

AR
Jonesboro School District
2506 Southwest Square
Jonesboro AR 72401
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submitted,
pending approval
Ksheets

District Parent and Family Engagement Plan

NEW this year!! Your 19-20 plan has been populated below. Please make revisions or delete and paste your updated plan for 20-21, as it will be carefully reviewed for meeting the new expectations as outlined in the webinar "Key Components to an Approved FACE Plan".

District Name:	Jonesboro
Coordinator Name:	Karleen Sheets
Plan Review/Revision Date:	7/29/2020
District Level Reviewer, Title	Assistant Superintendent

Committee Members, Role:

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

First Name	Last Name	Position
Laura	McDowell	Parent
Jenna	Stafford	Parent
Cindy	Thyer	Parent, Circuit Judge
Timeka	Scales	Parent
Juliana	Crawley	Parent
Amanda	Herget	Parent, Business Owner

Committee Members, Role:

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

First Name	Last Name	Position
Tony	Thomas	Craighead County Judge Assistant
Karleen	Sheets	Assistant Superintendent
Kim	Wilbanks	Superintendent

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?

Jonesboro Public Schools (JPS) receives over \$500,000 in Title I funds; therefore, the district sets aside 1% of funds for parental involvement. These funds are distributed to each school receiving Title I funds based on enrollment in the school. School Family and Community Engagement (FACE) coordinators collaborate with stakeholders to develop school plans, including how to budget FACE funds.

JPS will develop and maintain the capacity for meaningful and productive parental, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. JPS will:

1. Involve parents, families, and the community in the development of the long range planning of the district.
2. Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities.
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPI, Parents As Partners, Parents As Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start.
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the district's curriculum is aligned with the state's academic standards and assessments and how parents, families, and the community can work with the district to improve students' academic achievement.
5. Provide parents and families with materials and training they need to be better able to help their child achieve.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community.
7. Keep parents, families, and the community informed about parental, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand.
8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education.
9. Find and modify other successful parent, family, and community engagement programs to suit the needs of the District.
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community.
11. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and community may reasonably request.

The Parent, Family, and Community Engagement policies (6.11, District, and 6.12, School) and Volunteers policy (6.4) are reviewed annually and updated, as needed.

Each school has a FACE committee comprised of parents, staff, and community members that reviews policies, discusses the Title I program and school improvement needs, shares ideas about FACE programs and funds, etc. In addition, each school has a parent organization and/or advisory committee that provides on-going input regarding parent and family engagement. The FACE plan for each school is aligned with the school improvement goals for the school and is included in the schoolwide plan.

Schools host Annual Title I parent meetings to discuss the Title I program, ideas to help students academically, feedback from parents regarding schoolwide programs and budgets, etc. In the 2020 school year, meetings may be rescheduled and/or hosted on-site and/or virtually to accommodate the needs of families during this pandemic. As of now, Title I Annual meetings are scheduled as follows:

- Jonesboro Kindergarten Center, August 2020
- Math and Science, September 2020
- Visual and Performing Arts, August 2020
- Health, Wellness, and Environmental Studies, September, 2020
- International Studies, November 2020

- Microsociety, October 2020
- Annie Camp, September 2020
- MacArthur, September 2020
- Jonesboro High School, August 2020

The FACE plan for the District will be submitted to the Arkansas Division of Elementary and Secondary Education by August 1, 2020; and, posted to the JPS website when approved. Schools will submit their FACE plans to the District in May, 2020; and, post to their school websites by August 1, 2020. Schools will provide a parent-friendly version of the plan to parents in their schools.

A parent who deems the JPS FACE plan unsatisfactory, may make comments to the JPS FACE Coordinator, Karleen Sheets (karleen.sheets@jonesboroschools.net) or the Arkansas Division of Elementary and Secondary Education PFE Coordinator, Chelsey Moore (chelsey.moore@arkansas.gov).

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?

The District provides support and technical assistance to all Title I schools to plan and implement effective parent and community engagement (FACE) practices, including FACE plans, policies, school-parent compacts, and all Title I FACE requirements. FACE Coordinators have a shared Google Drive in which FACE information is posted, including timeline, meeting agendas, resources, letter templates, etc. The District FACE coordinator met with school FACE coordinators in early Spring 2020 to develop a timeline and plan for 2020-21. Schools submit the following to District: documentation of FACE professional development, if applicable; copy of parent-school compact; copy of parents right to know letter; copy of parent-friendly FACE plan and evidence it was shared with parents; results of parent survey; documentation of volunteer training; and, documentation of annual meeting. Schools maintain documentation of other actions included in their plans.

All of the FACE plans are posted in the shared drive by the deadline and each plan is reviewed by two reviewers using a rubric aligned with the school plan template. After plans are reviewed, school coordinators revise and submit their plans to the District coordinator. The District coordinator reviews the plans and returns them to the schools coordinators either "accepted" or "with revisions". After approval (and, revisions, if needed), school coordinators post plans to their schools' websites.

Actions:

1. Conduct professional development for teachers to enhance their understanding of effective parental involvement strategies (minimum 2 hours, every fourth year). The training will include: 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; and, how to build ties between parents and the school.
2. Conduct professional development for administrators to enhance their understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation (minimum 2 hours, every fourth year).
3. Conduct professional development for staff focusing on the science of reading, professional learning communities, and other topics to improve academic instruction and parent engagement.
4. Provide opportunities for FACE coordinators to attend state and regional FACE workshops.

5. Share FACE plans with school staff and discuss strategies, coordinate FACE programs/activities, etc. Plans are posted on District/school websites. Parent-friendly versions of the plan are available to parents and staff.
 6. Share information with school FACE coordinators about events, conferences, workshops, etc.
 7. Share information about programs with parents in a format, to the extent practicable, in a language that parents can understand. (When a school has information that needs to be translated, the school contacts the District EL coordinator.)
 8. Make available to staff on-line resources, workshops, etc. about FACE
 9. Conduct annual training of volunteers (each school does this)
 10. Evaluate District and schools plans each year in collaboration with parents, staff, and community members.
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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 provides opportunities for parents to learn about Arkansas academic standards, state and local assessments, schoolwide Title I programs, and monitoring their the progress of their children. Materials, supplies, newsletters, technology, books, videos, on-line resources, etc. are provided to parents based on the FACE plans for each school. In response to the pandemic, communication with parents will be of utmost importance and will look different based on the school plan and family needs. Modes of communication will include: FaceTime, Zoom, phone calls, conference calls, emails, home visits, scheduled face-to-face conferences, etc.

Interpreters are provides for conferences. iPads with translation apps are available at the JHS parent center and the TransPerfect interpreting service is available to all schools. Materials are translated into the parents' home language, if possible.

Modified open house is scheduled for 2020-21. Each school will have a virtual open house for returning students and on-site open house for students new to the school. The District has scheduled two Parent-Teacher conferences: October 29, 2020 and March 18, 2021. Each school communicates with parents regularly in a variety of formats including: school websites and teacher webpages, take-home folders, texts/Class Dojo/etc., phone calls, in person at school, home visits, etc. Each school conducts a survey, trains volunteers, and provides informational packets to parents. Each school reviews and updates the Parent-School compact in collaboration with parent organization/advisory committee every 2-3 years. Parenting information is available in each school in the parent center (books, magazines, on-line resources, etc.)

In the early spring, Preview Nights are conducted on each magnet school campus for parents of Kindergarten students to become familiar with each magnet school and facilitate the decision about which magnet school for their child to attend in first grade. Likewise, as students move from 9th grade in a junior high school to 10th grade at Jonesboro High School, parents and students visit JHS to facilitate the decision about which Academy for their child to enroll. In Spring 2021, school visits will be modified based on recommendations of the ADH.

The following is a sample of activities scheduled for this year to support parents in helping their student's academic success. Details are included in the FACE plan for each school. Based on the current situation, these events may be modified based on recommendations from ADH and CDC and JPS protocols.

Jonesboro Kindergarten Center

- Annual Meeting
- Apps: Seesaw, Reminder 101
- Special events: Grandparents Day, Spring Fling, programs, etc.
- Academic updates: parent-friendly assessment information, weekly folders
- Parent nights focus on helping parents incorporate developmentally appropriate learning activities in the home environment

Math and Science

- Annual Meeting
- Father/Daughter Dance
- Literacy Night

Visual and Performing Arts

- Annual Meeting
- Parent/Family information booklet
- September, November, December, March, April-Parent and Family Engagement Nights

Health, Wellness, and Environmental Studies

- Annual Meeting
- Communication: Monthly calendar, Blackboard Connect Calling, School Twitter account, Class Dojo, Remind 101
- Family events conducted every other month focused on improving academic achievement; program is led by community volunteers
- Daddy/Daughter Dance

International Studies

- Annual Meeting
- Information nights

Microsociety

- Annual Meeting
- Family nights, Family/Child Prom, Arise to Read Family Picnic

Annie Camp

- Annual Meeting
- Meetings with the Principal (breakfast, lunch, etc.) to share information and receive feedback from parents

MacArthur

- Annual Meeting
- Community partners provide incentives for good behavior and attendance

Jonesboro High School

- Annual Meeting
- Parent access to Home Access Center
- iPads in the parent center have voice activated translation app for parents and teachers
- College Planning/FAFSA Frenzy

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?

Jonesboro Public Schools (JPS) receives over \$500,000 in Title I funds; therefore, the district sets aside 1% of funds for parental involvement. These funds are distributed to each school receiving Title I funds based on enrollment in the school. Less than 1% of the PFE set-aside is used at the district level, if at all. School Parent and Family Engagement (PFE) coordinators collaborate with stakeholders to develop school plans, including how to budget PFE funds.

