups will be conducted in the spring semester so that parents have an opportunity to suggest changes to the next year's plan. The results will be reviewed periodically throughout the year with summary results guiding plan updates on May 24, 2024.

There are no parents who spoke out about the plan being unsatisfactory.

Contact: Shanna Moore, Jared Higginbotham 855-900-2001

## **2: Building Staff Capacity**

Describe how the LEA 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 LEA 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)]*

Magazine School District values parent contributions as equal partners. The district will build staff capacity to work with parents as equal partners. All district staff will be involved, including teachers, specialized instructional personnel, principals, and other district leaders. These

capacity-building activities may include workshops such as poverty simulations, conferences, training, webinars, and other online resources.

At least two hours of Parent and Family Engagement is provided for all staff members each school year. All staff is required to sign in. In the event that someone is unable to attend, other parental involvement options will be offered.

Additionally, all staff is required to attend two hours of professional development for parent and family engagement during the 2023-2024 school year. Options will be delivered on IDEAs and face-to-face. These trains are to better equip staff for assisting our parents, families, and stakeholders. The focus for 2023-2024 is developing the capacity of teachers to better communicate levels of achievement, ways to respond to strengths and weaknesses, and ongoing work in Response to Intervention.

Training will include methods for reaching out to parents, communicating with parents, and working with them as equal partners.

The district parental involvement team and district parental involvement coordinator will continue to meet and work together to coordinate parent programs and build ties between the home and the district.

The parental involvement team and district parental involvement coordinator will ensure all information sent out to parents is in a language and format parents and families can understand.

### **3: Building Parent Capacity**

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

#### *Guiding Questions*

- **3.1:** *How does 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)]*

Magazine School District provides multiple opportunities to build parents' capacity to play a role in the academic success of their children. Parent-teacher conferences are conducted twice each year. Once in the fall and once in the spring. This year the fall and Spring conferences will be one day, September 19, 2023, and March 5, 2024, both, from 2:15-8:15 P.M. Additionally, conferences can be held face to face, by phone, zoom, or other ways that parents can visit with the teacher about their child. During the parent-teacher conferences and at other times by appointment, assistance will be provided to parents, as appropriate, in understanding the challenging state academic standards, state and local assessments used to measure student progress, including alternate assessments, and the requirements of Title I, Part A. The district also provides parents and guardians with Home Access Center information to monitor their child's progress and work with educators to improve the achievement of their children. Additional training to use HAC will be given as needed. The parent engagement committee in conjunction with the guiding coalition will revise and re-establish teacher update expectations for posting grades in HAC. Classroom teachers and program coordinators provide parents with information periodically through class newsletters, social media, and other methods. The parent engagement committee will look at ways to have more proactive electronic communication with parents about daily assignments, projects, and assessments including but not limited to using text messaging systems. Parent kits will be provided at the fall parent-teacher conferences. These will include but not be limited to literacy information and learning activities to support classroom instruction and volunteer opportunities. The family facilitator will be available to help families in any way necessary, within reason, to assist in promoting educational experiences. The district will provide additional materials in the family resource center. Collaboration with the community and the development of district goals and priorities will take place during a yearly needs assessment that is conducted through interviews, surveys, and face-to-face meetings. A survey will be shared with parents to help evaluate the effectiveness of the school improvement plan.

Responsible parenting will be promoted and supported through parenting books, magazines, and flyers. Parents are given the opportunity to borrow the materials for review from the library and/or parent center. The district will provide instruction to parents on how to incorporate developmentally appropriate learning activities, responsibility, and behavior expectations for the home, and the school environment including through demonstration, the use of and access to DESE website tools for parents, and parent meetings.

The district provides a student handbook at the beginning of the year with a summary of the Parent and Family Engagement Plan. The parents and guardians will sign a receipt saying that they received a copy of the handbook. Additional copies are available in the office. Parent kits will also be provided during the fall parent-teacher conferences. In addition, parent newsletters from Home and School Connections are distributed monthly and linked to the district website. The classroom teachers and program coordinators provide parents with information periodically through class newsletters, electronic methods, and social media. The SMS feature for text messaging will be used more frequently to keep parents informed. Additionally, the parent engagement committee will look at additional and more consistent electronic formats for communication. These methods are offered in English with the option of having translation if

needed.

