

# DISTRICT PARENT AND FAMILY ENGAGEMENT PLAN

Mena Public School



August 1, 2020

School Year: 2020-21

Superintendent: Benny Weston

## Committee Members:

Dr. Lee Smith, Assistant Superintendent

Linda Collins, K-2 School Facilitator

Vicky Maye, 3-5 School Facilitator

Leilani Rose, 6-8 School Facilitator

Tonya Thacker, 9-12 School Facilitator

Nathan Stone, Tech Support

Christy Harrison, Special Education/504 Supervisor

Amy Bartow, Parent and Cafeteria Director

Tamara Smart, 3-5 Building Administrator

Celeste Ashcraft, 9-12 Faculty Support

Jennifer Philpot, Parent and Alumni

Bridgett Martin, Parent

Patty Young, Community Support

Rachel Stevens, Parent

## **Mena Public Schools recognize that:**

- A child's education is a responsibility shared by the school and family during the entire time the child spends in school;
- To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners:
- Although parents are diverse in culture, language, and needs, they are an integral component of a school's ability to provide for education success of their children:
- Engaging parents is essential to improve student achievement; and
- Schools should foster and support active parental involvement.

Ark. Code Ann.6-15-1701(a)(1-5)

**Mena School District and each public school within its boundaries, in collaboration with parents, shall establish a parental involvement plan, including programs and practices that enhance parental involvement and reflect the specific needs of students and their families as follows:**

Ark. Code Ann. 6-15-1702(a)

### **Goal 1: Jointly developed Expectations and Objectives**

- Develop and disseminate district parent and family engagement policy.
- 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. The plan is developed carefully with details to support adequate representation of all families and will be submitted to ADE and posted on the district website by August 1 of each school 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. Due to Covid-19, Mena schools has developed Bearcats Ready for Learning Plan to provide high quality education to students both traditionally at school and at home. The plan was developed by committees in the areas of Health and safety, Student Support, Facilities and Transportation, Human Capital, District Operations and Fiscal Governance and Community Engagement under the direction of our leadership team using the state provided document *Ready for Learning*.

Committees were made up of school classified and certified staff, in addition to parents, students, and community members. In summary, our Mena School parents are provided three options for the 2020-2021 School Year including traditional, blended (virtual/traditional mixed), or Polk County Virtual Academy. Mena Public Schools will support and follow all Governor directives and mandates in an effort to reduce Covid-19 disease spread which reduces face to face parent meetings and volunteers at our campuses. However, Mena Public Schools will virtually host federally mandated parent information meetings, open houses, and continued two-way parent communication throughout the year.

- 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.
- 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.
- 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.
- 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.
- 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. Due to Covid-19, conferences may be conducted virtually through Zoom, Google Meet, or phone. Provide a parent-friendly summary/explanation of the Mena Parent/Family Engagement Plan online and in all campus student handbooks with required signatures from each parent acknowledging receipt of the district summary plan.
- Have available educational information and resources, community resources, and parenting information at each campus parent center.

## Goal 2: Building Staff Capacity through Training and Technical Assistance

- 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 Science of Reading training plan in accordance with the Right to Read

Act. The district sends each licensed employee and administrator a Professional Development (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.
- 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.
- Mena Schools has adopted Power School online enrollment for the 2020-2021 School Year. See Saw will be the online support system that staff and parents utilize to view and share documents to limit paper copies having to be provided in an effort to reduce Covid 19 disease spread. Therefore, handbooks will not be sent home with every student at the beginning of the year, but can be accessed online. (Handbooks include rules and policies information on communicating with teachers and school administration. Handbooks will be posted 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 times; (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.
- 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 school year to provide an overview of practices and procedures for volunteer activities. Covid 19 recommendations will limit these activities on campus, but Mena schools will work to continue to support the parent/family involvement virtually.

- 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 engagement courses.

### Goal 3: Building Parent Capacity

- Each school will hold an annual meeting virtually due to Covid-19 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 nation, state, and local goals including parents' rights as defined in Title I, Part A.
- 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 shared electronically this school year with every family due to Covid-19 directives to reduce disease spread.
- 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.
- Assist in the development of parent and family engagement groups at each school. -Campus Facilitators

### Goal 4: Reservation and Evaluation

- 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 Teach 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.

- Develop procedures for collection of parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriated though out the school year. 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 meetings, emails, and the Indistar platform.

## Goal 5: Coordination

- Coordinate and integrate parent and family engagement strategies with programs such as Hippy, Head Start and state-run preschool programs.
- Parent Centers on all campuses providing resources to encourage and support families through all stages of transition.
- 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.
- 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.