

AR
 Flippin Middle School (Flippin School District)
 144 School Lane
 Flippin AR 72634
 870-453-6464

School Engagement Plan

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

1: Jointly Developed 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)]
- Involve parents in the development of the school parent and family engagement plan
- Involve parents in the review, update, and improvement, at least annually, of the school parent and family engagement plan to meet the changing needs of parents and the school
- Ensure adequate representation of parents of participating children in the process in a variety of roles, Parents of students at each grade level, parents of males and females
- Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents
- Address opportunities for regular meetings if 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)(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)]
-
- A monthly email/notice will be pushed out at the end of each month for details and information for the upcoming month. It will be emailed and posted on Facebook or website. Gregg Yarbrough and Michelle Curtis 870-453-6464
 - Website- www.flippinschools.com – Vanessa Jones 870-453-2270
 - Teachers are available to parents via phone, e-mails, PTC's. Parents need to either contact the individual teacher via phone 870-453-6464 or email. Teachers welcome parental concerns and interaction
 - Progress reports will be handed out midway through a nine week period and Report Cards will be mailed at the end of the nine weeks - Michelle Curtis 870-453-6464
 - Home Access Center available for parents of students grades 5-8 - www.flippinschools.com
 - Notes home for upcoming events and information - Gregg Yarbrough and Karen Varn Krager 870-453-6464
 - Standardized test scores sent home to parents with explanation at first PT conference
 - STAR math and reading scores as well as interim reports will be sent home twice a year: fall and spring
 - Informative brochures in the counselors office and middle school office - Michelle Curtis 870-453-6464
 - Newspaper for notices of parent events (Open House, Meetings, etc.) Karen Varn Kreger 870-453-6464
 - Facebook and website for notices of parent and student events - Vanessa Jones 870-453-2270
 - Title I information is available in the handbook and on the district website, Amy Robson 870-453-2270
 - News, events, calendar, sports schedules, etc....will be displayed on the Flippin School District app for iPhone and Android smart phones. Vanessa Jones 870-453-2270
 - News worthy events and photos will be shared on the district Facebook page –Vanessa Jones 870-453-2270
 - An All call system will also be utilized as well as notes home for events - Michelle Curtis and Gregg Yarbrough
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- Flexible Options: Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children, with parents unable to attend conferences at school to maximize parental involvement and participation in their children's education.

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)]

Ensure professional development requirements are met for teachers and administrators

Train teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents:

- That parents play an integral role in assisting student learning
- In the value and utility of contributions of parents
- In how to reach out to, communicate with, and work with parents as equal partners
- To implement and coordinate parent programs and build ties between home and school
- To welcome parents into the school and seek parental support and assistance
- To provide information in a format, to the extent practicable, in a language the parents can understand
- To respond to parent requests for parent and family engagement activities
- To recognize that a parent is a full partner by including in the school handbook the school's process for resolving parent concerns

Model Approaches: Adopt and implement model approaches to improving parent and family engagement.

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 Flippin Middle School will hold an annual Title I meeting during the first semester that will 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.

Opportunities for participation include science nights, field trips, work days, and volunteering within the middle school. Parent center information is located in the counselor's area of the middle school and parent resources are located within the libraries.

There is a family Literacy/math/SEL Drive through in which the student and their parents drive through and pick up a bag containing reading books on the students grade level, math manipulatives and games that enhance math skills and social emotional learning. There are handouts explaining the manipulatives and the SEL piece. The family will also be provided drinks, chips and grilled hotdogs provided by the community. The items in the bag are to be utilized over the summer as a family and followed up on in the fall with the student when school starts back. Family training may include internet safety, technology, nutrition, access to the DESE's website tools for parents, and volunteer training.

- *Trainings: Involve parents in the development of training for teachers, principals, and educators to improve the effectiveness of the training.*
- *Parent Leadership: Train parents to enhance the involvement of other parents.*
- *Parent Advisory Council: Establish a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.*

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)]

The middle school coordinates with local business and community partners to promote education within the middle school. The community businesses donate money and items for the students to encourage and foster development

and growth. Some businesses give scholarships so that our 8th graders can participate in Project Marine Discovery. Other businesses donate prizes for our PRIDE team monthly awards on character.

Flippin Middle School also has members of the community and businesses come in and teach classes dealing with interviews to saving and being responsible money managers. The banks contribute greatly to these lessons. Rotary members donate time to teach students proper interview techniques and appropriate dress.

The counselor organizes transition days for students moving from elementary to middle school and from middle school to high school. Parents are actively involved in Student Success Plans.

Students at Flippin Middle School all receive a free lunch and breakfast.

1. Student lunch distribution through the district's food program during any shutdown.
3. Coordinating with food banks and other community supporters to provide food for students over the weekends and during Spring Break

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)]

Conduct an annual Title I meeting

- ✓ To inform parents of the requirements of Title I and the school's participation
- ✓ To inform parents' of their rights under Title I
- ✓ The 2023-2024 Annual Title I meeting will be held on during the fall semester

The purpose of the annual Title I meeting is to disseminate information only and cannot be used as an opportunity for gathering input into the Parent and Family Engagement Plan and School-Parent Compacts.

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)]

Jointly develop a School-Parent Compact - It is in the student Handbook and on-line.

✓ Outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

✓ Address 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

Build and develop a partnership to help children achieve the challenging State academic standards

Encourage school staff to use volunteer surveys to compile a volunteer resource book listing interests and availability of volunteers

Involve parents in a variety of roles

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)]

While Flippin School District does receive Title I Part A funds, it places a a deliberate emphasis on spending Title I monies to foster parent engagement. Flippin Middle school uses the monies 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. This past year (and hopefully in future years) we added math and SEL components to the summer activities. Parent input for the Family Engagement Events and collaboration on best ways to communicate with parents is encouraged during school parent engagement meetings.

Assurances

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

Required...your form will not save unless all boxes are checked.

- 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.
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709]
- 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)]*
- 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 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:	Flippin Middle School
School Engagement Facilitator Name:	Michelle Curtis
Plan Revision/Submission Date:	5/4/2023
District Level Reviewer Name, Title:	Amy Robson
District Level Approval Date:	

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)
Michelle	Curtis	Parent Involvement Chair
Gregg	Yarbrough	Principal
Wendy	Treat	Teacher
Helenea	Erwin	Parent
Karla	Bradley	Parent
Tricia	Stoner	Parent

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)
Brianna	Nowatchik	Parent
Linda	Willett	Grandparent
Brian	Jones	Parent

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)

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 501-371-8051.

District Reviewer Responses

Section 1 - Jointly Developed

- Changes Required
- Compliance is Met

Comments:

-Section 2 - Communication

- Changes Required
- Compliance is Met

Comments:

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

Comments:

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

Comments:

Section 5 - Coordination

- Changes Required
- Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

Comments:

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

Comments:

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

Comments:

Reword first sentence. We do get Title I Part A funds and the commitment for parent engagement funds is not nominal.