Funds are often used to support the activities described in this plan, including activities to:

- support schools in providing professional development,
- supporting programs that reach parents at home, in the community, and at school,
- disseminate information for increasing parent and family engagement and engagement of economically disadvantaged parents and family members, and
- other activities to engage parents in the academic support of their children.

Each school engages parents in the annual evaluation of its Title I PFE plan. The PFE committee for each school, comprised of teachers, parents, and community members, reviews the plan, collects data from participation and surveys, and discusses the effectiveness of the actions. If changes are needed, the plan is revised.

Parents are involved in schoolwide planning/improvement committees. Parents also offer feedback through surveys, information discussions, and parent groups.

Plans are posted on the district and school websites.

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?

Each school coordinates services with various community organizations. In 2020-21, the District will limit on-site visits based on CDC and ADH guidance; therefore, these planned collaborations may be modified.

Jonesboro Kindergarten Center-Parent PATROL, lunch buddies, Backpack food program, Big Canes mentoring, Junior Auxiliary tutoring.

Math and Science-Jonesboro University Rotary Club and Carter Temple CME Church to provide underserved families with backpack food each Friday; First Baptist Church to provide extra help for struggling students through Lunch Buddies and/or Reading Buddies; various businesses (Hytrol, Gamble Home Furnishings, Craighead County Homemakers Association, First United Methodist Church) to provide school supplies and snacks for students; ASU mentors members of the MS News Crew; various community groups for Career Fair; Focus Bank to teach financial literacy to 6th grade students through use of the Bonzai Program.

Visual and Performing Arts-Jonesboro Academies Pals programs provide tutoring to at-risk students on a weekly basis; ASU student athletes and Greek organizations participate in mentoring students as lunch buddies and/or reading mentors; ASU professors serve as lunch buddy mentors; ASU Fine Arts Department serves as liaison to provide special speakers and performers; NEA Food Banks helps the parent organization (PATHS) support the backpack food program; First Baptist Church members volunteer for lunch buddies; Highland Baptist Church members volunteer with student book club and parent center needs; local businesses volunteer for Career Days; patrons provide donations to provide classrooms with books

Health, Wellness, and Environmental Studies-Southwest Church of Christ tutors for the Rise to Read program, Christmas Emporium (gifts to families in need), and backpacks food program; lunch buddies; FOCUS Bank presents the Money Island program with 5th grade students; Craighead County Master Gardeners help students in gardens and with annual plan sale; Jonesboro Police Department brings DARE to students; Junior Auxiliary

presents dissection of a pig's heart and lungs in STEAM classes; community volunteers make presentations on Preview Night; PATHS sponsors a Santa Shop each year for students to buy Christmas presents for family and friends

International Studies-First Presbyterian Church and NEA Food Bank provide food for the backpack program; Junior Auxiliary provides dissection workshop for 6th grade students; Jonesboro Police Department presents DARE to 5th grade students; community members are guest speakers in classrooms; volunteers lead book clubs and literature circles

Microsociety-First United Methodist church conducts backpack food program; the public library provides families with literacy night; school staff delivers Thanksgiving dinner to families in need; Walnut Street Baptist Church provides Arise to Read volunteers; First United Methodist church provides a Christmas Emporium to families; Alpha Kappa Alpha Alum group sponsors a parent/child dance; Junior Auxiliary provides students with book clubs and time tales; Iberia Bank provides 3rd grade students with financial literacy lessons; West End Neighborhood Association works with 3rd grade students in the neighborhood garden

Annie Camp-Guest speakers make presentations to classrooms; businesses provide opportunities for job shadowing; city government and philanthropic groups support the AC student action committee, EAST program and Character Counts group.

Douglas MacArthur-business and community groups provide resources for students; PAT volunteers support the backpack food program and clothes closet; Junior Auxiliary provides large items for students in need; Valley View church of Christ, PAT, ASU, Stuff the Buss provide school supplies; community and school members sponsor the Wish List program; Nationwide Insurance provides a Thanksgiving meal and food for the entire Thanksgiving break for students in need; Dillard's provides clothing, shoes, and jewelry for students who are elected to serve on the Snowball Court; ASU and St. Bernard's Regional medical center provide complimentary physicals; Brandon Burlsworth Foundation provides glasses to students; Arkansas Health Department provides flu shots; community members provide scholarships to band students

The Academies at JHS-business and community partners provide opportunities for student internships and job shadowing; ASU-Newport partners with JPS to provide three college and career coaches; the JHS PTO fosters parent and community involvement; each of the three academies has an advisory board comprised of parents and community business leaders; school-based mental health provides on-site by Methodist Family Health

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

ADE Reviewer Responses by Section

Section 1 - Jointly Developed Expectations and Outcomes

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

Comments:

Section 3 - Building Parent Capacity

Comments:

Section 4 - Reservation and Evaluation

Comments:

Section 5 - Coordination

Comments: