

AR

Glen Rose Middle School (Glen Rose School District)
 14334 Highway 67
 Malvern AR 72104
 501-332-3694

School Parent and Family Engagement Plan

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| School Name: | Glen Rose Middle School |
| Facilitator Name: | Renee Norwood Melissa Weatherford |
| Plan Review/Revision Date: | 9/16/2020 |
| District Level Reviewer, Title: | Melissa Elrod, Special Programs Coordinator |
| District Level Approval Date: | |

Committee Members, Role:
(Select "Repeat" to open more entry fields to add additional team members)

| First Name | Last Name | Position |
|-------------------|------------------|---|
| Renee | Norwood | 6th grade Literacy/Parental Engagement Coord. |
| Christi | Jackson | Counselor/GT/Parent |
| Jenny | Burke | 7/8th grade Math/Parent |
| Deann | Rogers | School Nurse/Parent |
| Sonya | Burks | Parent |
| Brandy | Beasley | Parent |

Committee Members, Role:
(Select "Repeat" to open more entry fields to add additional team members)

| First Name | Last Name | Position |
|-------------------|------------------|------------------------|
| Tracy | Nokes | Parent |
| Chelle | Robinson | Music Education/Parent |
| Bonnie | Cloud | Community Volunteer |
| Dana | Bloch | Parent |
| Trisha | Chavez | Parent |
| Chasity | Wallace | Parent/7/8 Science |

Committee Members, Role:
(Select "Repeat" to open more entry fields to add additional team members)

| First Name | Last Name | Position |
|-------------------|------------------|----------------------|
| Crystal | Merideth | Literacy Aide/Parent |
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1: Jointly Developed

(Describe/List how parents will be involved in the development of the school parent and family engagement plan and how parents will be involved in the planning, review, and improvement of parent and family engagement programs.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

Glen Rose Middle School will hold a Google Docs, virtual, or in person meeting during the first semester. During the meeting, parents and committee members will examine the current plan and decide whether or not to make changes to the plan. We will discuss parental concerns with school, curriculum offerings, activities, etc. Committee members will be able to answer parental questions with clear and easy to understand explanations. After the meeting, the committee will present comments and suggestions discussed during the meeting and decisions will be made about ways to improve the plans to support the students, parents, faculty, and community. The committee will address meeting days and times and opportunities for online meetings such as Google Hangouts or Google Docs.

The Glen Rose Middle School Parental and Family Engagement plan will be available to all families by putting it in the school handbook, posting it on the website, and having copies in each office. Families may also request a copy be emailed to them if needed. The plan can also be translated into other languages if needed for families.

Our school has a variety of parental and/or family representatives on the committee. They will be personally invited to the meeting.

2: Annual Title I Meeting

(Describe/List when (provide the month/year or month/day/year) the school will hold the Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

We are not a Title I school. However, our district will hold the district Parent and Family Engagement Title I meeting during October in the cafeteria at 6:00 p.m. We will follow all state mandated social distancing, face mask, and disinfecting guidelines. All parents, staff, community members, and committee members are encouraged to attend. This meeting will inform parents of the requirements of Title I and what schools are participating, inform parents of their rights under Title I

3: Communications

(Describe/List how the parent and family engagement policy will be distributed to parents and how the school is going to communicate with parents including information about how the school 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 School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

The Parent Facilitator for the Glen Rose Middle School will be Renee Norwood. Families may contact her at rnorwood@grbeavers.org or 5013323694. The GRMS Parent and Family Engagement Plan will be made available to the families and community through the student handbooks give at the time of registration, posted on the school website, and copies will be in the school office.

The plan will be written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand, and that the informational packet is appropriate for the age and grade of each child.

The GRMS will distribute an information packet annually that will include a description of the Parent and Family Engagement Plan; recommended roles; ways for families to get involved; survey regarding volunteer interests; schedule of yearly planned activities; and regular, two-way, and meaningful system for parents/teachers to communicate.

