

Douglas MacArthur Junior High School

2024-2025

Please read over the form closely, being sure to address all guiding questions. Note the Assurances section allows you to confirm practices that are *required* but do not need further elaboration within the written portion of your plan. In the response fields, you may include links to additional information that can help support your story as you answer the guiding questions.

1: Jointly Developed

Describe how the School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[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(c)(3)]

- The Douglas MacArthur Junior High School Family and Community Engagement Committee has been formed to develop a plan that will involve all stakeholders affiliated with our school campus. This committee will involve parents by asking for their suggestions, ideas, and feedback. Throughout the school year, parent committee members will review data to help develop a plan to service the needs of all students and families. Parent and community members' perspectives continue to be encouraged, necessary, and highly valued at all times—during the FACE plan review process—and all year long. (1.1)
- An adequate representation of Douglas MacArthur Junior High School parents will be included in this process. MacArthur parents and families of all cultures and ethnicities are invited, encouraged, and asked to participate in FACE planning. This is accomplished using social media in English and Spanish, emails, Alert Now home calling system, and staff members personally reaching out to parents to serve on the committee. (1.1, 1.2)
- Parents will be asked to review, update, help improve, and revise the FACE Plan annually, in order to meet the changing needs of their families. (1.1, 1.2)
- Parents are asked to complete surveys to provide feedback and communication regarding their needs. Surveys help DMJHS staff address the types of programs and activities our parents would like to have available on our campus, and help us evaluate the effectiveness of current programs. (1.1, 1.2)

- Any and all comments and suggestions will be welcomed at any time throughout the school year. That information will be reviewed and used to improve the FACE Plan to make all parts of the plan inclusive to all stakeholders. If any part of the Title 1 Schoolwide Plan is not satisfactory to parents, their concerns will be submitted to the district for further evaluation (1.1)
- All parents will be given contact information in print and posted online for our Family & Community Engagement Coordinator, Alicia Rose. Any additional meetings requested by parents regarding the FACE Plan, or any concerns, will be granted at times convenient to parents and families. Mac's coordinator may be reached by calling 870-933-5840 or emailing alicia.rose@jonesboroschools.net (1.2)

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

Guiding Questions

- **2.1:** *How does the School distribute an informational packet appropriate for the age and grade of each child annually, ensuring to include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teacher, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(i)]
- **2.2:** *How will the School 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 is relevant information 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)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

- To conduct effective communication from school to home, and from home to school, regarding school programs and the progress of our students, DMJHS will:
 - Distribute informational packets, appropriate to the age/grade of the students at the beginning of the year. These packets will be sent home as hard copies and distributed online. (2.1, 2.2)

- School policy handbooks are available to parents electronically on the school's web page. (2.1, 2.2)
 - Informational packets include a family-friendly copy of our FACE Plan in English and Spanish. (2.1, 2.2)
 - Informational packets and the FACE Plan will be written in an understandable, uniform format, in a language that parents can understand and that is appropriate to the ages and grade levels of each student. Informational packets will also be given to parents of any new students transferring to MacArthur during the academic year. (2.1, 2.2)
 - Informational packets will include Student Compacts, recommended roles, ways for parents and families to get involved in a variety of roles, a survey regarding volunteer interests of parents, and a schedule of activities planned throughout the school year. (2.1)
 - At MacArthur, we strive to provide flexibility for our parents to meet and communicate with us. Parents are given their choice of communicating with their child's teachers for conferences via in-person meetings, or via Zoom, e-mail, phone call, or text messaging. (2.1), (2.3)
 - To encourage communication with parents, DMJHS will schedule no less than 2 Parent/Teacher conferences per school year (October 24, 2024/March 20, 2025). (2.2, 2.3)
 - MacArthur Junior High School announces and distributes information to parents in a variety of ways including via social media (Facebook, Instagram, Twitter), email, AlertNow phone calling system, and paper notices sent home. (2.1)
 - Open Houses: 7th grade night and 8th-9th grade night (August 2024). Parents unable to attend in person may schedule a private tour at a time convenient for them. (2.3)
 - A parent-friendly summary of the FACE Plan will be made available online on our school's website and on our MacArthur Parent Center website. (2.1)
 - School calendar is made available to parents and the community both in print and online. (2.1)
 - Meetings will be offered at various times as necessary to meet the needs of all families and can be conducted in-person, virtually, live streamed, and/or recorded for those absent, and home visits are made when necessary. (2.3)
 - Our campus utilizes ParentNotices, TransPerfect, translation apps, and in-person translators to ensure our ESL families can participate in school activities and understand student information. (2.2)
- To make sure communication between parent, home and school remains a regular, two-way and meaningful process for getting information to all families, Douglas MacArthur Junior High School utilizes a variety of communication tools.

- Official school social media (Facebook, Instagram, Twitter) is utilized frequently to deliver relevant and timely information. (2.2, 2.3)
- Douglas MacArthur Junior High School website (2.1, 2.2, 2.3)
- MAC Parent Center and Parent Center website (2.1)
- Classroom websites: Teacher websites are maintained and updated by each classroom teacher. (2.1)
- Monthly PAT meetings (2.3)
- Family and Community Engagement: The FACE Plan may be found on the MAC Parent Center webpage and on our school website in a parent-friendly format. Questions regarding the plan can be answered by contacting Alicia Rose @alicia.rose@jonesboroschools.net or by phone at (870) 933-5840. (2.1, 2.2)
- Parents are informed of standardized testing dates and best practices to make sure their child arrives to school prepared, well-rested, and excited to do their best (2.2)
- School menus are shared and nutritional information from our cafeteria is always available. (2.2)
- Lesson plans posted and shared. (2.2)
- Homework assignments posted on Home Access Center (HAC) and Google Classroom. (2.1)
- Classroom information and tutoring opportunities shared. (2.1, 2.2, 2.3)
- The Alert Now System is a parent/staff notification phone calling system utilized frequently by Douglas MacArthur Junior High School to distribute important information. (2.2, 2.3)
- Grade notices are published on student's HAC. (2.2)
- In all communications—electronic, on paper, and in person—MacArthur Junior High School strives to disseminate information clearly and specifically by using language that is understandable to all parents. (2.2)

3: Building Staff Capacity

Describe activities that will be used with School staff to build their capacity to work with parents as equal partners.

Guiding Questions

- **3.1:** *How does the School 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 (including teachers, specialized instructional personnel, principals, and other School leaders) are aware of:*
 - *the value and utility of contributions of parents [Title I schools]*
 - *how to reach out to, communicate with, and work with parents as equal partners [Title*

I schools]

- *how to implement and coordinate parent programs and build ties between home and the School [Title I schools]*
- *how to respond to parent requests for parent and family engagement activities [Title I schools]*
- *that parents play an integral role in assisting student learning [all schools]*
- *how to welcome parents into the School and seek parental support and assistance [all schools]*
- *the School's process for resolving parent concerns as outlined in the School handbook, including how to define a problem, whom to approach first, and how to develop solutions [all schools]*

[ESSA § 1116(e)(3);14); A.C.A. § 6-15-1702(b)(5-7); A.C.A. § 6-15-1702(b)(3)(B(ii))]

Douglas MacArthur Junior High School faculty and staff are given professional development and training opportunities to build on their capacity to work with parents as equal partners. (3.1)

- Teachers are trained and provided resources in how to reach out to and communicate with parents as equal partners, coordinate parent programs building ties between home and school, and how to welcome parents into our school to seek support and assistance. Training includes but is not limited to:
 - Solution Tree
 - Capturing Kids' Hearts
 - RISE training
 - Arkansas Department of Education's FACE Advisory group
 - Arkansas Dept. of Education's Social Media Awareness Campaign (SMACtalk)
 - Mental Health training
 - Suicide Awareness training
 - Human Trafficking training
 - CoTeach
 - Peer 2.0 Project
 - UnBound Ed Training
 - Social Studies DBQ
- Staff is provided multiple opportunities during the summer and school year to attend professional development activities that not only support the curriculum, but strengthen parental involvement as well. Once every fourth year, the Arkansas Department of Education requires a two-hour Parental Involvement training session for all staff. MacArthur administrators ensure each year that all certified and classified staff complete the required number of professional development hours as set forth by the State Department of Education.
- Teachers, specialized instructional support personnel, principals, and all other school leaders are trained and shown how parents play an integral role in

student learning and how they can make valuable contributions in their child's education.

