

AR  
 Flippin School District  
 210 Alford Street  
 Flippin AR 72634  
 870-453-2270

### District Parent and Family Engagement Plan

<b>District Name:</b>	Flippin School District
<b>Coordinator Name:</b>	Lisa Daffron
<b>Plan Review/Revision Date:</b>	7/18/2019
<b>District Level Reviewer, Title</b>	Lisa Daffron, Federal Programs Coordinator

#### Committee Members, Role:

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

First Name	Last Name	Position
Kimberly	Randall	FHS Parent & Family Engagement Facilitator
Michelle	Curtis	FMS Parent & Family Engagement Facilitator
Yvette	Roberts	FES Parent & Family Engagement Facilitator
Kallie	Copeland	Parent
Jennifer	Metts	Parent

#### **1: Jointly Developed Expectations and Objectives**

*(Describe/List the District expectations and objectives for parent and family engagement. Describe/List how parents will be involved in the development of the district parent and family engagement policy. Describe/List how parents will be involved in the development and review of 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. Describe/List how the District will submit to the State comments from parents who deem the LEA Plan unsatisfactory.)*

#### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The district has developed jointly with our parents a written policy that is designed to encourage our parents and our schools to form strong partnerships together. This policy is available to our community via our school's website ([www.flippinschools.com](http://www.flippinschools.com)). Our policy includes the following components:

1. Parent representatives are involved in the development of the District Parent and Family Engagement Plan as well as the Schoolwide Program Plans. Parents are recruited to serve on School Improvement Committees to collaborate in the development of the Title I application.
2. Parent engagement facilitators attend professional development to receive mandates for the Parent and Family Engagement policy and keep updated on the responsibilities of the committee. The committee looks at survey data and needs assessment data to keep a pulse on the changing needs of the students and parents. The data is used by the committee to continually offer parents resources, volunteer opportunities, and opportunities to help their students succeed within their school. The school provides technical assistance and other support necessary to assist schools in providing effective parent and community engagement activities to improve student academic

success.

3. The District Parent and Family Engagement Plan be made available to the families and the local community:
  - on file with the DESE and on the school's website ([www.flippinschools.com](http://www.flippinschools.com)) by October 1 of 2019 and by August 1 in 2020 and beyond.
  - parent-friendly summary in the District and Student online Handbooks.
4. The P&FE Committee will hold meetings to discuss district goals based on needs assessment and testing data to determine how Parent Engagement funds will be spent.
5. The P&FE Committee will evaluate and update the plan annually.
6. A range of parent representatives K-12 will participate on the P&FE Committee so that all schools' needs will be represented.
7. The District Parent and Family Engagement Plan will coincide with the Schoolwide plan as well as the School level Parent and Family Engagement Plans in terms of parent involvement, volunteerism, parent event planning, parent communication, and policies.
8. The District will submit parent comments that deem their schoolwide plans unsatisfactory to the State if the district isn't able to resolve the issue.

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## **2: Building Staff Capacity through Training and Technical Assistance**

*(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parent and family engagement practices, inclusive of school parent and family engagement policies/plans, school-parent compacts, and all Title I parent and family engagement requirements. Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)*

### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The District Parent and Family Engagement Facilitator will provide support and technical assistance to all schools by meeting with the school facilitators to discuss all aspects of parent engagement requirements such as: School Parent and Family Engagement plans, School-Parent Compact, resource for parent centers, volunteer opportunities for parents, parent engagement activities, and the Title I Annual meeting requirements. In addition to this meeting, facilitators are encouraged to attend Parent Engagement workshops held by the State.

Flippin school district will design professional development opportunities for teachers to include no less than two hours of professional development relating to improving parent and family engagement in our schools. The two hours may be included in the sixty hours of required professional development and are designed to enhance the understanding of:

- effective parent and community engagement strategies
- the importance of administrative leadership in setting expectations and creating a climate conducive to parent/guardian participation
- 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

To ensure professional development activities are completed, the district will keep a professional development spreadsheet for each staff member through the ESCWorks website. Documented completion of required professional development hours will be submitted to the principals and the central office at the end of each year.

The district will provide annual training for volunteers to assist in instructional programs for parents. The district provides technical support for parents on the phone messaging system as well as Home Access Center so parents may stay abreast of newsworthy communications as well as their child's academic progress. Parent teacher conferences are scheduled at a variety of times during the day to allow parents who work late to attend. A summary of the Parent and Family Engagement plan will be placed in the student handbooks, linked on the school web page, and hard copies placed in each school and district office. Parents will return signature pages noting receipt of the handbook as well as the parent and family engagement plan.

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### **3: Building Parent Capacity**

*(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents in helping their student's academic success. If applicable, describe how each discretionary item your district and parents chose will be implemented.)*

#### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The District will hold an annual report to the public that includes components such as federal funding, state funding, accreditation status, enrollment, parent and family engagement policy, professional development, standardized testing data, programs offered, district goals, and child nutrition regulations. In addition to this, the district and schools will hold annual Title I meetings that include information on the following: Parents' Right to Know, school performance, complaint procedures, school/parent compact, parent and family engagement plans, rights for disabled parents, and school improvement plans, school curricula, and assessment information and school data. The district will schedule and oversee parent and community engagement meetings.

Parents are given opportunities to participate in the local Parent Action Community (PAC). PAC fundraisers support various programs within the school district such as purchasing playground equipment. Other opportunities for participation include science nights, field trips, work days, and volunteering within elementary classrooms. Parent centers with developmental information are located within the schools and parent resources are located within the libraries.

The district offers family literacy nights in which parents are trained how to read with their students as well as strategies and activities to improve reading levels at home. Other trainings may include internet safety, technology, nutrition, access to the DESE's website tools for parents, and volunteer training.

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### **4: Reservation and Evaluation**

*(Describe/List how the district will share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used. If the district does not receive a Title I, Part A allocation greater than \$500,000, then the district is not required to include a description of its Reservation of Funds. If a reservation is required, then a minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. Describe/List actions for how the annual evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)*

#### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The Flipnp School District will designate one person from each school as the Parent Engagement Facilitator. This

designee will be responsible for facilitating the parent and family engagement plans with committees of parents, teachers, and administrators. This committee will work with the district to ensure funded activities are consistent with the school plans. The designee will help organize meaningful training for staff and parents, facilitate the parent volunteer program, ensure plans are shared via the school website, and conduct annual parent surveys to identify barriers, needs, and strategies. The schools will work with the district to design more effective parent engagement plans.

The district's Parent and Family Engagement Coordinator will meet with facilitators throughout the school year to discuss the collaboration of school compacts through parent meetings, volunteerism, the Annual Title I meeting, and evidence-based strategies for more effective parent engagement. The District Coordinator will review school plans via Indistar and ensure they are included on the district website.

While Flippin School District does not receive Title I Part A funds, it places a nominal emphasis on spending Title I monies to foster parent engagement. Flippin School District sets aside \$31,500 annually for a parentlink app and for books and family activities to be sent home with students K-12 over the summer. This Reading Initiative fosters parent engagement through reading and teaches parents strategies to help their children reach grade level reading. Parent input for the Family Literacy nights and collaboration on best ways to communicate with parents is encouraged during school parent engagement meetings.

**5: Coordination**

*(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.)*

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

The District coordinates with local business and community partners through advisory committees and tours in which business heads and teachers have conversations about how to best prepare our students for transitioning into postsecondary schools and careers. Industry and business tours are given to CTE classes throughout the year so students may gain real-world perspective and consider career opportunities. The District partners with local colleges so students may begin receiving concurrent credit and/or technical training before high school graduation.

The District provides an on-campus ABC preschool program to aid in the transition to kindergarten. It offers non-paid and paid services for parents in the community as well as after-school day care and summer day care.

Counselors organize transition days for students moving from elementary to middle school and from middle school to high school. Parents are actively involved in Career Action Plan (CAP) conferences three times a year in high school. Parent resources are available in school parent centers.

**(See complete [Arkansas Guide for District Parent and Family Engagement Plan](#) for references)**

**ADE Reviewer Responses:**

Sections	Changes Required	Federal Compliance	State Compliance	Comments	Date of Feedback
Section 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2/6/2020 - All sections meet required components. -CMoore 11/14/2019 - Thank you for your timely submission of a well-organized plan. Section meets required Title I components. -CMoore 10/29/2019 - Section meets required State components. -KWright	2/6/2020
				2/6/2020 - Sections meets al required	2/6/2020

<b>Section 2</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	components. (*Please provide assurance that training will be provided not only to teachers, but also to specialized instructional support personnel, principals, and other school leaders.) -CMoore 11/14/2019 - Please describe how your district will: <input type="checkbox"/> Train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in: <input type="checkbox"/> the value and utility of contributions of parents <input type="checkbox"/> how to reach out to, communicate with, and work with parents as equal partners <input type="checkbox"/> how to implement and coordinate parent programs <input type="checkbox"/> how to build ties between parents and the school <input type="checkbox"/> Ensure information is sent in a language and format parents and families can understand - CMoore 10/29/2019 - How will you - <input type="checkbox"/> Ensure professional development requirements are met for teachers and administrators -KWright	
<b>Section 3</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-n/a-	11/14/2019 - Section meets required Title I components. -CMoore	2/6/2020
<b>Section 4</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2/6/2020 - Section meets all required components. (*Please also include language that your district will APPROVE school level plans.) - CMoore 11/14/2019 - Please describe how your district will: <input type="checkbox"/> Conduct an annual evaluation identifying <input type="checkbox"/> barriers <input type="checkbox"/> needs <input type="checkbox"/> strategies <input type="checkbox"/> Use the findings from the evaluation to design evidence-based strategies for more effective parental involvement -CMoore 10/29/2019 - <input type="checkbox"/> Review and approve the plan for each school. - KWright	2/6/2020
<b>Section 5</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	11/14/2019 - Section meets required Title I components. -CMoore 10/29/2019 - Section meets required State components. -KWright	2/6/2020