

De Queen Parent and Family Engagement Plan



2021-2022

WHAT IS FAMILY ENGAGEMENT?



Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

ABOUT THE PARENT AND FAMILY ENGAGEMENT PLAN

In support of strengthening student academic achievement, the De Queen School District developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement. It describes De Queen School District's commitment to engage families in the education of their children and builds the capacity of its Title I schools to succeed in reaching the district and student academic achievement goals.



Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (ESSA) contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. Consistent with Section 1116, the DSD will work with its Title I schools to ensure that the required school-level parent and family engagement plans meet the requirements of Section 1116(b) and each include, as a component, a school-parent compact consistent with Section 1116(d) of the ESSA.

JOINTLY DEVELOPED EXPECTATIONS AND OBJECTIVES

- The Title I schools will recruit parents to serve on the district parent engagement committee, schoolwide program plan, and school improvement plans. Parents will be contacted by the school campus facilitator. Parental and Family Engagement facilitator will be recruited by Mrs. Dedra Mc Castlain, Mrs. Brenda Clowers, Mrs. Stephanie Strasner, and Mr. Paul Shelton.
- Develop district Parent and Family Engagement Committee to create a parental involvement policy and implement parental involvement activities as well as disseminate information to the community to promote parental involvement in the Title I, Part A schools.
- Conduct, with the involvement of parents, an annual review of the effectiveness of the parental involvement policy in improving the academic quality of the schools. The review will be held in May 2022.

- Work with parents and students in the development of the De Queen Public Schools Parent/Student Handbook to engage parents in developing policies and programs to improve student achievement. This meeting will be conducted in May 2022 and the contact person is Paul Shelton, (870)584-4312.
- Develop and disseminate district Parent and Family Engagement policy by posting it to the website and providing a print friendly summary in the student handbook.
- Provide a copy of the school plan at each school for parents to view as well as provide a copy to each parent. Obtain signatures of each parent acknowledging receipt of the district's parent and family engagement plan. Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use.
- Provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected
- Parents are invited to the Title I public meeting and can provide input pertaining to the school review. Invitation is printed in the local newspaper, KDQN's Upcoming Events web page, and broadcasted on four stations.
- Develop procedures for collecting 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.
- Ensure that parents 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. Parents may contact the school principal at each campus.
- Reserve a minimum of 1% of the Title I, Part A allocation for parental involvement, with 95% going to Title I, Part A schools.

BUILDING STAFF CAPACITY THROUGH TRAINING AND TECHNICAL ASSISTANCE

- 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.
- Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use.
- 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.
- The Parent and Family Engagement Coordinator, Paul Shelton, will conduct ongoing site visits to observe Parent and Family Engagement practices. Each campus parent and family facilitator will be responsible for maintaining records for parent events/activities
- Develop and disseminate district Parent and Family Engagement policy by posting it to the website and providing a print friendly summary in the student handbook.
- Ensure professional development requirements are met for teachers and administrators.
- Make recommendations to each participating school for Parent and Family Engagement policy revision.
- Provide suggestions for designing school improvement policies, as they relate to parental involvement

- The district parental involvement coordinator will work with the ELL coordinator to provide information in a language and form parents can understand.
- The district parental involvement coordinator will meet with building parental involvement facilitators at least once per semester to review school plans. The coordinator will visit buildings to observe parental involvement practices, attend selected events, and observe the parent resource center.

BUILDING PARENT CAPACITY

- Provide training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real-time access to their child's attendance and achievement.
- 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.
- Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use.
- 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 children.
- Provide training for parents on alternative methods of instruction in the case that traditional school is interrupted.



RESERVATION AND EVALUATION

- Survey parents annually, including questions to identify barriers, parent needs, and strategies to improve parental involvement. Persons responsible are Dedra Mc Castlain, K-2, Brenda Clowers, 3-5, Stephanie Strasner, 6-7, Sue Smith, 8-9, and Betty Stone grades 10-12.

- The parental involvement committee will review survey results and data from buildings, such as documentation of number of parental involvement hours and participants, to evaluate and revise the plan for the following year.
- Use findings from evaluation process to make recommendations to each participating school for parental involvement policy revision and provide suggestions for designing school improvement policies, as they relate to parental involvement. Recommendations will be for both school and district plans.
- Reserve a minimum of 1% of the Title I, Part A allocation for parental involvement, with 95% going to Title I, Part A schools.
- Provide any reasonable support for parental involvement at the request of participating Title I, Part A schools.
- Convene annual school meeting to inform parents of their school's participation in the development of the parental involvement policy and their right to be involved.

COORDINATION

- Coordinate parent and family activities with those of other programs. (ELL, Migrant, Special Education, Title III) Paul Shelton, Federal Coordinator ensure activities are coordinated.
- The parental involvement committee will encourage the formation of partnerships with local businesses and civic organizations.
- Each building will establish and maintain a parent resource center to provide materials and resources to parents in supporting their child's academic achievement.

CONCLUSION

Although again this school year we will have less face-to-face involvement with parents, the LEA hopes to still involve parents in every way possible. In conclusion, during these very difficult and unusual times, the De Queen School District hopes to use this Family Engagement Plan to promote shared responsibility to increase and enhance the collaboration of district staff with parents. All efforts will be focused on improving the education of all students in innovative ways that will help them become lifelong learners who will be able to be successful and compete in an ever-changing world.