

AR
Beebe School District
1201 W. Center Street
Beebe AR 72012
501-882-5463

District Engagement Plan

2023-2024

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. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2023-24.

1: Jointly Developed Expectations and Objectives

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

Guiding Questions

- 1.1** : How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?
[ESSA § 1116(a)(2); 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(a)(1)]
- 1.3**: How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?
[ESSA § 1116(a)(2)]
- 1.4** : What expectations and measurable objectives has the LEA established for meaningful family and community engagement?
[ESSA § 1116(a)(2)]

One of the district goals is to increase parental involvement at all grade levels. One of the objectives is to see an increase in parent-teacher conferences in the fall and spring. CAP conferences held at the high school have a goal to see a participation rate of 100% by our parents.

Each building has a Family and Parent Engagement meeting in the fall and spring. In the spring, they evaluate and revise their plan. Parents of students from diverse backgrounds will be asked to participate as a committee member.

The district also has a Family and Community Engagement committee that meets once in the Fall and once in the Spring to evaluate the district activities and revise their plan. The District Family & Community Engagement Supervisor reviews all updated District/Building Family & Community Engagement plans. Each school facilitator communicates questions, issues or concerns with the District Family and Community Supervisor/Coordinator. The plan going forward is to hold quarterly meetings with building facilitators to discuss plans for effective parent involvement activities that are currently successful in their buildings and to brainstorm ideas for future events. Title I schools will also share ideas for developing successful School-Parent Compacts.

All buildings have developed school improvement plans in collaboration with school staff, district staff and parents. Our plans are filed with Indistar by August 1 and a family friendly version will be posted on our website by August

1 and handed out at parent teacher conferences in the fall.

To involve our parents in the evaluation of our Parent and Family Engagement Plans, surveys are administered in each building. We have tried to increase participation by posting the surveys online in a google form, on the district web page or on building social media pages, as well as sending a link to the survey out to parents in a text message. Parents may also fill out a paper copy and turn in. These surveys are administered in the spring to allow for feedback to be considered when reviewing the yearly engagement plans. After reviewing the surveys, the district will submit to the State comments and suggestions on ways to improve our Family and Community Engagement plans.

2: Building Staff Capacity

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

Guiding Questions

***2.1** : *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*

- *jointly-developing school engagement plans*
- *implementing effective parent and family involvement activities*
- *jointly-developing school-parent compacts*

[ESSA § 1116(a)(2)(B)]

***2.2** : *How does the LEA 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 are aware of:*

- *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*
- *how to build ties between parents and the school [ESSA § 1116(e)(3)]*

***2.3** : *How will the district 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 are you ensuring that relevant information is 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)]

Professional Development: 1. Each year, during the Summer, all administrators and teachers participate in the DESE required PD. The most recent rotation of Parent Involvement training took place last year during Summer 2022. All new teachers will complete required Parent Involvement Training, and administrators will complete parent involvement training on a rotating basis. 2. District Family and Community Engagement Coordinator and Building Facilitators plan to attend all available Family Engagement Conferences, when offered. 3. The Title I Coordinator attends AAFC conferences and attends sessions delegated to Family and Community Engagement. 4. Building administrators for grades 2 - 12 attended THRIVE Training, and administrators in grades 2 - 6 attended BX-3 training. Both of these programs focus on the whole child, their social and emotional well-being and the parental aspect of student behaviors and how to deal with them proactively. Thrive practices will be implemented in the buildings to improve culture by fostering relationships between students and teachers and parents.

An annual Title I Family and Community Engagement meeting is held every year during Fall Parent Teacher Conferences, which typically take place during the second week of October, to discuss Parent/Student/School compacts, curriculum, assessments, and how funds are used in Title I schools.

Our training for effective parent/school relationships is inclusive of all staff. Yearly professional development meetings, for certified and classified staff, includes discussion for building effective relationships with parents

(includes office staff, cafeteria staff, paraprofessionals, maintenance and bus drivers).

The district communications director sends out a weekly "Week at a Glance" which features all the events and meetings for the upcoming week. Each building sends out weekly information on their twitter or facebook sites. We

also utilize an electronic sign at two entrances to the campus.

The building facilitators conduct training for parent/community volunteers each year. The District Family and Community Engagement Coordinator also conducts training as necessary.

Title I information (parent-student-school compacts, parent's rights, etc) is sent home at Open House. The information is also posted on social media for parents to fill out as well as sent home in students' folders if their parents are unable to attend Open House. This information is sent in Spanish to our Spanish speaking stakeholders.

3: Building Parent Capacity .

Describe how the LEA supports parents in helping with their student's academic success.