- Staff is shown how to provide information in a language parents can understand using a variety of tools (TransPerfect, ParentNotices, translation apps, and in-person translators), and how to respond to parent requests for parent and family engagement activities.
- Recognizing that parents are full partners in student success, Douglas MacArthur Junior High School's process for resolving parental concerns is included in the school policy handbook, which is given to each family and made available online.

4: Building Parent Capacity

Describe how the School provides opportunities to build parents' capacity to play a role in their children's academic success. This may include conducting workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings or providing equipment or other materials.

Guiding Questions

- **4.1:** *How does the School provide timely information about the following:*
 - *a description and explanation of the curriculum in use at the School*
 - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
 - *the achievement levels of the challenging State academic standards students are expected to meet*
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
 - *the requirements of Title I, Part A*
 - *how to monitor their child's progress*
 - *how to work with educators to improve the achievement of their children.*
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's 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)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
 - *involvement in the education of their children*
 - *volunteer activities*
 - *learning activities and support classroom instruction*
 - *participation in School decisions*
 - *collaboration with the community*

- *development of School goals and priorities*
- *evaluating the effectiveness of the School-level Improvement Plan*
[A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
 - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
 - *create parent centers*
[A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
 - *role play and demonstration by trained volunteers*
 - *the use of and access to Division of Elementary and Secondary Education website tools for parents* [<https://dese.ade.arkansas.gov/>]
 - *assistance with nutritional meal planning*
[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Douglas MacArthur Junior High will provide materials and training to parents so that they may strengthen their ability to play a role in their child's academic success. Our faculty, staff, and school happily provide online and physical resources, in-person and virtual meetings, and materials and equipment to build the capacity of parents in helping their students.

- Assistance and instruction will be provided to parents of students at MacArthur in understanding Arkansas Academic Standards, state and local assessments including alternative assessments, and common and formative assessments, and Title 1, Part A requirements. (4.1)
- Parents are provided with individual student academic assessment results and interpretations of those results. These are given to parents during the fall semester. (4.1, 4.2)
- Parents are provided with a description and explanation of the assessments used to measure student progress and achievement levels of challenging State academic standards. Teachers present this in various ways such as during parent teacher conferences, special meetings or handouts. (4.1, 4.2)
- Progress reports are distributed regularly. Access for parents to student grades is available at all times through the online Home Access Center. (4.1)
- A description and explanation of the curriculum can be found in the curriculum syllabus and on teacher webpages. (4.1)
- Parents are encouraged to partner with teachers to build their child's academic success. This includes the two scheduled parent-teacher conferences per year, and providing school information, including links to teacher websites, MacArthur Library, and online grade and attendance viewer (HAC), plus the PAT Newsletter. Teachers, counselors and other staff members may also offer strategies to parents to support academic success. (4.1, 4.2)