Family packets are distributed at the beginning of the school year through Open House nights, parent-teacher conferences, and upon moving into the district. Packets include a description of engagement programs, ways families can get involved, volunteer interest surveys, and the schedule of activities throughout the year. The district will provide training for volunteers annually through face-to-face meetings, email, PowerPoint, or other media. A volunteer banquet will be held annually to recognize and celebrate volunteers. Regular, two-way, meaningful communication is encouraged at Open House and throughout the school year.

Parent information is provided in a variety of ways. The district continues to use a variety of traditional and electronic methods of communication. Newsletters and family information are both provided in paper and digital copies. Social media sites, school apps, and websites are kept up to date with school information, parent programs, meetings, and other activities. Voice call and text messaging notifications are used to ensure families are provided information in other modalities. Push notifications will be used on the ThrillShare App. Information will be provided at the Annual Report to the Public meeting where parents and community members are invited to attend. Additionally, the electronic sign is updated with parent and family messages.

The district offers flexible opportunities for meeting with families. Regularly scheduled parent-teacher conferences have extended hours to meet the family's needs. Additionally, parents may call the office to schedule face-to-face appointments at any time throughout the school year. Email addresses are provided to families and shared with teachers as an option for ease of communication. Phone conferences and Zoom conferences are also available upon request.

#### **4: Coordination**

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional support, 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)]*

Magazine School District will coordinate with other organizations, businesses, and community partners including alumni to provide additional support, services, and resources to families. Partners in our Wellness Center provide health services for students and staff. Newsletters will be

available through community partnerships with local businesses. The district will investigate and utilize community resources in our instructional programs. Local businesses will be involved in our Ready, Set, Graduate program where students take part in the "Mall of Life", a real-world simulation including mock interviews. Local banks will partner with us to teach financial seminars. Classes will explore careers with local businesses and community partners through our Reverse Career Fair, and Rattler Career Connect additionally, we will partner with community members as part of Watch DOG Dads and MOMS (Moms of Magazine Students) programs. A list of alumni will be used to help provide additional support and guest speakers through our programs such as VIP banquet, Scholars Banquet, and other various school organizations. Transition activities will be provided for elementary students and their parents. These will include but not be limited to spring scheduling for 7th grade, summer school opportunities, and Open House activities. FASFA and college nights will take place to help students and their families understand the steps for enrolling in post-secondary education. Students will also have opportunities to participate in programs such as WOLF and internship classes to gain work experience prior to graduation. Mini-workshops including mock interviews, elevator speeches, resume writing, and researching companies will be conducted with community partners. Military and college admission reps will come in and visit with the students.

## **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)]

Magazine School District does not receive more than \$500,000 in Title I funds per year. The district and school parent and family engagement facilitators, along with building principals, will meet with respective parental committees annually to determine the use of funds to support family engagement activities and programs. Per Jared Higginbotham, Matt Binford, Karen Gipson, Shanna Moore, and Delania Smith the district committee will ensure that activities and strategies are consistent with district policy before they are approved to be funded. Annual meetings will be held for parental input for identifying barriers, needs, and strategies. Parents will be surveyed and the findings will be used to design evidence-based strategies for more effective parental involvement. Magazine School District will review and approve the parent and family engagement plan for each school campus.

### **Assurances**

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

- ☒ **A.1:** LEA understands that by August 1<sup>st</sup> annually, it must review and update accordingly the District Engagement Plan.  
[A.C.A. § 6-15-1704(a)(1-2)]
- ☒ **A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1<sup>st</sup>. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.  
[A.C.A. § 6-15-1704(a)]
- ☒ **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 1<sup>st</sup>; if revisions are necessary, the final accepted copy should take its place once available.  
[A.C.A. § 6-15-1704(a)]

- ☑ **A.4:** LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.  
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- ☑ **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)  
[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)]
- ☑ **A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.  
[A.C.A. § 6-15-1703(b)]
- ☑ **A.7:** LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.  
[A.C.A. § 6-15-1704(a)(3)(B)]
- ☑ **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.  
[ESSA § 1116(a)(3)(A)]
- ☑ **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.  
[ESSA § 1116(a)(3)(D)]
- ☑ **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](mailto:ade.engagementmatters@ade.arkansas.gov)  
[ESSA § 1116(b)(4)]
- ☑ **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.  
[ESSA § 1116(e)(14)]