

**Beebe Early Childhood School 2023-24**  
**Parent and Family Engagement Plan**

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

**1: Jointly Developed**

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

*Guiding Questions*

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*  
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*  
[ESSA § 1116(c)(3)]

The principal of each school in a school district shall designate one (1) certified staff member who is willing to serve as a parent facilitator. Beebe Early Childhood's building facilitator is Jennifer Curtis, Counselor – (501) 882- 5463, Extension 1101

Person(s) Responsible: Michelle Jenkins, Principal

Target Date: June 2023

Parents will be given the opportunity to complete a survey to evaluate the parental involvement efforts in the spring.

Person(s) Responsible: Jessica Prothro, District Parental Involvement Coordinator

Target Date: Spring 2023

The school will use the parent interest surveys to select, plan, and implement parental involvement activities that will be offered throughout the year.

The school will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents, concerning the activities they feel will be most beneficial in the efforts to support their child academically.

Person(s) Responsible: Michelle Jenkins, Principal; Jessica Prothro, District Parental Involvement Coordinator; Jennifer Curtis, Building Facilitator

Target Date: August 2023

The school will use the results of the parent interest survey to plan the parental involvement activities for the year.

Person(s) Responsible: Michelle Jenkins, Principal; Jessica Prothro, District Parental Involvement Coordinator; Jennifer Curtis, Building Facilitator

Target Date: Fall 2023

The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation.

Person(s) Responsible: Michelle Jenkins, Principal; Jessica Prothro, District Parental Involvement Coordinator; Jennifer Curtis, Building Facilitator

Target Date: Spring 2024

## **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)]

Beebe Early Childhood will ensure the School Parent and Family and Engagement Plan is available to families and the local community. The plan will be posted online as well as available in the Counseling office as requested.

Parent Facilitator; Jennifer Curtis- 501-882-5463 ext. 1101, jcurtis@beebeschools.org

A parent friendly summary of the Parent and Family Engagement Plan will be available online and included in the student handbook. Parent acknowledges by signature.

Beebe Early Childhood will use the following communication strategies to provide additional information to parents to increase parental involvement in supporting classroom instruction:

The school's assistant principal will create a pamphlet explaining the school's involvement with the state's reading initiative and how the parents can be involved in supporting the goals of this initiative. It will be distributed at Open House and other public meetings.

Person(s) Responsible: Michelle Jenkins, Principal; Ashley Brinkman, Assistant Principal  
Target Date: Open House, August 2023

The school will have a website. Information will be posted to let parents know of upcoming events. Parents may use e-mail to communicate with members of the school staff. Social media is another form of communication used in the Beebe School District (Facebook, Remind, Beebe Public School App, etc.).

Person(s) Responsible: Jessica Prothro, District Webmaster; Cindy Powell, Media Specialist; Jennifer Curtis, Building Facilitator  
Target Date: Ongoing

### **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))]

Beebe Early Childhood will schedule regular Parent Involvement meetings.

The district website contains a curriculum page detailing the curriculum being utilized at Beebe Early Childhood.

Parents are provided with individual assessment results in the fall, winter, and spring for NWEA MAP reports and student progress reports. Interpretation of these results are provided during Parent/Teacher Conferences.

Assistance and Instruction to parents of children at Beebe Early Childhood include;  
State and Local Assessment results and interpretation

Annual Title I Part A meeting

Strategies and support of their child's academic progress

ADE website for parents is linked on our district curriculum page

Beebe Early Childhood menus are sent home at the beginning of each month. Jackie Perry, Director of Child Nutrition, provides assistance with nutritional meal planning and preparation through the school website.

A link is provided on the Early Childhood website to the Center for Effective Parenting. The center serves as the Arkansas State Parent Information and Resource Center (PIRC). PIRC provides training, information, and support to parents, schools, and other organizations.

Beebe Early Childhood will provide materials and training to help parents work with their children to improve achievement including; Math and Literacy Night, P/T Conferences, resources for parental involvement, etc.

#### **4: Building Parent Capacity**

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

##### *Guiding Questions*

- **4.1:** *How does the School provide timely information about the following:*
  - *a description and explanation of the curriculum in use at the School*
  - *the forms of State and Local academic assessments used to measure student progress, including alternate assessments*
  - *the achievement levels of the challenging State academic standards students are expected to meet*  
[ESSA § 1116(c)(4)(B)]
- **4.2:** *How does the School provide assistance to parents in understanding the following:*
  - *the requirements of Title I, Part A*
  - *how to monitor their child's progress*
  - *how to work with educators to improve the achievement of their children.*  
[ESSA § 1116(e)(1)]
- **4.3:** *What types of materials and training does the School provide to help parents work with their children to improve their children's achievement? This may include:*
  - *literacy training*
  - *technology training, including education about copyright piracy and safe practices*

- *resources that describe or assist with the child's curriculum*
- *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers* [ESSA § 1116(e)(2)]
- **4.4:** *Involve parents of students at all grade levels in a variety of roles, including without limitation:*
  - *involvement in the education of their children*
  - *volunteer activities*
  - *learning activities and support classroom instruction*
  - *participation in School decisions*
  - *collaboration with the community*
  - *development of School goals and priorities*
  - *evaluating the effectiveness of the School-level Improvement Plan* [A.C.A. § 6-15-1702(b)(1); ADE Rules Governing Parental Involvement Section 3.03]
- **4.5:** *How does the School promote and support responsible parenting? The School shall, as funds are available:*
  - *purchase parenting books, magazines, and other informative material regarding responsible parenting through the School library, advertise the current selection, and give parents an opportunity to borrow the materials for review*
  - *create parent centers* [A.C.A. § 6-15-1702(b)(4)(A)]
- **4.6:** *How does the School provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:*
  - *role play and demonstration by trained volunteers*
  - *the use of and access to Division of Elementary and Secondary Education website tools for parents* [<https://dese.ade.arkansas.gov/>]
  - *assistance with nutritional meal planning* [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Staff Development in effective parent involvement strategies will include a minimum of two hours for teachers and three hours for administrators.

Beebe Early Childhood will train teachers, specialized instructional support personnel, principals, and other school leaders with the assistance of parents; Training topics include:

Parents play an integral role in assisting school learning

The value and utility of contributions

Working with parents as equal partners

Coordinating parent programs

Welcoming parents into school

Provide information in a format and language all parents can understand

Respond to parent requests

Recognizing a parent is a partner by including in the school handbook the school's process for resolving parent concerns.

Person(s) Responsible: Jennifer Curtis

Target Date: At least once upon initial employment within school as mandated by ADE

## **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)]

Beebe Early Childhood will use community resources in the instructional program where feasible. Including but not limited to; Goff library, Beebe Fire Department, Beebe Police Department, Impact Martial Arts, and other community partners.

The district provides parent and family engagement programs and activities to support parents in and out of the classroom.

Math and Literacy Night

Kindergarten Round Up/Readiness Night

Family Center as part of comprehensive School-Based Health Center

To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

Person(s) Responsible: Michelle Jenkins, Principal; Ashley Brinkman, Assistant Principal; Jennifer Curtis, Building Facilitator

Target Date: Ongoing

The school shall enable the formation of a Parent Volunteer Program that will foster parental and community involvement within the school.

The Parent and Family Engagement Plan will be incorporated into Beebe Early Childhood's School Improvement Plan

Person(s) Responsible: Jessica Prothro, District Parental Involvement Coordinator; Jennifer Curtis, Building Facilitator

Target Date: Fall 2023

## **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)]

Beebe Early Childhood will provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program.

The annual Title I meeting will be to inform parents of the requirements of Title I and the school's participation, and inform parents of their rights under Title I.

Person Responsible: Michelle Jenkins, Principal

Target Date: October 2023

## **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)]

Beebe Early Childhood will work with parents to create a School-Parent-Compact.

The jointly developed School-Parent compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the high academic standards. All stakeholders will sign the compact; located in the student handbook.

To ensure regular two-way communication, Beebe Early Childhood will address the following;  
Fall/Spring P/T Conferences

Progress Reports for students throughout the year

Faculty and Staff email and contact information are posted on the school's website

Opportunities to volunteer are handed out at Open House and posted on the School Parent and Family Engagement Plan

Our district website provides a curriculum page for parents to obtain information about the academic standards and what is being taught in the classroom.

Parents complete a survey online at Open House as well as a paper copy is made available to parents throughout the year. This information provides the school with volunteer interest and availability of volunteers to support Beebe Early Childhood throughout the year.

