

## Flippin Elementary School– 2025-2026 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)]

The school will involve parents on school improvement planning committees. There will be multiple parents as members on the Parent and Family Involvement Committee. They will meet together periodically to review the Family and Community Engagement Plan. The committee will revise the current FACE plan during the review meeting. A survey will be sent out at the beginning of the year asking parents to be involved in certain areas including the Parent and Family Involvement Committee. Additionally, a survey will be sent out mid-year to assess the parents' feelings about representation and ensure they feel their voice is being heard.

### **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)]

The School Parent and Family Engagement Plan will be shared with parents and community members via the Flippin Public School website. Parents will be able to access it under the State Required Information tab. The facilitator will also provide a copy of the School Parent and Family Engagement Plan during the Annual Title I Meeting. The facilitator will also provide a short summary of the School Parent and Family Engagement Plan that will be placed on the Flippin Public Schools website. The purpose of the summary is to provide a shortened version of the plan formulated in a way that is comprehensible to parents. The school will provide an informational packet on the website that describes ways families can get involved in the school. This packet will also include any events that are planned as well as ways to contact teachers and staff. There will be a survey sent out within the packets regarding ways in which the parents would like to volunteer. This survey will be posted to the Facebook page and Parent Communication app (Class Dojo) via a Google survey link, as well as sent as a paper QR code to participate.

### **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))]

Flippin Elementary ensures professional development requirements are met for staff. Professional development topics include the following:

- Understanding that parents play a vital role in student learning
- Valuing input given by parents
- How to work with parents as equal partners in the education of their children
- Implementing parent programs
- Assisting parents through training and resources
- Provide information that is comprehensible
- Describing the process for resolving parent concerns

#### **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)]

The school will hold an orientation for parents at each grade level to inform them about the school's expectations at each grade level and ways they can help as well as a brief overview of the grade level curriculum. Two Parent Teacher Conferences will be scheduled twice a year on two days each semester from 3:30-6:30 pm 8:00 am-Noon. The Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the students' progress and an explanation of the interventions each teacher is using to assist the child in achieving their goals. They will receive a copy of all assessment results and a thorough explanation of the results will be given by the teacher. To encourage a love of reading and STEM challenges, Flippin Elementary School will host a "Science Carnival" day where students create STEM challenges to engage other students and parents in completing. Additionally, each student will receive a non-fiction book with a STEM science kit to take home. Parents will be invited via multiple channels of communication.

## **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 school provides opportunities for students and families to interact with and receive resources from community members in several different ways. Local businesses provide resources such as door prizes, food, and also funds for Family Engagement activities throughout the year. The Elementary provides free breakfast and lunch for all students during the school year and summer school. The District Food Pantry and other community supporters help families by sending home ingredients for cooking at home as well as snacks throughout the year. Flippin Elementary provides free preschool for qualifying parents through the Head Start program. There is also an after-school program that is available to parents who need after-school childcare.

#### **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)]

The Title I, Part A School Annual Title I meeting will be conducted during the first semester of each school year. The meeting for 2025-2026 school year will be held in the fall semester. It will be scheduled at a time which is convenient for the majority of school district parents. Topics that will be discussed in the Annual Title 1 meeting are academic achievement measures, annual report card, bulleted topics from the School Parent and Family Engagement Plan, and the revised School-Parent Compact.

## **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*
  - **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)]
- [ESSA § 1116(d)(2)(A)]

School staff, parents, and students are working to revise and improve a school/parent/student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. The lists of responsibilities explained in the School-Parent and Family Compact will be formulated by a collaboration of teachers, parents, and students. In addition to the responsibilities of each staff member, parent, and student, the School-Parent Compact will also encourage communication between parents and faculty and include all pertinent information for that communication to take place. Finally, the School-Parent Compact will share the School Improvement goals identified by Flippin Elementary and ways to work to meet those goals.

## **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)]

The district does not receive more than \$500,000 in Title I allocation. However, the school allots Title I monies for several different parent involvement opportunities. Some examples of expenditures would be parent communication apps and books and activities sent home during this coming year for K-12 students' summer learning. The goal of our Reading & Science day 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 Elementary School
<b>School Engagement Facilitator Name:</b>	Amy Lynch
<b>Plan Revision/Submission Date:</b>	July 21, 2025
<b>District Level Reviewer Name, Title:</b>	Amy Robson, Federal Coordinator
<b>District Level Approval Date:</b>	July 31, 2025

### 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>
Tracie	Luttrell	Principal
Amy	Lynch	Parent Engagement Chair
Elise	Dooyema	Parent/Teacher
Danielle	Hudson	Parent/Teacher
Ashley	Bauss	Parent
Chase	Washburn	Parent
Lindsey	Goza	Parent

### 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