



FAMILY AND COMMUNITY ENGAGEMENT PLAN

Barton Junior High

2024-2025

1: Jointly Developed Expectations and Objectives

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)]

Engagement Plan: The Family and Community Engagement Plan (FACE) for Barton Junior High was developed in collaboration with parents and community stakeholders to reflect 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. Barton Junior High does this by:

- Obtaining feedback through an online survey from parent and community stakeholders annually,
- Reviewing the FACE Plan with the campus FACE Committee annually, and
- Using the feedback from the survey to update and improve the FACE Plan.

Adequate Representation: Barton Junior High chose parents and community members to participate in the process by sending out a volunteer form at the beginning of the year. Meetings are held in person.

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)(1)]
- 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)]

INFORMATIONAL PACKET: Barton Junior High distributes an informational packet annually with the following items:

- Parent Involvement Packet contains a summary letter that explains how we want our parents to be involved. This can also be found on our website: <https://www.eldoradopublicschools.org> by August 1.
- Parents, teachers, and staff have the opportunity to volunteer and participate in multiple activities
- Parent-teacher conferences, Kitten conferences, and family nights
- A survey will be given at the beginning of the school year regarding volunteer interests.
- Barton Junior High School will have regular, meaningful, two-way communication by phone and/or email.

SCHEDULE OF PARENT ACTIVITIES PLANNED THROUGHOUT THE SCHOOL YEAR (INCLUDING DATES)

- Orientation: 7th grade orientation/parent meeting August 12, 2024; 8th grade orientation/parent meeting August 13, 2024
- Annual Title 1 Meeting October 2024
- Family Night October 2024
- Fall Parent Teacher Conferences, October 8 & 10, 2024
- Veterans Day program: November 11, 2024
- Spring Parent Teacher Conferences, February 11 & 13, 2025
- Kitten Conferences April 17, 2024
- Honor's Day May 2025

VOLUNTEER TRAINING: Parents and community stakeholders interested in volunteering at Barton Junior High must attend volunteer training/mandated reporter training. These trainings will be held at the TAC House on the following dates:

- August 23, 2024 from 1:30 pm - 2:30 pm
- August 27, 2024 from 6:30 pm - 7:30 pm

- January 10, 2025 from 1 pm - 1:30 pm

If you are unable to attend one of these training, please contact the campus Family and Community Engagement Coordinator Christa Lyons at 870-864-5051 or christa.lyons@esd-15.org to make arrangements.

FAMILY AND COMMUNITY ENGAGEMENT (FACE) PLAN AVAILABILITY:

- The FACE Plan will be written in an understandable and uniform format. To the extent practical, the plan will be provided in a language the parents can understand and is appropriate for the age and grade of the student.
- A parent-friendly summary of the FACE Plan will be available online at <https://www.eldoradopublicschools.org/> by August 1 annually and in the student handbook.
- Signatures will be obtained to document the receipt of the Barton Junior High Family and Community Engagement Plan Summary.
- Parents may also follow the Barton Junior High Facebook page at <https://www.facebook.com/bjhwildkittens>
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PARENT MEETINGS: To meet the needs of families, meetings will be held at various times and in different formats. Virtual and in-person conferences can be scheduled through Calendly. Parents can contact teachers via email, an in-person conference, or a phone conference.

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)]

The staff of Barton Junior High will meet all professional development requirements for teachers

and administrators. This professional development will promote the role that parents play in assisting student learning and instill the value of contributions from parents. Other topics covered 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 build ties between home and school,
- How to respond to parent requests for parent and family engagement activities,
- That parents play an integral role in assisting student learning,
- How to welcome parents into the school and seek parental support and assistance, and
- The school's process for how to resolve parent concerns (as listed in the student handbook). This includes, but is not limited to how to define a problem, whom to approach first, and how to develop solutions.

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 Department of 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)]

Barton Junior High wants to support our parents! We want to partner with families to play a role in their children's academic success. Here are some things families can use or do:

CURRICULUM: A description and explanation of the curriculum we use can be found at <https://www.eldoradopublicschools.org/>

STATE AND LOCAL ASSESSMENTS: A description of the assessments we use to measure students' progress and achievement levels of the challenging state academic standards can be found at <https://bit.ly/3U65g4W>

ASSESSMENT RESULTS: Individual student academic assessment results will be given out in October 2024. During parent-teacher conferences, your student's teacher can help interpret the results of those assessments.

PARENT SUPPORT TOPICS: Barton Junior High will also provide support to parents about the topics below:

- Arkansas academic standards
- State and local assessments
- Title I, Part A requirements
- Strategies parents can use to support their child's academic progress
- Supporting your child's academic progress
- Incorporating developmentally appropriate learning activities
- Use of ADE website and tools for parents (<https://dese.ade.arkansas.gov/>)

- Assistance with nutritional meal planning and preparation
- Course selection, career planning, and preparation for postsecondary opportunities

MATERIALS AND TRAINING: Material is available in the Parent Resource Center to help parents to work with their children to improve their student's achievement. The Parent Resource Center is located at BJH Library. Training is also available upon request. Training topics may include, but are not limited to:

- Literacy,
- Technology, including education about copyright piracy and safe practices, and
- Resources that describe or assist with the curriculum your student is using.

PARENT RESOURCE CENTER: Please visit our Parent Resource Center which is located at BJH Library! You will find lots of helpful resources including parenting books, pamphlets, and brochures that support responsible parenting.

Ask us! We are here to help you with how to incorporate developmentally appropriate learning activities in your home!

- We can connect you to trained volunteers who can role-play and provide demonstrations.
- We can help you use and access the Arkansas Department of Education website tools for parents at <https://dese.ade.arkansas.gov/>
- We can connect you to assistance with nutritional meal planning.

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)]

ORGANIZATIONS/ACTIVITIES TO HELP STUDENTS TRANSITION TO ELEMENTARY, MIDDLE, HIGH SCHOOL, AND POSTSECONDARY SCHOOLS OR CAREERS:

Barton Junior High coordinates with Washington Middle School to make the transition to junior high smoothly. This is done through an assembly presentation by BJH administration to the 6th-grade students. Barton Junior High coordinates with El Dorado High School to prepare 8th graders for the transition to high school. This is completed through a presentation in Career Development and a tour of the EHS campus.

COMMUNITY RESOURCES: Our campus uses community resources to strengthen school programs, practices, and learning. The El Dorado Service League provides school supplies, clothing, food, and crisis intervention. Newhaven Counseling & Health Services, Living Well Professional Counselors, and Methodist Family Services provide student mental health services. Wyatt Baptist Church provides mentoring for selected students. Community leaders such as the fire chief, chief of police, and business leaders are utilized as guest speakers in our career development classes. The Eagle Foundation provides tutoring and mentoring for at-risk students and connects families with outreach services.

PARENT ORGANIZATIONS: We will work with our parent-teacher organizations, booster clubs, and alumni groups (IF APPLICABLE TO YOUR CAMPUS) and seek input from leaders of these organizations when appropriate.

Our plan for family and community engagement is also included in our school's improvement plan.

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)]

Barton Junior High will conduct its annual Title I meeting on October 2024 to inform parents of the requirements of Title I and the school's participation. During the meeting, parents will also be informed of their rights under Title I.

To view the information from our school's Annual Title I Meeting, please visit <https://www.eldoradopublicschools.org/page/state-required-information1>

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)]

SCHOOL-PARENT COMPACT: The entire school staff of Barton Junior High, parents, and students annually sign a compact that shows the intent for all to share the responsibility for improved student academic achievement. This compact will be included in the informational packet which is sent home at the beginning of the year.

Regular, meaningful, 2-way communication will occur through the following:

- Two parent-teacher conferences each year October 8 & 10, 2024 and February 11 & 13, 2025. Kittens conferences for next year's planning will be held April 17, 2025/
- Frequent reports on student progress include quarterly progress reports and report cards.
- Reasonable access to staff daily during their conference period or by appointment.
- For opportunities to volunteer, contact Christa Lyons (870)864-5051 or christa.lyons@esd-15.org
- Opportunity to observe classroom activities

A copy of this compact can be accessed at <https://www.eldoradopublicschools.org/>

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)]

Barton Junior High receives less than \$500,000 for their Title I, Part A Allocation.

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:
 - the School Engagement Plan
 - a parent-friendly explanation of the School and District's Engagement Plan
 - the informational packet
 - 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. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- **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:
 - to help organize meaningful training for staff and parents,
 - to promote and encourage a welcoming atmosphere, and
 - 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)(iii)]
- **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)(iii)]

● **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:

 - what students will be learning
 - how students will be assessed
 - what a parent should expect for his or her child's education
 - 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 Name	Barton Junior High School
School Engagement Facilitator Name	Christa Lyons
Plan Revision/Submission Date	April 3, 2024
District Level Reviewer Name/Title	Jeff Alphin/District Family and Community Coordinator
District Level Approval Date	April 3, 2024

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Michelle	Henry	Principal
Carson	Keith	Teacher
Chris	McKnight	Parent

Misty	Freeman	Parent
Kelsey	Jackson	Upward Bound Coordinator
Jennifer	Wiley	The Eagle Foundation
Sarah	Huddleston	IRT