Guiding Questions

***3.1:** *How does the LEA provide assistance to parents in understanding the following?*

- *the challenging State academic standards*
- *State and local academic assessments*
- *the requirements of Title I, Part A*
- *how to monitor a child's progress and work with educators to improve the achievement of their children*

[ESSA § 1116(e)(1)]

***3.2** : *What types of materials and training does the LEA provide to help parents work with their children to improve 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); ESSA § 1116(e)(4)]

***3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*

[ESSA § 1116(a)(1)]

Beebe School District uses several different online resources to involve parents in their students' academic success. Remind and Class DOJO are used in our K-8 schools. Junior High and High school teachers are the first contact to parents with any concerns, such as grades or behavior. District wide, the use of Clever allows students to access learning materials from home, even throughout the summer. Each month, high school teachers send a postcard to a student. They also make a positive phone call per month.

Beebe School District uses an online grade book which allows parents to monitor students grades on a daily basis.

Beebe School District also uses a phone notification system to contact all parents district wide or by building, to announce various events or changes in scheduled school days.

Our district Director of Curriculum has created videos and a website that explains our state assessment data reports and has links to various websites showing how parents can assist their students at home. State assessment reports are sent home at parent/teacher conferences in the fall and local assessments are sent home three times per year: fall, winter and spring. Progress reports are sent home quarterly and report cards are sent home quarterly to inform parents of student progress.

Beebe School District has a Family Center, located conveniently at the front of the main campus. The Family Center has games and resources to address students' academic skills. It is open five days a week. The district has just this year hired a full-time Family Center Coordinator who will engage in outreach efforts to reach the families who can most benefit from the resources available at the Family Center, such as adult learning materials, internet access, and supplies for school projects.

BSD provides resources for military students and families. We have a district level military coordinator, and each building has a school-level military coordinator. Information, resources, and events are located on the district website under "Military Family Resources." Last year, all five schools in the district were named "Purple Star Schools," which recognizes schools and school districts that show a major commitment to serving students and families connected to our nation's armed forces.

Other outreach efforts throughout our schools include parent-student activities throughout the year, such as Incoming Kindergarten Family Night, Grandparents Week, the opportunity to help paint a mural with their student at Parent Teacher Conferences, and painting ornaments together during the holidays.

All Title I parents receive a copy of their rights regarding being a Title I school. These are given out at the annual Title I meeting. We will provide the opportunity for families to understand the requirements of Title I and how to monitor their child's progress to improve achievement through our annual Title I meeting, social media, and information sent home as appropriate and needed throughout the year. Our annual Title I meeting will be held on October 19th. We will upload supporting documents into Indistar following the meeting.

Beebe School District also encourages and supports parents in improving their children's achievement through advocating for literacy achievement. During the summer, our Bookmobile travels around the community each week and makes stops for students to visit and check out books with their parents. This summer, the Bookmobile had 545 visits. Also new last year, our Early Childhood held a "Tale-gating" night at a football game to spread literacy awareness, tips, and even give away free books.

4: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

- 4.1** : *How does the district 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)]*

Beebe School District coordinates with the local Head Start program to ensure students are receiving the proper supports prior to entering Kindergarten. The Head Start program operates on the Beebe School District campus, allowing us to maintain a close, collaborative relationship for the betterment of our students.

Beebe School District has a Family Center to provide resources and opportunities for parents to help their children with academic skills, social issues, and training for parent/community volunteers.

Beebe School District began a partnership with ARcare in May 2022 to open a school-based health clinic on the front of our campus. This clinic provides a convenient, accessible way for students and their families to address health care needs. Currently, the ARcare clinic offers Primary Care, Urgent/Convenience Care, Immunizations, Pediatrics, Chronic Disease Management, COVID-19 Testing, and School-Based Health. Future plans include vision, dental, and mental health services. This year, the district was awarded a 3-year \$500,000 School Based health center grant. The grant allowed the district to secure a school-based health center coordinator, who will work to build strong partnerships with families, students, staff, and medical partners, as well as with local, state, and national groups. The coordinator will also network with the community to locate and coordinate with dental, vision, and/or mental health partners and work with schools and families to enroll students into the SBHC.

The district also has a Badger Food Pantry on our campus to assist families. During the 2022-2023 school year the food pantry and the family center were relocated to the front of the campus, next to ARCare (school based health clinic). The move made our Food Pantry more visible and allowed our district to connect families with resources and programs available to them in various areas. The Badger Family Pantry is open on the third Wednesday of every month. Information is made available through the district's social media outlets.

Beebe School District participates in the Opportunities for Work-based Learning (OWL) program to assist students and their parents in transitions from High School to the workplace. Students work with community businesses to develop work based skills and collaboration skills.