GRMS will place a parent-friendly summary/explanation of the parent and family engagement plan online and as a supplement to the student handbook. The school will obtain parental signature acknowledging receipt of the Parental and Family Engagement Plan.

GRMS will offer a variety of meeting times such as morning, midday, evening and virtual. We will also offer a variety of formats for meeting such as online Google Docs, Google Meet, virtual or email. We will offer training for families on these types of formats if needed.

4: School-Parent Compact

(Describe/List the process the schools will follow to jointly develop with parents a school-parent compact.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

The Parental Engagement Committee will work together to develop a School-Parent Compact. A sample of our GRMS School-Parent Compact will be presented below.

The school will present a volunteer survey in the student registration packet each year. Parents are encouraged to complete the surveys. The surveys will be examined by the Parental Engagement Facilitator and she will add them to the Volunteer Resource Notebook which will be placed in the teacher's lounge or the office for staff to access when searching for parent volunteers. The school will adhere to all state and federal safety guidelines for COVID-19. In person volunteers will only be used when allowed by law this year.

Parents will be encouraged to volunteer in a variety of roles during the school year when feasible. The school will adhere to state health and safety guidelines to protect students and staff from COVID-19.

Staff members will receive frequent emails reminding them of the volunteer notebook. Staff members will use this notebook when searching for parent volunteers for assistance.

Glen Rose Middle School

SCHOOL – PARENT – STUDENT COMPACT

The School Parent Compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help

children achieve the Arkansas' high standards (ESSA, Section 1116(d)).

GLEN ROSE MIDDLE SCHOOL

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - o parent-teacher conferences twice a year during which the compact shall be discussed as the compact relates to the individual child's achievement
 - o frequent reports to parents on their children's progress through phone calls (logs), emails, Remind app, Dojo app, text messages, HAC (Home Access Connection) to monitor the student's grades, etc.
 - o reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - o Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. (ESSA, Section 1116(d)(1-2))
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

PARENT

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteering in their child's classroom and/or school activities
- Supporting their child's learning
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

STUDENT

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude toward school

- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property

SIGNATURES

Parent/Guardian _____ Date _____

Student _____ Date _____

School: Glen Rose Middle School

5: Reservation of Funds

(If the district receives more than \$500,000 in Title I allocation, then it must reserve 1 percent for parent and family engagement activities. A minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. If the school is allocated a percentage of the 1 percent, describe/list how the school will share with parents the budget for parent and family engagement activities and programs and how parents will be involved in providing input into how the funds are used.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

We are not a Title I school.

6: Coordination of Services

(Describe/List how the district and/or school will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

GRMS will continually investigate and utilize community resources in the instructional program throughout the year. Some examples of community resources are: local credit union hosts The Reality fair each year to reinforce daily math skills; Local health department resources speak to students about dangers of vaping and electronic cigarettes; local businesses attend and support school career fairs; local college provides a career coach to the district to help coordinate resources and support students in career readiness skills; eighth graders each year work with the career readiness coach to help build a pathway for high school to be college and career ready. These events and resources will be allowed when feasible due to COVID-19 health and safety guidelines. Many events may need to be rescheduled to be virtual or recorded and shared online in Google Classrooms.

The district has a parent resource center available on the elementary campus. Resource for middle school parents and families will be purchased and made available through the center.

The GRMS updates the school webpage and social media sites weekly to share important parent information and events. The GR middle school library also has parental resources available for parents to checkout.

The district hosts an Glen Rose Alumni Reunion each year during July to help create promote and support an alumni advisory committee. This event will adhere to state and local health and safety guidelines for COVID-19. The event will be rescheduled if needed.

GRMS will work cooperatively with the Parental and Family Engagement Committee to support the formation of a Parent Teacher Organization when the interest is presented.

This Parent and Family Engagement Plan will be incorporated into the school's improvement plan.

