

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

District Engagement Plan

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2022-23.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans?*
 [ESSA § 1116(a)(2); A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
 [ESSA § 1116(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*
 [ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*
 [ESSA § 1116(a)(2)]

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). 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) 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.

2: Building Staff Capacity

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

Guiding Questions

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
 - *jointly-developing school engagement plans*
 - *implementing effective parent and family involvement activities*
 - *jointly-developing school-parent compacts*

[ESSA § 1116(a)(2)(B)]
- **2.2:** *How does the LEA build staff capacity to work with parents as equal partners? This may include workshops, conferences, trainings, webinars, and online resources that will be used to ensure ALL school staff are aware of:*
 - *the value and utility of contributions of parents*
 - *how to reach out to, communicate with, and work with parents as equal partners*
 - *how to implement and coordinate parent programs*
 - *how to build ties between parents and the school*

[ESSA § 1116(e)(3)]
- **2.3:** *How will the district ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How are you ensuring that relevant information is provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*

[ESSA § 1116(e)(5)]

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, resources 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 may 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.

3: Building Parent Capacity

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

Guiding Questions

- **3.1:** *How does the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of their children*
[ESSA § 1116(e)(1)]
- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve achievement? This may include:*
 - *literacy training*
 - *technology training, including education about copyright piracy and safe practices*
 - *resources that describe or assist with the child's curriculum*
 - *other activities such as workshops, conferences, online resources like tutorials or webinars, and any equipment or other materials, including parent resource centers*
[ESSA § 1116(e)(2); ESSA § 1116(e)(4)]
- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*
[ESSA § 1116(a)(1)]

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.

Information regarding the 22-23 school year will be shared with parents in the following ways:

- Ready for Learning Plan (infographics, social emotional resources, parent resources)
- District Support Plan
- Remind Application
- Q/A document for reopening schools
- Administration led informational videos
- Bobcat Virtual Academy (Parent phone calls and Tech Support)
- Blended Learning online resources and "how to videos"
- Digital technology and internet access for virtual students and AMI school days
- Back to School Parent Teacher Meetings

4: Coordination

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

Guiding Questions

- **4.1:** *How does the district coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*
- [ESSA § 1116(e)(4)]*

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. Student Success Plans are developed for every student during the 8th grade Career Development course and follow with them to high school to be utilized in CAPS conferences. 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.

The district's Ready for Learning Committee includes business and community partners, school board members, teachers, and parents, as well as the Family and Community Engagement facilitators for each school. This committee collaborates with administrators to develop a re-opening plan that addresses unfinished learning, blended learning, social emotional support and parent and family support for the 22-23 school year.

5: Evaluation and Reservation

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

Guiding Questions

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
 - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
 - *Who is responsible?*
 - *When will it be conducted?*
 - *How will parent input be solicited?*
 - *How will it be disseminated?*
 - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
 - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
 - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
 - *strategies to support successful school and family interactions*
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
 - *How will the findings of the evaluation be shared with families and the community?*
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to set aside funds for parent and family engagement (as part of receiving a Title I, Part A allocation greater than \$500,000),*
 - *How is the LEA spending those funds?*
 - *How is the LEA determining the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]
- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*
[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

The Flippn 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 and update school and district plans yearly via Indistar and ensure they are posted on the district website by August 1st.

While Flippn School District does not receive Title I Part A funds, it places a nominal emphasis on spending Title I monies to foster parent engagement. Flippn School District sets aside funds annually for a parentlink app, parent resources, 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. In addition, funds will be used to purchase the full package of Remind for both middle and high school teachers to support efforts for increased communication between school staff, students, and their families. Technical assistance will be offered to parents seeking information on how to navigate upgraded Remind features.

Assurances

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

- A.1:** LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.
[A.C.A. § 6-15-1704(a)(1-2)]
- A.2:** LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.
[A.C.A. § 6-15-1704(a)]
- A.3:** LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if revisions are necessary, the final accepted copy should take its place once available.
[A.C.A. § 6-15-1704(a)]
- A.4:** LEA understands that a parent-friendly summary/explanation of the Engagement Plan should be included in the current student handbook.
[A.C.A. § 6-15-1704(a); ADE Rules Governing Parental Involvement Section 3.02]
- A.5:** LEA understands its obligation for ensuring professional development requirements related to parent and family engagement are met and that records are maintained accordingly. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]
- A.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.
[A.C.A. § 6-15-1703(b)]
- A.7:** LEA understands its obligation to obtain signatures for each parent acknowledging receipt of the District's Engagement Plan summary/explanation.
[A.C.A. § 6-15-1704(a)(3)(B)]
- A.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.
[ESSA § 1116(a)(3)(A)]
- A.9:** LEA understands that all Title I, Part A funded engagement activities and strategies should remain consistent with all information set forth in this parent and family engagement plan.
[ESSA § 1116(a)(3)(D)]
- A.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov
[ESSA § 1116(b)(4)]
- A.11:** LEA understands its obligation to provide other reasonable support for engagement activities

to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

[ESSA § 1116(e)(14)]

References

State

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

Federal

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

District/LEA Name:	Flippin School District
District Engagement Coordinator's Name:	Amy Robson
Plan Revision/Submission Date:	7/18/2022
District Level Reviewer Name, Title:	Amy Robson, Federal Programs Coordinator

Committee Members, Role

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

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Kimberly	Randall	FHS Parent & Family Engagement Facilitator
Michelle	Curtis	FMS Parent & Family Engagement Facilitator
Amy	Lynch	FES Parent & Family Engagement Facilitator
Kallie	Copeland	Parent
Jennifer	Metts	Parent
Christy	Chism	Parent

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](#) webpage. For any questions about completing this form or meeting legal compliance, please contact the DESE Engagement Unit at ade.engagementmatters@ade.arkansas.gov or 501-371-8051.)

Required Uploads for 2022-23

Monitoring is the regular and systematic examination of a state's administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here: <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

I have read and understand that all evidence requested below must be uploaded in the **2022-2023 Engagement** folder in Indistar by October 1, 2022.

<p>The Engagement Plan was developed jointly with parents, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p>Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - One example of a Committee meeting sign-in sheet that clearly identify parents in attendance and minutes from that committee meeting - One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p> <p>(The following information should already be found on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community</p> <ul style="list-style-type: none"> - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to build parent capacity. ESSA §1116 (e) (1-5,14)</p>	<p>Evidence that each Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics <p>Evidence that each Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement <p>[Upload above documentation for one Title I school into Indistar in the 2022-2023 Engagement folder by October 1, 2022. LEA should maintain documentation for EACH Title I school at the local level to be available to be uploaded into Indistar at the request of the SEA.]</p>
<p>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports indicating how the LEA will respond to the data

	[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]
The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children . ESSA §§1116,1117(a)(1)(B)	LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the 2022-2023 Title I folder in Indistar by May 1, 2022.
At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)	LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-2023 Engagement folder by October 1, 2022 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. *Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

Comments:

Section 3 - Building Parent Capacity

Comments:

Section 4 - Coordination

Comments:

Section 5 - Reservation and Evaluation

Comments: