

## Flippin High School - 2024-25 Arkansas 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**

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)]

#### 1.1

- Parent representatives are involved in the development of the High School Parent and Family Engagement Plan. Surveys are sent to parents, and QR codes linking the survey are provided during CAP appointments.
- Parent representatives and the Parent Facilitator meet annually to review and update the plan to meet the needs of the current parents and students. Data from surveys is used to guide decision making

#### 1.2

- Parents are recruited based on the current student population to ensure a variety of students are represented. Meetings are also held in conjunction with CAP appointments to ensure that all parents have the opportunity to participate.
- All parent comments are forwarded to the District Parent and Family Engagement Coordinator if the plan isn't satisfactory. If the Parent Facilitator feels that the issue can be resolved at the building level the issue could also be taken directly to the building principal. If parents request additional meetings, those meetings will be scheduled at the earliest convenience of all the committee members.

### **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)]

2.1

- The school has set up a variety of means to distribute information to parents and students based on the age and grade of each child. These include the following: Throughout the school year, parents are sent information about ways to be involved, roles that they can play in their child’s education, information about school events, links to surveys and always have the option to reply to the teachers that are set up as “Owners” of that particular group in the Remind app. Group “Owners” are typically the principal, counselor, class sponsors, registrar, and teachers that play a key role for that grade.

2.2

- Before the start of school in August, students and families meet with their advisor to go over and make changes to the student’s class schedule, discuss expectations and rules, hand out Chromebooks, and explain communication systems. In the spring, students and parents again meet with their advisor to schedule classes for the following school year, start paperwork for college and tech school classes, and look at Student Success Plans to check graduation requirements and progress on community service when applicable.
- Upcoming high school events are communicated weekly via The Bobcat Morning Show, created and produced by Mr. Jefferson’s social media class. The morning show is sent to the high school faculty and students through school email, and posted on our school’s Facebook page.
- An annual meeting will be scheduled to inform parents of the Title I requirements and parent rights under Title I. This meeting is scheduled in the fall of each year and the public is invited through an announcement in the local newspaper, social media posts, and phone call through the district automatic calling system.

### 2.3

- Parent meetings are also available on an appointment basis, during parent teacher conferences, CAP meetings during open house, CAP appointments at the end of the year, and at other times that are deemed necessary.

### **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))]

### 3.1

- 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.
- Parent representatives are involved in the development of the High School Parent and Family Engagement Plan. Parents are recruited to serve on this committee and collaborate on this plan.
- Faculty and staff receive professional development regarding Parent and Family Engagement communication and interaction as mandated by the state law. Teachers and administrators are encouraged to attend Parent Engagement training at the OUR Co-op and meetings held by organizations such as APCA.

#### **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)]*

4.1

- *Parents are actively involved in Career Action Plan (CAP) conferences at least two times a year in high school. During these meetings, parents, along with their student(s), participate in a meeting with their teacher advisor to create a plan for their academic success. Parents go over a four year plan, class schedule, course options, student concerns, student success plans, parent concerns, and update on any past assessments.*

4.2

- *During CAP conferences, parents are informed on how to access and use Home Access Center, the website used across the district to run report cards and issue grades. The High School teachers and staff are continually looking for innovative ways to communicate with students and parents about learning and student growth. Throughout each school year parents and students are contacted through our phone alert system, school website, social media pages, email, regular mail, and Remind.*

**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)]

Through North Arkansas College and Arkansas State University Mountain Home, Flippin High School students attend college and career fairs, as well as an event called Teen Girls Go To

College. School supplies were purchased for every student through a grant, as well as free breakfast and lunch. Funding has also allowed for students to bring home bags of food each Thursday through a food pantry program. Guest speakers visit classrooms throughout the year, including local State Representative Jack Fortner.

### **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)]

#### 6.1

- An annual meeting will be scheduled in September to inform parents of the Title I requirements and parent rights under Title I. The public is invited through an announcement in the local newspaper, school Facebook page, and phone alert system.

### **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)]

7.1-7.2

- Families access the compact through the student handbook on our school website, specifically page 156 of the 2023-2024 Student Handbook.
  - “Flippin Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.”

**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)]

8.1

- The district does not receive more than \$500,000 in Title I allocation.

8.2

- The school allots Title I monies for several different parent involvement opportunities. Some examples of expenditures would be the books and activities sent home during this coming year for 9-12 grade students’ summer learning. The goal of our reading initiative is to encourage parents to help their students reach grade level reading benchmarks.

**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](mailto: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**

<b>School Name:</b>	Flippin High School
<b>School Engagement Facilitator Name:</b>	Sarah Jefferson
<b>Plan Revision/Submission Date:</b>	7/23/24
<b>District Level Reviewer Name, Title:</b>	Amy Robson
<b>District Level Approval Date:</b>	July 24, 2024

**Committee Members, Role**

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

<b>First Name</b>	<b>Last Name</b>	<b>Role</b> <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Melissa	Echols	Parent
Jessica	Mitchell	Parent
Lonnie	Stone	Parent
Christy	Chism	Parent
Kim	Randall	Parent
Jessie	Jefferson	Teacher
Dale	Horn	Principal
Sarah	Jefferson	Parent Engagement Chair

## 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](mailto:ade.engagementmatters@ade.arkansas.gov) or visit our website [#EngagementMattersAR](#)

District Reviewer Responses

**Section 1 - Jointly Developed**

- Changes Required
- Compliance is Met

Compliance is Met-AR

**Section 2 - Communication**

- Changes Required
- Compliance is Met

Compliance is Met-AR

**Section 3 - Building Staff Capacity**

- Changes Required
- Compliance is Met

Compliance is Met-AR

**Section 4 - Building Parent Capacity**

- Changes Required
- Compliance is Met

Compliance is Met-AR

**Section 5 - Coordination**

- Changes Required
- Compliance is Met

Compliance is Met-AR

**Section 6 - Annual Title I Meeting**

- Changes Required
- Compliance is Met

Compliance is Met-AR

**Section 7 - School-Parent Compact**

- Changes Required
- Compliance is Met

Compliance is Met-AR

**Section 8 - Reservation of Funds**

- Changes Required
- Compliance is Met

Compliance is Met-AR