We have recently begun outreach to our city's Chamber of Commerce to increase connections between the school and local businesses. Local businesses have been surveyed to identify the greatest areas of need in our district

that would better prepare our students for the workforce upon leaving high school. Our district CTE coordinator spoke to the Beebe and Searcy Chamber of Commerce to share what our district offers and what real-life skills our students are gaining while in high school. In February, the Beebe Chamber of Commerce held their monthly meeting on the Beebe Campus in the Beebe High School CTE Building. Chamber members were given a tour of the programs offered to students at Beebe High School.

5: Evaluation and Reservation

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

Guiding Questions

- 5.1** : *How does the LEA review and approve the Engagement Plan for each school?*
 - *Describe the process used to ensure each school plan is in full compliance with applicable codes. [ADE Rules Governing Parental Involvement Section 4.03]*
- 5.2** : *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
 - *Who is responsible?*
 - *When will it be conducted?*
 - *How will parent input be solicited?*
 - *How will it be disseminated?*
 - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
 - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
 - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
 - *strategies to support successful school and family interactions [ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]*
- 5.3** : *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
 - *How will the findings of the evaluation be shared with families and the community? [ESSA § 1116(a)(2)(E)]*
- 5.4** : *If The LEA is required to 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 LEA spending those funds?*
 - *How is the LEA determining the priority of how funds are spent?*
 - *Who is involved in determining that? [ESSA § 1116(a)(3)(A)]*
- 5.5** : *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

The Federal Programs Coordinator holds a meeting each year with the Title I schools to discuss Reservation of funds and ways to use Parent Involvement funds. Parents are invited, along with representatives from each Title I building. At the meeting the amount of Title I set aside funds is noted and how the funds will be or were spent is discussed. (Reserve a minimum of 1% of the Title I, Part A allocation for Parental Involvement, with 95% going to Title I, Part A schools) Parents are able to give input on ways they would like the funds to be spent. This is also a part of the annual survey in the Title I buildings to gain input from our parents.

Each school will hold their individual Family and Community Engagement meeting to review and approve the building plan. They also will analyze the results of the annual survey. The district will analyze the results of the parent surveys and work toward finding more effective ways to improve parent involvement at our school events and improve communications between school and families regarding academic performance. For example, this spring parents gave feedback that they preferred to receive information via text message. Since that time, the district and schools have shifted their approach to ensure all important communication is sent to parents via text message, instead of only posted on the website and social media. Each school has a school level leadership team that works at analyzing their school's data. In addition, the district has a district leadership team composed of administrators from each of the district's schools. During the district leadership team meetings, each building

discusses strategies that are successful in their building in regards to parent engagement.

The district reviews each individual building plan and provides feedback if necessary.

The district will conduct, with the involvement of parents, ongoing evaluations of the content & effectiveness of the parent involvement policy, as it relates to strategies for increasing parents participation & identifying barriers to greater participation.

- A. The district will survey parents annually, including questions to identify barriers to parental involvement. (District Coordinator/Building Facilitators)
- B. The district will provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected.
- C. The district will develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate through the school year.
- D. The district will use findings from the evaluation process to:
 - 1. Make recommendations to each participating school for parental involvement policy revision.
 - 2. Provide suggestions for designing school improvement policies, as they relate to parent involvement.

Assurances

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



A. 1: LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.

[A.C.A. § 6-15-1704(a)(1-2)]



A. 2: LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.

[A.C.A. § 6-15-1704(a)]



A. 3: LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.

[A.C.A. § 6-15-1704(a)]



A. 4: LEA 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. 5: LEA 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. 6: LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.

[A.C.A. § 6-15-1703(b)]



A. 7: LEA 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. 8: LEA 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. **9:** LEA 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. **0:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to

ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]



A. **1:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

[ESSA § 1116(e)(14)]

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

District/LEA Name:	Beebe
District Engagement Coordinator's Name:	Joanna Rodriguez
Plan Revision/Submission Date:	7/31/2023
District Level Reviewer Name, Title:	Jessica Prothro, Director of Communications and Instructional Technology

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)
Karla	Tarkington	Director of Human Resources/Federal Programs
Rick	Duff	Deputy Superintendent
Joanna	Rodriguez	Family Center Coordinator
Mark	Bivens	High School Principal
Paula	Courson	Middle School Principal

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)
Jennifer	Curtis	Early Childhood Counselor
Jaymie	McAfee	Elementary Counselor
Cathy	Kidder	Middle School Library Media Specialist
Paula	Moore	Junior High Library Media Specialist
Stephanie	Price	High School Library Media Specialist
Jessie	Brown	Parent Representative
Natalie	Martin	Parent Representative
Emily	Lyons	Parent Representative
Jennifer	Weeks	Parent Representative
Simone	Merced	Parent Representative
Jessica	Prothro	Communications Director, District Parent and Family Engagement

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)

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)

(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.)

[Required Uploads for 2023-24](#)