- Our Title I meeting will be held in September 2024 to inform parents of the Title 1 program on the campus of Douglas MacArthur Junior High School. Information will be shared with parents regarding:
 - Family and Community Engagement Plan
 - The requirements of Title 1 and our school's participation
 - Parents' Right to Know
 - Parent Rights under Title I
 - A parent-friendly version of the Family and Community Engagement plan will be made available for parents in hard-copy format, distributed in student information packets, on our school website, district website, parent center website and made available upon request. (4.2)
- The Douglas MacArthur Junior High School Parent Center is located inside the Library Media Center. Families may check out materials from the Parent Center, use the computers to check grades, make copies, print or view educational resources. (4.2, 4.3)
- Counselors work with 8th and 9th grade parents to ensure their students are making the proper course selections and career planning. (4.2, 4.4, 4.5)
- MacArthur PAT (Parent and Teacher) group meetings are scheduled monthly and are open to all parents, families, and stakeholders to attend and become involved. (4.4)
- Parents are encouraged to join the PAT group, MAC Booster Club and get involved on campus. The PAT group sets up a table of information at open houses. Social Media Invites are also posted to encourage parents to join. (4.4)
- PAT and Booster Club work with school liaisons to disseminate important announcements/information via official school social media and email platforms. (4.4)
- MacArthur school information and announcements are posted regularly on social media, calls are made to parents through AlertNow system, and via official school email. (4.4)
- A volunteer interest survey is offered to parents/guardians to find out where/how they can volunteer on campus. (4.4)
- Developmentally appropriate learning activities are incorporated such as providing current paperback books on parenting teenagers, written by parenting experts, which are available to our families in the parent center. (4.5)
- ACT root word practice workbooks are available to families so they can help their students begin preparing for college entrance exams. (4.6)
- Developmentally appropriate learning activities are incorporated, such as providing current paperback books on parenting teenagers, written by parenting experts, to our families. (4.6)
- Parents will be made aware of the DESE website: <http://www.arkansased.gov> and if needed, how to utilize the tools found there. (4.6)
- Assistance with nutritional meal planning and preparation is also available upon request. (4.5)
- Douglas MacArthur Junior High will build the capacity of parents by providing strategies/materials they can use at home to support their child's academic

progress, including Shell Education's "Teacher Created Materials: Take-Home Backpacks" in English/Spanish which include grade level core curriculum activities they can do together. Take-Home Backpacks are available for parent checkout, and can also be sent home upon teacher's request.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional supports, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]
- **5.2:** *How does the School 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)]
- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

At MacArthur Junior High School, we recognize that community resources strengthen our school programs, family practices, and student learning. We have established strong relationships with our community partners. To coordinate with our local partners, we:

- Partner with business and community group resources for school supplies, clothing, etc. for students in need. First Community Bank and Central Baptist help provide school supplies. Junior Auxiliary maintains a clothes closet.(5.2)
- Douglas MacArthur Junior High School will enable and support the formation of a PAT Group--Parents & Teachers of MacArthur--a group that organizes and fosters parental and community involvement within the school. PAT is an organization made up of parents, community members, teachers, coaches, and administrators who support programs, academics, and activities for all. Leaders of the PAT organization will be regularly included in all appropriate decisions. (5.1, 5.2, 5.3)
- Utilize the resources procured by our PAT group to provide for families in need of support. (5.2)

- Use our Career Development facilitators for the JPS district to disseminate valuable information to students and families regarding college and career readiness. (5.1, 5.2)
- Throughout all of its efforts, Douglas MacArthur Junior High School will promote and support responsible parenting through coordinating efforts with both local hospitals, and the Craighead County Health Department. (5.1, 5.2)
- The FACE Plan will be incorporated into the school's improvement plan, and will be comprehensive and coordinated in nature. (5.2)
- We will continue to recruit parents from our PAT group and MacArthur/JPS alumni to help support our families in need. (food backpack program, clothing, etc.) (5.2)
- Community Resource Book- we maintain a list of community resources available to staff to support the curriculum. This resource is located in the counselor's office. (5.1)
- MacArthur has a student clothes closet that is routinely stocked by the general public and PAT. (5.2, 5.3)
- Backpacks for Kids is a program supported by donations and a budget item for our PAT organization. MacArthur Student Council sponsors a food drive to help fill the shelves with food items. Backpacks are provided for students each Friday to have food for the weekend. They are also provided during Thanksgiving, Christmas, Spring Break, and Summer holidays. (5.1, 5.2, 5.3)
- Valley View Church of Christ helps provide Thanksgiving meals to families in need on our campus. (5.2)
- Junior Auxiliary of Jonesboro partners with MacArthur to provide large item needs for our students who may have lost their home, parent/guardian death. (5.2)
- School supplies are provided through Stuff the Bus, Valley View Church of Christ, PAT, and Arkansas State University. (5.1, 5.2)
- Wish List Program-anonymous student profiles are created for those students in need at Christmas including clothing, toys, supplies, toiletries. Parents and local organizations (Central Baptist Church) select a profile and provide Christmas gifts using the profile. (5.1, 5.2, 5.3)
- Student physicals are provided free of charge in April/May by Arkansas State University and St. Bernard's Regional Medical Center. (5.1, 5.2)
- MacArthur School Nurse provides a list of students in need of glasses after the hearing and vision screening to the Brandon Burlsworth Foundation. Each student name submitted is provided glasses through this foundation. (5.1, 5.2)
- Flu shots are offered free of charge by the Arkansas Health Department to our students. (5.2)
- Band students have scholarships provided by community stakeholders through the efforts of our band director, Seth Jansen. (5.1)
- The Craighead County Jonesboro Public Library's Teen Zone partners with our Library Media Specialist each spring to host author visits for Cyclone students, and Summer Reading Program information, including free books and prizes. (5.1)

