

2022-23 Arkansas Engagement Plan
[Effective April 2022]

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please 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)]

- Five Benton Junior High School parents, one student, one teacher, one counselor, and one administrator were selected to represent all the parents/guardians of students at Benton Junior High School. Their voices will be a valuable part of developing the Family Engagement Plan for Benton Junior High School.
- The parents on the committee will meet a minimum of three times during the school year to evaluate the plan. The first meeting will take place early Fall to review the plan. The second meeting will occur midway through the school year to update any part of the plan that may need adjusting. Finally, the last meeting will take place at the end of the school year to make improvements for the upcoming school year.
- The opinions and ideas of the school parents will be considered and possibly implemented into the plan.
- Any comments the school parents recommend and perceive valuable to the plan yet are not accepted to the plan can be submitted to the district for further discussion.
- Additional meetings can be scheduled to develop or evaluate the plan if requested by the parents.

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)]

- Benton Junior High School's Family Engagement Plan will be available to families and the community on the BJHS website by August 1 each year. Parents/guardians will be allowed to contact the parent facilitator regarding questions. Contact information is listed on the first page of the Family Engagement Plan.
- The plan is designed to be written in an understandable and uniform format. It can be provided in another language if requested.
- An informational packet will be available annually to parents/guardians in paper format and on Benton Junior High School's website. The packet will include the following:
 - * Description of Parent and Family Engagement Plan
 - * Recommended Roles
 - * Ways for family to get involved in a variety of roles
 - * Survey regarding volunteer interests
 - * Schedule of activities planned throughout the school year
 - * Regular, two-way, and meaningful system for parents/teachers to communicate.

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))]

- Through Professional Development the school will ensure that teachers have a working understanding of the following:
 - That parents play an integral role in assisting student learning.
 - In the value and utility of contributions of parents.
 - In how to reach out to, communicate with, and work with parents as equal partners.
 - To implement and coordinate parent programs and build ties between home and school.
 - To welcome parents into the school and seek parental support and assistance.
 - To provide information in a format, to the extent practicable, in a language the parents can understand.
 - To respond to parent requests for parent and family engagement activities.
- To recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns.

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*

- Parents will be provided various opportunities to be involved with regular meetings such as parent/teacher conferences.
- Keeping parents informed through mass emails, text messages, and social media postings
- Materials will be translated into native languages for our ELL population as well as interpreters available during conferences and meetings.
- Materials will be presented to parents in an easy to understand format rather than educational or tesn jargon.
- **Arkansas Academic Standards:**
<http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-and-instruction>
- **ACT Aspire:**
<https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/arkansas/aspire.html#interpretation>
- **Title I, Part A requirements:**
<http://dese.ade.arkansas.gov/divisions/public-school-accountability/federal-programs/title-i-part-a>
- Strategies parents can use to support their child's academic progress:
 - Show how to log onto and use the school website
 - Show how to log onto and use the school online grade reports, HAC
 - Demonstrate how to use the online school programs, such as Google Classroom, Online textbooks, etc.
 - Review the school's mission statement and goals for learning.
 - Encourage communication between parent/guardian and teachers. (email, Google Classroom, Remind)
- 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
- How parents can be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities
- Including role play and demonstration by trained volunteers
- Provide parents with links and instruction on Khan Academy, Newsela, Scholastic, Science Online book, Edulastic, Google Classroom, GoFormative, EdPuzzle.
- Provide links to responsible parenting.
<https://kidshealth.org/en/parents/nine-steps.html>
- Healthychildren.org
<https://healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Return-to-School-During-COVID-19.aspx#.XvzNXe6-A3c.email>
- Parenting.org
- Covid-19 Health Resources
- Arkansas Department of Health

- CDC

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)]

- Form advisory counsel specific to BJH, to make informed and appropriate decisions to the instructional programs. The group met virtually on 12/1 and 4/20.
- Provide parents with guidance on being successful during off-site learning. Including tips for managing time, completing assignments, gathering resources, school/ student/ parent communication and accessing technology.
- Make a positive impact on students to be lifelong learners, develop model citizens, through hosting the career night. Career Coach provides career resources to parents and students.
- Parent Resources- Morgan Nick Internet Safety/Accessing Technology and Resources.
- Create more access to non-English speaking families by hosting family nights (S.A.B.E.R.)
- Create an Alumni Advisory Committee.
- Provide resources to the parents that promote literacy.
- Incorporate community resources to strengthen literacy programs, practices, and continued learning while also incorporating these strategies in the school 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)]

Benton Junior High is not currently a Title I school.

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)]

- Parents/guardians, responsibility to have a relationship with the school.
- Actively participate in the physical, emotional, and intellectual development.
- Check on your child's grades weekly through the Home Access Center and when necessary with your child's teachers. If the internet is not available please

let the school counselor know so that they may print out the grades to send home.

- Family time at dinner with no technology.
- Reasonable cut off times at night for technology and suggested applications to supervise.
- Parents/guardians and teachers will have regular two-way, meaningful communication through:
 - Parent/Teacher Conference (Fall and Spring)
 - Teleconferences/Zoom/Google Meet
 - Phone Calls
 - Emails
 - Letters Home
 - Home Access Center (HAC)
 - Remind
 - Google Classroom
 - In person
 - (4 1/2 weeks progress reports, 9 weeks report cards, HAC access)
- Benton Junior High School will build and develop a partnership to help children achieve the challenging State academic standards by conferences, remediation, tutoring, and sending home NWEA MAP/ ACT Aspire test results.
- School staff will be encouraged to use volunteer surveys to compile a volunteer resource book which includes interests and availability of volunteers. This book will be available to teachers to help select volunteers for various classroom needs and events.
- Parents/guardians have the opportunity to be involved in a variety of ways, such as...
 - Clothes Closet/Food Pantry
 - Guidance Resources, Mental and Emotional Health Resources
 - Career Resources
 - Parents Resource Guide
- Technology training through online videos to aid parents accessing student information and online learning resources.

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)]

- During the Report to the Public parents will be given information on the Title I funds. Surveys will be available online to gain input on how funding should be spent for parent and family engagement activities and committees.

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)(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 its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.~~
[~~ESSA § 1116(a)(3)(A)~~]
- ☑ ~~A.14: 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.15: 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.16: 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)~~]

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](#)

School Name:	Benton Junior High
School Engagement Facilitator Name:	Dr. Amber Binz
Plan Revision/Submission Date:	05/01/22 / 5/24/22
District Level Reviewer Name, Title:	Shara Rickett, Parent Engagement Coordinator
District Level Approval Date:	5/4/22

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Donica	Barger	School Counselor
Heidi	Cox	Teacher
Crystal	Maxwell	Parent/Community Member
Carrie	Scudder	Parent/Community Member
AShley	Pilkington	Parent/Community Member
Lisa	Ladd	Parent/Community Member
Paisley	Butler	Parent/Community Member
Josiah	Lewis	Student

(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 501-371-8051.)

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]