

## **District Parent and Family Engagement Plan**

**District Name:**

Yellville-Summit School District

**Coordinator Name:**

Donna Tennison, District Chair

**Plan Review Date:**

September 27, 2019

**District Level Reviewer, Title:**

Marilyn Pangle, K-12 Curriculum Director

**Board Approval Date:**

October 14, 2019

**Committee Members, Role:**

Donna Tennison, District Chair

Jaunie Lunceford, K-6 Facilitator

Hannah Shipman, 7-12 Facilitator

Wes Henderson, Superintendent

Calvin Mallett, K-6 Principal

David Wyatt, 7-12 Principal

Teresa Eastin, K-6 Counselor

Kary Duffy, 7-12 Counselor

Marilyn Pangle, K-12 Curriculum Director

Misty Holland, K-12 Parent, K-6 PTO President

Tobey Norberg, 7-12 Parent

Robin Lee, 7-12 Parent, School Board Member

Dalton Robinson, 7-12 Student Body President

## **1: Jointly Developed Expectations and Objectives**

The District Policies indicate and are reflective of the policies set-forth by the Arkansas School Board Association in regard to parent/community involvement program guidelines and stated expectations for both the parents and the school. These policies are disseminated through use of the district website and district handbook. The District Parent and Family Engagement Plan will be incorporated within the schoolwide plan which is posted on the district website. (Donna Tennison, District School Improvement Chair, 449-4066)

The schools will involve parents/guardians on school improvement planning committees. To support this process, the schools will offer both school staff and parents/guardians training on how to contribute to the process in a meaningful way. (Donna Tennison, District School Improvement Chair, 449-4066)

The schools will engage parents/guardians in the annual evaluation of the parent and family engagement efforts through an annual evaluation using a comprehensive needs assessment filled out by instructors, parents, and school staff. The school improvement committees, compiled of instructors, parents, guardians, and school staff, will determine the effectiveness of the parent and family engagement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parent and family engagement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents/guardians participating in workshops and meetings; (2) specific needs of parents/guardians; (3) effectiveness of specific strategies; and (4) engagement of parents/guardians in activities to support student academic growth. (Hannah Shipman, 7-12 Facilitator, 449-4066; Jaunie Lunceford, K-6 Facilitator, 449-4244)

The District Parent and Family Engagement Committee will update the parent and family engagement policies and implement appropriate activities as well as disseminate information to the community to promote parental involvement in the schools. Activities will be coordinated with those of other federal, state, and local school programs. (Donna Tennison, chair; Hannah Shipman, high school; Jaunie Lunceford, elementary)

Parental engagement activities will be funded by Title I or local funds as the purpose of the activities is to strengthen the student/parent/school community. Schools will 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 student as well as any reasonable support for parental involvement at the request of each school. To promote and support responsible parenting, the school shall, as funds are available, also purchase parenting books, magazines, and other informative materials regarding responsible parenting through both parent centers and school media centers, advertise the collection, and

make those items available for review. (Donna Tennison, District Federal Programs Coordinator, 449-4066)

The District will ensure, to the extent possible, that parents of students with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand. (Valerie Davenport, K-12 ESOL Coordinator, 449-4066)

Parents and community members are encouraged to share at relevant school and/or district levels any concerns about the Parent and Family Engagement Plans so that issues may be resolved without involving the Arkansas Division of Elementary and Secondary Education. (Wes Henderson, Superintendent, 449-4061)

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

The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for instructors designed to enhance the understanding of effective parent and family engagement strategies every four years. (Wes Henderson, Superintendent, 449-4061)

The superintendent shall designate one certified staff member who is willing to serve as district parent and family engagement facilitator and conduct on going site visits to observe parent and family engagement practices and work with the building facilitators. (Wes Henderson, Superintendent, 449-4061)

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students 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 students achieve the state's high academic standards. All stakeholders will sign the compact. (Calvin Mallett (K-6) and David Wyatt (7-12), building principals)

The schools will enhance the awareness and skills of instructors, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. (Wes Henderson, Superintendent, 449-4061)

The schools will encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts. Training for volunteers will be provided each year. (Teresa Eastin (K-6) and Kary Duffy (7-12), building counselors)

The schools will encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times (morning, afternoon, and/or evening), in order to maximize the opportunities for parents to participate in school- related activities. (Calvin Mallett (K-6) and David Wyatt (7-12), building principals)

A summary of the District Parent and Family Engagement Plan will be incorporated within the student handbook of which parents acknowledge receipt. (Donna Tennison, District Chair, 449-4066)

The District will ensure, to the extent possible, that parents of students with disabilities or limited English proficiency have the same access as other parents, including information in a language and form they can understand. (Valerie Davenport, K-12 ESOL Coordinator, 449-4066)

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

The schools will provide instruction to parents/guardians on how to incorporate developmentally appropriate learning activities in the home environment, the use of and access to the Arkansas Division of Elementary and Secondary Education (Arkansas DESE) website ([arkansased.org](http://arkansased.org)) tools for parents, assistance with nutritional meal planning and preparation, and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Arkansas DESE. (Teresa Eastin (K-6) and Kary Duffy (7-12), building counselors)

Using log-in information supplied by appointed staff, each parent/guardian is encouraged to access Home Access Center (HAC), which provides current classroom grades, instructor contact information, upcoming projects or assignments, and a method for point in time interventions. In response to the desire of parents/guardians to be contacted via internet, instructors are asked to weekly update pertinent information such as grades and assignments in HAC and share information via electronic means. (Teresa Eastin (K-6) and Kary Duffy (7-12), building counselors)

Parents/guardians will be given a summary of the student's test scores and an explanation of the interventions instructors are using to assist the student in reaching achievement goals. Parents/guardians will be encouraged to engage in discussion of how they can support these efforts. Parents/guardians will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. (Teresa Eastin (K-6) and Kary Duffy (7-12), building counselors)

In addition to the early contacts made to welcome parents into the academic worlds of their children, the district will release first quarter progress reports and third quarter report cards at parent/teacher conferences September 19, 2019, and March 19, 2020, to discuss student learning progress, areas requiring attention and those worthy of praise. Parents/guardians will be given interventions being used to assist learning, asked for suggestions and engaged in discussions about how each party involved can support these efforts. (Teresa Eastin (K-6) and Kary Duffy (7-12), building counselors)

The schools will encourage parents/guardians to participate in celebrating their student's efforts by attending choir concerts, academic achievement ceremonies, sports competitions, band performances, school plays, athletic awards ceremonies, etc. (Calvin Mallett (K-6) and David Wyatt (7-12), building principals)

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students 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 students achieve the state's high academic standards. All stakeholders will sign the compact. (Calvin Mallett (K-6) and David Wyatt (7-12), building principals)

Instructor contact information is posted on the district website. Parents/guardians are encouraged to meet with instructors before/after school or during their preparation period. The building administrator is available to attend these meetings at the request of instructor or parent. (Calvin Mallett (K-6) and David Wyatt (7-12), building principals)

Parents/guardians will be encouraged to serve in various capacities throughout the schools to foster an ease with the surroundings and engagement with their students. Such roles might include but are not limited to: media assistant, mentor, guest speaker, field day volunteer, technology advisor, wellness committee member, art assistant, school improvement committee member, etc. (Hannah Shipman (7-12) and Jaunie Lunceford (K-6), building facilitators)

The District is Title I Schoolwide, therefore all students participate in the Title I programs. The District will hold its annual Title I meeting at such a time to ensure that there is ample time to provide a description or explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. Parents are informed of the requirements of Title I, the district's participation with Title I, and their rights as parents under Title I. This year the meeting was held on Monday, September 9, 2019, in the high school media center. (Donna Tennison, District Federal Programs Coordinator, 449-4066)

The District will monitor each school to ensure that each school performs the following tasks: Develop parent and family engagement policy; Offer flexible meeting

times; Provide information to parents about the school's program with parent information guide; Develop and use the School-Parent Compact; Provide training for parents in working with their student to improve academic achievement; and using HAC to have real-time access to their student's attendance and achievement (Donna Tennison, District Chair, utilizing website and handbook, 449-4066)

A parent friendly list of activities for each school will be provided at Back to School Bash and parent/teacher conferences and published on the district website (Jaunie Lunceford (K-6) and Hannah Shipman (7-12), building facilitators)

The District will encourage the formation of partnerships between schools and local businesses or civic groups that includes roles for parents (Wes Henderson, Superintendent, 449-4061)

Schools will 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 as well as any reasonable support for parental involvement at the request of each school. (Donna Tennison, District School Improvement Chair, 449-4066)

#### **4: Reservation and Evaluation**

Parental engagement activities will be funded by Title I or local funds as the purpose of the activities is to strengthen the student/parent/school community. Schools will 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 student as well as any reasonable support for parental involvement at the request of each school. To promote and support responsible parenting, the schools shall, as funds are available, also purchase parenting books, magazines, and other informative materials regarding responsible parenting through both parent centers and school media centers, advertise the collection, and make those items available for review. (Donna Tennison, District Federal Programs Coordinator, 449-4066)

Schools will use findings from evaluation processes to make recommendations to each school for parent and family engagement policy revision for the following school year and provide suggestions for designing school improvement policies, as they relate to parent and family engagement. Questions will be included to identify barriers, needs, and suggested strategies. (Jaunie Lunceford (K-6) and Hannah Shipman (7-12), building facilitators)

The District will encourage the formation of partnerships between the district and local businesses and civic groups that includes roles for parents. (Wes Henderson, Superintendent, 449-4061)

## **5: Coordination**

The District shall enable the formation and utilization of parent/teacher organizations that foster parent, family, and community engagement within the schools. (Calvin Mallett (K-6) and David Wyatt (7-12), building principals)

During the fall open-house, the District, in order to provide a smooth transition from one school to the next, will host meetings with instructors, administrators, parents, and students to express a welcome, transitional procedures, opportunities for support, parental awareness, new expectations and other relevant information to both affected students and their parents. (Calvin Mallett (K-6) and David Wyatt (7-12), building principals)

The district will utilize appropriate communicative media such as local television stations, newspapers, electronic mail, flyers, marquees of local businesses, school website and facebook page, etc. to publish information related to meetings, workshops, trainings, and events of the schools. ((Jaunie Lunceford (K-6) and Hannah Shipman (7-12), building facilitators)

The District will encourage the formation of partnerships between the district and local businesses and civic groups that includes roles for parents. (Wes Henderson, Superintendent, 449-4061)

The schools will coordinate and integrate parent and family engagement strategies with other federal, state, and local programs. (Donna Tennison, District School Improvement Chair, 449-4066)

To take advantage of community resources, the high school shall consider recruiting alumni from the school to create an alumni advisory committee to provide advice and guidance for school improvement. Recent graduates, using social networking sites, will be asked to respond to questions concerning preparedness for college/career, strengths of the district's instructional program and also the weaknesses of said program. Results of said surveys will be shared with instructional staff and available for view in the counselor's office. The information will also be presented to juniors and seniors. (Hannah Shipman, high school facilitator, and Kary Duffy, counselor, 449-4066)