Person(s) Responsible: Michelle Jenkins, Principal; Ashley Brinkman, Assistant Principal;

Target Date: Fall 2023

### **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)]



As funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. These items are also available at the Family Center.

Person(s) Responsible: Michelle Jenkins, Principal; Jessica Prothro, District Parental Involvement Coordinator; Joanna Rodrigues, Family Center Coordinator; Jennifer Curtis, Building Facilitator  
Target Date: Fall 2023

### **Assurances**

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

- ☐ **A.1:** The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated.  
[ADE Rules Governing Parental Involvement Section 3.02.3]
- ☐ **A.2:** The School understands that the following must be made available to families and the local community on the School or District website no later than August 1st:
  - o the School Engagement Plan
  - o a parent-friendly explanation of the School and District's Engagement Plan
  - o the informational packet
  - o contact information for the parent facilitator designated by the School.[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02.4]
- ☐ **A.3:** The School understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.  
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- ☐ **A.4:** The School understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (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:
  - o to help organize meaningful training for staff and parents,
  - o to promote and encourage a welcoming atmosphere, and
  - o to undertake efforts to ensure that engagement is recognized as an asset to the School.[A.C.A. § 6-15-1702(c)(1-2)]
- ☐ **A.7:** The School understands its obligation to encourage school staff to use volunteer surveys to compile a volunteer resource book.  
[A.C.A. § 6-15-1702(b)(6)(B)(ii)]
- ☐ **A.8:** The School understands its obligation to conduct no fewer than two parent-teacher conferences per school year.  
[A.C.A. § 6-15-1702(b)(3)(B)(ii)]

- ☐ **A.9:** The School understands its obligation to incorporate the Engagement Plan into the School Improvement Plan.  
[ADE Rules Governing Parental Involvement Section 3.02.2]
- ☐ **A.10:** The School understands its obligation to schedule regular parent involvement meetings at which parents are given a report on the state of the School and an overview of:
- o what students will be learning
  - o how students will be assessed
  - o what a parent should expect for his or her child's education
  - o how a parent can assist and make a difference in his or her child's education.
- [A.C.A. § 6-15-1702(b)(5)(B)(i)(a-d)]
- ☐ **A.11:** Any School serving high school students understands its obligation to educate parents about their role in decisions affecting course selection, career planning, and preparation for postsecondary opportunities.  
[A.C.A. § 6-15-1702(b)(7)(B)(ii)]
- ☐ **A.12:** The School understands its obligation to welcome parents into the School, and more specifically, not have any school policies or procedures that would discourage a parent from visiting the School or from visiting a child's classrooms.  
[A.C.A. § 6-15-1702(b)(6)(B)]
- ☐ **A.13:** The School understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.  
[ESSA § 1116(a)(3)(D)]
- ☐ **A.14:** The School understands its obligation to submit to the State any comments from parents who deem the Title I Schoolwide Plan unsatisfactory. These comments can be sent to [ade.engagementmatters@ade.arkansas.gov](mailto:ade.engagementmatters@ade.arkansas.gov)  
[ESSA § 1116(b)(4)]
- ☐ **A.15:** The School understands its obligation, if requested by parents, to provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.  
[ESSA § 1116(c)(4)(C)]

### **School Information**

<b>School Name:</b>	Beebe Early Childhood
<b>School Engagement Facilitator Name:</b>	Jennifer Curtis
<b>Plan Revision/Submission Date:</b>	7.13.2023
<b>District Level Reviewer Name, Title:</b>	Jessica Prothro, Director of Communications
<b>District Level Approval Date:</b>	

### **Committee Members, Role**

First Name	Last Name	Role
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		<i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Michelle	Jenkins	Principal
Ashley	Brinkman	Assistant Principal
Jennifer	Curtis	School Counselor
Jessie	Brown	Parent
Deanna	Jeffery	K Teacher
Shelby	Tacker	1st Teacher

### **References**

#### State

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

#### Federal

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

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

## District Reviewer Responses

### **Section 1 - Jointly Developed**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 2 - Communication**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 3 - Building Staff Capacity**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 4 - Building Parent Capacity**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 5 - Coordination**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 6 - Annual Title I Meeting**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

### **Section 7 - School-Parent Compact**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]

**Section 8 - Reservation of Funds**

- ☐ Changes Required
- ☐ Compliance is Met

[Text box for responses]