- Community donations are provided across our campus for students in need. MacArthur staff, counselors, and our school nurse regularly reach out across the community and seek help where and when needed. Our community is there to give to any need asked on behalf of our students. (5.1, 5.2)
- Our Parent Center is available for in-person visits and is located inside the Library Media Center, and virtually on the MAC Parent Center website (www.macparentcenter.weebly.com). Included are links to local community partners' websites with information that may be of benefit to our parents. (5.1)

6: Annual Title I Meeting *(Title I schools)*

Describe the details regarding the Annual Title I meeting used to inform parents of the requirements of Title I, the School's participation, and the parents' rights to be involved.

Guiding Questions

- **6.1:** *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the following? (*Include a link to the detailed agenda, meeting minutes, and/or slide deck for this year's Annual Title I Meeting, if available.)*
 - *the requirements of Title I and the School's participation*
 - *the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)*
[ESSA § 1116(c)(1)]

- Our Annual Title I meeting will be held in September 2024 to inform parents of the Title I program on the campus of Douglas MacArthur Junior High School. Information will be shared with parents regarding:
 - Family and Community Engagement Plan
 - The requirements of Title 1 and our school's participation
 - Parents' Right to Know Teacher Qualifications
 - Parent rights under Title I
 - A parent-friendly version of the Family and Community Engagement plan will be made available for parents in hard-copy format and distributed in student information packets, be posted on our school website, district website, Parent Center website, circulated via the MacArthur PAT Newsletter, and made available upon request.
 - Parent input and suggestions are asked for during the meeting, and at all other regular PAT meetings.
- [Title 1 Meeting Agenda](#)
[Parent Friendly FACE Plan](#)

7: School-Parent Compact *(Title I schools)*

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact which does the following:*
 - *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
 - *Addresses the importance of regular two-way, meaningful communication through:*
 - *conferences (no fewer than 2 each year)*
 - *frequent reports on progress*
 - *reasonable access to staff*
 - *opportunities to volunteer*
 - *observation of classroom activities*

[ESSA § 1116(d)]
- **7.2:** *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
 - *including parent-teacher conferences in elementary Schools, at least annually*
 - *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

- The School Compact is jointly-developed and identifies the responsibilities that all parties share—student, parent, and staff—in the learning process. This document is reviewed each year with additions and deletions made to meet the needs of all involved in improved student academic achievement. (7.1)
- The School Compact is part of the Informational Packet that goes home at the beginning of the school year.
- DMJHS has established two-way, meaningful means of communication through:
 - 2 conferences held each year, (October 24, 2024 and March 20, 2025) (7.1, 7.2)
 - Interim grade reports (7.1, 7.2)
 - Access to staff through email, social media, Remind, GroupMe, conferences, phone calls, and text messages. (7.1)
 - Providing parents, families, and community members opportunities to volunteer all year long. (7.1)
 - Through the building and development of a school-parent partnership to help our students achieve the State Academic Standards. (7.1)
 - Observation of classroom activities at events, Open House, Parent-Teacher Conferences, and anytime upon request. (7.1, 7.2)
 - Encouraging parents to become involved in a variety of roles such as: PAT, Booster Club, volunteering, choir, band, drama, athletics, etc. through various means of communication. (7.1)

- Because we know how important it is to keep our parents involved in all aspects of our students' education, school staff will continue to use, refer to, and make additions to the list of volunteer interests and availability. (7.1)

[Title One School Compact](#)

8: Reservation of Funds (*Title I schools*)

Describe how the School uses Title I, Part A funds set-aside for parent and family engagement programs and activities.

Guiding Questions

- **8.1:** *If the School is a recipient of 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 School spending those funds?*
 - *How does the School determine the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **8.2:** *How does the School provide opportunities for parents and family members to be involved in providing input into how the funds are used?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

- MacArthur spends its Title 1, Part A family engagement funds on materials, resources, and supplies for activities and events that help our parents engage in their child's academic success. Items include but are not limited to (5.1):
 - Shell Education's "Teacher Created Materials Take-Home Backpacks" in English/Spanish
 - Digital content is also posted on school social media as needed.
 - Parenting book giveaways for Open House and other events.
 - Food and supplies for family events.
 - Parenting books, brochures, pamphlets to stock our Parent Center.
 - Book vending machine for students and parents, and books to stock machine. Tokens will be given to students and parents for free books.
 - Smartboard for the library media center for parent and volunteer training, Open House, PAT meetings, Annual Title 1 meetings, staff professional development on family and community engagement, and other training as needed and requested.
- The priority of how Title 1, Part A funds are spent is determined in a collaborative manner including, but not limited to, input from our parents, our PAT group, school administrators, Instructional Facilitator, community partners, and our FACE Coordinator. Needs are assessed, and then funded in order of importance. (5.1, 5.2)

- MacArthur's Title 1, Part A budget earmarked for family engagement activities, resources, and programs is shared with parents during the Annual Title I meeting, and at regular PAT meetings, and anytime upon request. Parent/family input and suggestions are gathered at the Annual Title 1 Meeting, PAT meetings, and in FACE Review Committee meetings. (5.1, 5.2)
- Families at MacArthur will have the opportunity during the school year to take a survey and provide input and feedback for our campus and its programs. (5.2)
- Input and suggestions from parents, families, and our community for the allocation of Title I funds is always welcomed and encouraged at any time throughout the school year. (5.2)

Assurances

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

- ☐ **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.
[ADE Rules Governing Parental Involvement Section 3.02.3]
- ☐ **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
- o the School Engagement Plan
 - o a parent-friendly explanation of the School and District's Engagement Plan
 - o the informational packet
 - o contact information for the parent facilitator designated by the School.
- [A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]
- ☐ **A.3:** The School 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.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly.
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- ☐ **A.5:** The School 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.6:** The School Principal understands their obligation to designate and pay a licensed staff member to serve as Parent Facilitator:
- o to help organize meaningful training for staff and parents,
 - o to promote and encourage a welcoming atmosphere, and
 - o to undertake efforts to ensure that engagement is recognized as an asset to the School.
- [A.C.A. § 6-15-1702(c)(1-2)]
- ☐ **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- ☐ **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

- ☐ **A.9:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]
- ☐ **A.10:** The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
- o what students will be learning
 - o how students will be assessed
 - o what a parent should expect for his or her child's education
 - o how a parent can assist and make a difference in his or her child's education.
- [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- ☐ **A.11:** Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- ☐ **A.12:** The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.
[A.C.A. § 6-15-1702(b)(6)(B)]
- ☐ **A.13:** The School 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.14:** The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
[ESSA § 1116(b)(4)]
- ☐ **A.15:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
[ESSA § 1116(c)(4)(C)]

School Information

School Name:	Douglas MacArthur Junior High School
School Engagement Facilitator Name:	Alicia Rose
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	Cindy Thompson
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Brandon	Craig	Principal
Laura	McDowell	Community Member

Liz	Woodruff	PAT President/ Parent
Tiffny	Calloway	Parent
Alicia	Rose	FACE Coordinator

References

State

- [Ark. Code Ann. § 6-15-1701 et seq.](#)
- [Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement](#)

Federal

- [Elementary and Secondary Education Act, as amended by Every Student Succeeds Act, 114 P.L. 95, 20 U.S.C. §§ 6312, 6318, 6320](#)

Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or visit our website [#EngagementMattersAR](#)

District Reviewer Responses

Section 1 - Jointly Developed

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 2 - Communication

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 5 - Coordination

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]