Beard Family Engagement Plan

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)]

The school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts. The Title I committee, composed of teachers, parents, and school staff, will assess the effectiveness of the parental involvement plan and make changes if warranted. Evidence collected about satisfaction with the program and the school's efforts to increase parental involvement may include the (1) growth in the number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. Contact: Mrs. Donoho (479) 646-0834

The school will ask parents to serve on curricular and instructional review committees. Contact: Mrs. Donoho (479) 646-0834

To take advantage of community resources, the school shall consider recruiting alumni to form an alumni advisory commission to provide advice and guidance on school improvement. Contact: Mrs. Donoho (479) 646- 0834

The school shall facilitate the formation of a Parent-Teacher Association to foster parental and community involvement within the school. Contact: Mrs. Donoho (479) 646-0834

2: Communication

Describe how the School will communicate with and distribute information to parents and families.

- 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, teachers, 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)]

• The school's parent and family engagement plan is available on the school website for families and the community to view. The parent facilitator for the school is: Audra Efurd (479) 646-0834

• The school will maintain a school website that informs parents of activities, important dates, and other pertinent information about the school. Parents may use email to communicate with members of the school staff. Contact: Mrs. Donoho (479) 646-0834

• Each teacher will send home a folder containing student papers and work samples. Parents may be asked to sign the folder and return it to the school. Contact: Mrs. Donoho (479) 646-0834

• Teachers may contact parents on an individual basis to communicate about their child's progress. Contact: Mrs. Donoho (479) 646-0834

• The school will provide parents with reports/report cards regarding their child's academic progress. Contact: Mrs. Donoho (479) 646-0834

• The school will use the student handbook, the school website, and parent orientation meetings about the school-wide Title I Plan and how to get a copy upon request. Contact: Mrs. Donoho (479) 646-0834

• Through Home Access, and Parent Link messages, parents are contacted and provided information about academic progress and other important dates. Contact: Mrs. Donoho (479) 646-0834

The school will hold an orientation for parents to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan on August 11, 2026. Contact: Mrs. Donoho(479) 646-0834

Two Student-Led Conferences are held with parents. The first was held on October 13, 2026, and the second will be held on March 16, 2026, and March 18, 2027. Contact: Mrs. Donoho (479) 646-0834

At the beginning of the year, Kindergarten Orientation provides parents and students with important information concerning student achievement and parent contacts. The principal meets with Kindergarten parents to encourage parent involvement and to answer questions about the first year of school. Contact: Mrs. Efurd (479) 646-0834. A Family Night is included for fall and will rotate between Literacy/Math, with games and activities parents can play at home. Contact: Mrs. Efurd (479) 646-0834

3: Building Staff Capacity

Describe activities that will be used with the 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 State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Contact: Mrs. Donoho (479) 646-0834

The parental involvement program in each school will engage parents of students at all grade levels in a variety of roles, be comprehensive and coordinated, and recognize that communication between home and school should be regular, two-way, and meaningful. To encourage communication with parents, the school shall prepare an informational packet to be distributed annually to the parent of each child in the

school, appropriate for the age and grade of the child. The school may plan and engage in other activities it determines to be beneficial for encouraging communication with parents. The school will make efforts to promote and support responsible parenting.

Parents who have concerns about the school and/or their student's education should conference with the classroom teacher to try to address solutions. If a solution is not forthcoming, the parent should conference with the building principal or assistant principal to work toward a solution. The Board of Education believes that all students benefit when the relationship between the home and school is strengthened.

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)]

The school will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. Contact: Mrs. Donoho (479) 646-0834

Parents may check out materials and visit educational websites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. Contact: Mrs. Efurd (479) 646-0834

The school will distributed Informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail…). Contact: Mrs. Efurd (479) 646-0834

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, 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)]

The district and school coordinate with Partners In Education to provide families with support and resources through a variety of methods. The Partners in Education provide support and assistance through donations, mentoring, supporting school-wide initiatives: Back to School Picnic, Christmas Gifts, Thanksgiving Dinners, and Incentives for state-mandated testing.

The district and school coordinate with various community resources that provide additional resources to families. The Community Clearinghouse provides weekly snack packs to students. The Community Service League provides clothing assistance to families in need.

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.

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)]

The school conducted an Annual Title I Meeting for parents on September 19, 2026, as it is a school-wide Title I school and all students qualify for Title I Part A. Contact: Mrs. Donoho (479) 646-0834.

The school will hold its annual Title I meeting on September 19, 2026, providing ample time to describe/explain the school curriculum, information on the forms of academic assessments used to measure student progress, and the proficiency level students are expected to meet. Contact: Mrs. Donoho (479) 646-0834

• For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office. Contact: Mrs. Donoho (479) 646-0834

7: School-Parent Compact (Title I schools)

Guiding Questions 7.1: How does the School jointly develop a School-Parent Compact that 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 staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share responsibility for improving student academic achievement, and how the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact. Contact: Mrs. Donoho (479) 646-0834

The parent compact is included in the beginning of year paperwork sent home with students. Parents read the compact and return it signed with the student's signature and the parent's signature. A copy is placed in the student's cumulative folder.

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)]

The school utilizes the Title 1 allocation of funds through a variety of methods. Take-home folders are purchased to serve as a means of two-way communication between the school and parents. Planners are purchased for students to record assignments and for parents and teachers to communicate. The funds are also used for parent involvement activities, including Grandparents Day, Donuts with Dear Ones with an academic program to follow, and the annual Parent Night with a literacy or math theme. Parents are involved through a survey and the Leadership Committee to determine funding needs.

Assurances

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 to ensure professional development requirements related to parent and family engagement

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)]ent are met and that records are maintained accordingly. [A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]

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)]

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: what students will be learning how students will be assessed, the informational packet, 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 to 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 Information

School Name: Beard Elementary School

Engagement Facilitator Name: Audra Efurd

Plan Revision/Submission Date: May 15, 2026

District Level Reviewer Name, Title: Caroline Neel, Director of Federal Programs & Strategic Initiatives

Committee Members, Role

Audra Efurd Counselor

Rachel Freeman Teacher

Fauna Martin Parent

Shana Holycross Teacher

Tari Ward Teacher

Mel VanMatre Teacher

Carolyn Adamson Secretary

Isabela Soto Secretary

ParentState 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 ade.engagementmatters@ade.arkansas.gov