7: Building Capacity of Parents

(Describe/List activities, such as workshops, conferences, classes, online resources, Academic Parent-Teacher Team meetings, and any equipment or other materials that may be necessary to support parents in helping their student's academic success.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

GRMS will hold open house at the beginning of each year in August. During that time, parents and students are encouraged to meet their teachers, attend grade level specific training sessions on rules, curriculum, and behavior requirements, and become familiar with the campus. This year we did a virtual open house to follow health and safety guidelines. The online open house was presented on the school webpage.

GRMS will hold two parent teacher conferences each year during September and February. Teachers will be available for seven hours on those days to discuss student grades, behavior rules/issues, curriculum that is being used and/or upcoming projects, etc. Parent/Teachers conferences will be held virtually, electronically, and/or by phone calls this year to meet health and safety guidelines. Families will schedule appointment times to speak with teachers.

Teachers will send home letters and/or share electronically (website, email, google classroom, Dojo, Remind, etc.) throughout the year explaining the curriculum being used in each subject area and special projects, guest speakers, and/or programs that will be used to support learning (Accelerated Reading, Edulastic, Moby Max, Newsela, Readworks, Mindplay, Sonday, Learn360, Reads 180, Noredink, Freckle Math, Freckle Science, Freckle Literacy, Animoto, etc.)

Parents will be provided student progress reports and explanations from ACT Aspire summative and interim assessments. The explanations will describe how these assessments measure student learning and assist teachers in providing accurate support and enrichment to students to assist them in meeting the challenging State academic standards. Parent will receive their child's reading level report from Renaissance twice a year to monitor reading progress.

GRMS will provide assistance and instruction to parents of children served by the school in understanding these topics:

- ✓ Arkansas Academic Standards
- ✓ State and local academic assessments including alternate assessments
- ✓ Strategies parents can use to support their child's academic progress
- ✓ Partnering with teachers to support their child's academic achievements
- ✓ Incorporating developmentally appropriate learning activities
- ✓ Use of ADE website and tools for parents [<http://www.arkansased.gov>]
- ✓ Assistance with nutritional meal planning and preparation . Chartwell's will provide this parental training.
- ✓ Including role play and demonstration by trained volunteers

The district has a Parent Center with trained staff which can provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement

Our school counselor will help promote and support responsible parenting through her monthly newsletter The

Middle Years which is posted on the school website. Parents will be made aware of this and other online parental resources.

8: Building Capacity of School Staff

(Describe/List activities such as workshops, conferences, trainings, webinars, online resources, and Academic Parent-Teacher Team meetings that will be used with school staff to build their capacity to work with parents as equal partners. Describe/List methods of parents' assistance for building staff capacity. Describe/List actions the school will take to provide other reasonable support for parent and family engagement activities.)

Does the School Parent and Family Engagement Plan describe how the school will accomplish each of the required components?

All teachers are required to earn two hours of professional development every fourth year on Parental Engagement. Administrators are required to earn four hours of Parental Engagement professional development every fourth year. Teachers and administrators may attend Parental Engagement sessions through the local educational cooperatives, annual conferences, guest speakers presented by the district or online sources such as Arkansas Ideas.

Administrators will present training and open discussions with all staff at the beginning of each school year on the importance of working with parents and families to support student learning. These topics will be presented:

- Parents play an integral role in assisting student learning
- 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 build ties between home and school
- How to welcome parents into the school and seek parental support and assistance
- How to provide information in a format, to the extent practicable, in a language the parents can understand. We will utilize our ESL coordinator for assistance with translations.
- How to respond to parent requests for parent and family engagement activities
- How to recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns

9: Building Capacity - Discretionary

(The school parent and family engagement policy/plan may include additional sections describing other discretionary activities that the school, in meaningful consultation with its parents, chooses to undertake to build capacity.)

Did the School and Parents choose to include any Discretionary (Optional) Components in the School Parent and Family Engagement Plan?

N/A

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

District Feedback

- Attention: Changes Needed!
 - In Compliance
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Comments: