

Evening Star Elementary (Bentonville School District)
9649 W Haxton Rd
Bentonville AR 72713
(479) 360-7400

2026-2027 Arkansas Engagement Plan6

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)]

Parents will play an integral role in assisting student achievement.

To help parents in assisting and participating in their child's education, ESE shall:

1. Create a resource page for parents to find useful information, helpful websites, and other literature.
2. Engage parents in other activities determined by the school to be beneficial to promoting and supporting parent educational involvement and assist in his or her child's learning, such as:
 - Digital newsletters are sent electronically per classroom and/or school
 - School website links to resources (educational and parenting)
 - Provide families with information on child and adolescent development (Home and School Connections Newsletter on Peachjar)
 - Communicate with parents in an ongoing manner, using diverse methods all of which reflect a respect for parental and cultural differences
 - Provide parenting workshops to enhance parenting skills when requested by 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)]

Communication between home and school is regular, two-way, and meaningful.

To conduct effective communication from school to home and from home to school about school programs and children's progress, ESE will:

1. Prepare informative emails to parents, including:

- A parent input survey on student's interest, needs, and personality.
- A parent input survey on core beliefs, mission, and vision for ESE. We will conduct a mid-year and end-of-year survey.
- Parent involvement opportunities, including PTO membership and volunteer opportunities
- Events planned throughout the year such as K-4 Meet the Teacher Night, Curriculum & Connections Night, Spirit Nights, and P/T Conferences.
- A system to encourage two-way communication between ESE and parents, which includes phone, email, SchoolStatus messages, and conferences.
- Opportunities to connect to social media accounts
- Monthly Parent Newsletters will be provided

2. To encourage communication with parents, ESE will schedule no less than 2 in-person parent-teacher conferences per school year.

3. Plan and engage in other activities determined to be beneficial to encourage communication with parents, such as:

- Provide clear information about skills assessments, report cards, and how grades are earned.
- Send home digital school newsletters and class newsletters.
- Send home information via SchoolStatus and Google Classroom.
- Notify families regarding student academic or behavior concerns, as well as positive feedback regarding these areas.
- Develop, foster, and promote a responsive open-door policy.
- Promote informal activities at which parents, staff, and community may interact (i.e. Spirit Nights).
- Provide clear and specific information by using language that is understandable to all parents in a multi-method approach (newsletter, website, social-media platforms, and report cards).
- Translate communications to assist non-English-speaking parents as much as is feasible.
- Provide parenting information and tips via schoolwide monthly newsletters, social media, and the school and district's webpages.
- Provide school counselor updates and contact information to foster trusting relationships.
- Provide information regarding social-emotional curriculum and counseling services.

2026-2027 Calendar of Events (This Calendar was developed with input from Staff, Administration, parents, and the District.) As one of Bentonville's newest Elementary Schools, we often think about the traditions we hope to establish for our students, families, and community. We have many events we are looking forward to this year, and are excited to see this list grow! Please consider these dates as **tentative** and watch for detailed information as we get closer to an event date.

2026-2027 Calendar of Events

AUGUST: ☐ Open House grades K-4 - 6 ☐ First Day of School - 11 ☐ PTO Meeting/Volunteer Training - 25 ☐ PTO Orientation - 31	JANUARY: ☐ Students Return from Winter Break—4 ☐ No School/MLK Day-18 ☐ Hoot Hut - 22 ☐ Holocaust Education Week—25-29 ☐ 100th Day of School—22 ☐ Holocaust Education Week 25-29 ☐ PTO Meeting/Volunteer Training - 26 ☐ All Bentonville Reads Kickoff - 29
SEPTEMBER: ☐ No School/Labor Day - 7 ☐ Grandparents Luncheon - 9-11 ☐ Start with Hello Week - 14-18 ☐ Constitution Day - 17 ☐ Curriculum & Connection Night - 17 ☐ Celebrate Freedom Week 21-25 ☐ PTO Meeting/Volunteer Training - 22 ☐ Hoot Hut - 25	FEBRUARY: ☐ Counselor Appreciation Week—1-5 ☐ Random Acts of Kindness Week—8-11 ☐ Officer Smith Appreciation Day—12 ☐ Valentine's Day Party—12 ☐ No School/President's Day—15 ☐ Teacher Appreciation Week—22-26 ☐ PTO Meeting -23

OCTOBER: ☐ Custodian Appreciation Day - 2 ☐ World Cerebral Palsy Day - 6 ☐ Fall Pictures - 8 ☐ No School Fall Break - 15-16 ☐ PTO Meeting - 20 ☐ Flu Clinic - 23 ☐ Parent/Teacher Conferences - 22, 26, 27 ☐ Strong Choices Week - 26-30 ☐ Fall Party - 30	MARCH: ☐ 4th Grade Musical—2 ☐ All Bentonville Reads Event - 7 ☐ Read Across America - 2-6 ☐ Spring Picture Day - 9 ☐ Coin Drive - 8-11 ☐ PTO Meeting - 10 ☐ Parent/Teacher Conferences - 15, 16, 18 ☐ Down Syndrome Awareness Day - 19 ☐ Spring Break - 22-26
NOVEMBER: ☐ Pie Supper—5 ☐ BWHS/BHS Football Tailgate Together—6 ☐ Veterans Day—11 ☐ Picture Retake—12 ☐ World Diabetes Day—13 ☐ PTO Meeting—17 ☐ 2nd Grade Musical—18 ☐ Turkey Trot—20 ☐ Thankful Lunches—18-20 ☐ Lighting on the Bentonville Square—21 ☐ Thanksgiving Break—23-27	APRIL: ☐ Paraprofessional Appreciation Day—2 ☐ Autism Awareness Day—2 ☐ Kindergarten Cap & Gown Photos—2 ☐ Librarian Appreciation Day—5 ☐ Assistant Principal Appreciation Day-5 ☐ Hoot Hut—9 ☐ Cereal Drive/Domino Run 5-16 ☐ Office Staff Appreciation Day - 19-23 ☐ Earth Day—22 ☐ No School/Staff Dev—23 ☐ PTO Meeting—27 ☐ School Bus Driver Appreciation—28 ☐ Principal Appreciation Day-30 ☐ Cafeteria Lunch Hero Appreciation Day—30 ☐ Bike to School Week—TBD
DECEMBER: ☐ Hoot Hut—4 ☐ Spelling Bee - 11 ☐ Staff Cookie Exchange - 11 ☐ Bentonville Parade—14 ☐ Winter Party Day—17 ☐ Winter Break - Dec 21-Jan 1	MAY: ☐ School Nurse Day—6 ☐ Kindergarten Orientation - May 6 ☐ Gold Rush - May 7 ☐ Mental Health Awareness Day - 11-15 ☐ PTO Meeting - 11 ☐ Field Day - 14 ☐ Speech/OT/PT Appreciation Day - 18 ☐ Kindergarten Celebration - May 18

	☐ Color's Day— 19 ☐ 4th Grade Clapout Celebration - 20 ☐ Last Day Celebration - 21 ☐ No School/Memorial Day - 31
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For updated information, including additional events, please visit Evening Star Elementary on Facebook, or call the front office at (479)360-7400.

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))]

Parents are welcome in the school, and their support and assistance is sought.

To organize volunteers to support and assist, ESE shall:

1. Have policies and procedures that encourage parents to visit school, specifically including:
 - Written procedures allowing parents to visit their child's classroom when such a visit adds to the learning or culture of the classroom (ie., Wise Owl Guest Readers, interviews relating to content).
 - Ensure that teachers and parents are well connected digitally via SchoolStatus and other social media platforms serving as windows to our classrooms.

2. Encourage staff to use the volunteer surveys to compile a volunteer resource book listing the interests and availability of volunteers so that school staff may:

- Determine how frequently a volunteer would like to participate, including the option of just one time per year
- Include options for those who are available to help at home
- Match school needs with volunteer interests

3. Engage in other activities, determined by the school or PTO, to connect parents to the school (Gives Back, BoxTops, various PTO committees)

- Recognize that a parent is a full partner in the decisions that affect his/her child and family.
- To encourage parents to participate as full partners in the decisions that affect their children, ESE shall:

1. Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.

2. Engage in other activities that the school determines will encourage parents to participate as full partners in the decisions that affect their children and family.

3. Formation of PTO (Parent Teacher Organization) to identify and respond to issues of interest to parents.

4. Provide parents with current information regarding school policies, practices, and both student and school performance data (newsletter).

5. Offer opportunities for parents to serve as Guardians in Action from 6:55-7:30 am and 2:25-3:00 pm.

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)]

Parents will play an integral role in assisting student learning.

To help parents in assisting and participating in their child's education, ESE shall:

1. Host an Open House and Curriculum & Connections Night event where parents can learn about curriculum, expectations, and strategies to support students in their learning at home.
2. During PTO meetings, offer mini informational sessions regarding instructional strategies and

curriculum currently taught as well as available services.

3. Provide high-quality instruction linked to Arkansas State Standards.

4. Provide alternative methods for diverse students (differentiated instruction)

5. Provided intervention or enrichment based on classroom instruction to promote growth for all students.

6. Include parents on our Handbook Committee and Counselor Advisory Committee.

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)]

To recognize that community resources strengthen school programs, family practices, and student learning.

To take advantage of community resources, ESE shall:

1. Utilize business and community resources for school supplies and clothing for needy students through our Gives Back Program.
2. Enable the formation of a Parent Teacher Organization that will foster parental and community support and partnership with the school.

ESE will respond to the educational and personal success challenges that military-connected children face during their transition to a new school and keep them on track to be college-, workforce-, and

life-ready. Also, we will coordinate any additional services needed with the district and/or state military liaison.

3. Engage in activities that the school determines will use community resources to strengthen school programs, family practices, and student learning.

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)]

N/A

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)]

N/A

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)]

N/A

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

School Information

School Name:	Evening Star Elementary
School Engagement Facilitator Name:	Paula Kaufmann
Plan Revision/Submission Date:	May 29, 2026
District Level Reviewer Name, Title:	
District Level Approval Date:	

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>
Ashley	Williams	Principal
Brooke	Dancer	Assistant Principal
Paula	Kaufmann	Counselor/Parent Facilitator
Paige	Eggimann	Counselor
Cassie	Sparks	PTO Co-President
Jenna	Woodard	PTO Co-President
Julie	Dibee	Literacy Coach
Katie	Curry	Math Coach
Paige	West	Kindergarten Teacher
Susan	Eason	1st Grade Teacher
Sarah	Connor	3rd Grade Teacher
Ashley	Campbell	4th Grade 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 or visit our website [#EngagementMattersAR](#)