

**Lingle Middle School
Parent & Family Engagement Plan
2024-2025**

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 parent and family engagement committee will convene a minimum of twice yearly to develop and review the parent and family engagement plan. The committee will review the existing plan, make recommendations for improvement, and initiate additional changes or alterations based on feedback.

Prior to this meeting, the engagement plan will be discussed with the Parent Teacher Organization (PTO). Parent communication through the PTO will be utilized to issue invitations for participation in the parent and family engagement committee. We will ensure adequate representation of parents in the process, and parent concerns and requests for additional meetings will be addressed by the parent facilitator.

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 parent and family engagement plan, along with the contact information for our parent facilitator, will be published on the Kirksey Middle School's website in English and Spanish. Additionally, a link to the parent and family engagement plan and a summary of the plan will be provided through school social media formats.

Provide multiple annual opportunities related to parents coming to the school to learn about resources and engage with school staff, including but not limited to:

- Rising 6th Grader Parent Information Night
- Open Houses
- Parent Teacher Conferences
- Parent-Teacher Organization Meetings
- Athletic, Arts, and Student Organization Events

Provide periodic newsletters and social media posts with ongoing and relevant information for parents and families to engage with their students and the school. As much as possible/relevant all school-wide communications will be distributed in both English and Spanish.

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))]

All Lingle Middle School staff complete professional development and training on parent engagement and involvement. This training involves all staff levels and advocates for family involvement being a vital aspect of student learning. Plans are put into place to include parents and their contributions to maximize instructional impacts for students.

Staff expectations for parent contact are shared. These include the expectation of communicating regularly for both positive interactions and reinforcements as needed. The partnership between school personnel and families is encouraged through ongoing training to support positive interactions. Additionally, a protocol is in place for handling parent concerns which includes a pyramid of supports and escalation. The procedures are published in the student handbook. The handbook is available in both English and Spanish formats to make information more readily accessible.

We are also very cognizant that we have multiple staff members that are bilingual to help ensure that all parents feel comfortable asking and answering questions in whichever language they prefer. Finally, we have a certified staff member dedicated to serving as a parent facilitator to ensure that we are consistently improving on meeting the needs of our stakeholders.

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)]

Lingle Middle School believes that family plays a valuable role in the learning process, and we want to provide support that will help students be successful.

We will work diligently to involve parents in the events and meetings held at the school. Regular PTO meetings are scheduled monthly during the school year. These dates are communicated in advance over a variety of communication mediums. Family and parent involvement meetings will be held at least twice yearly with open invitations to all stakeholders. Further meetings will be planned based on demand and need.

We will share programs and curriculum in use and describe/discuss the types of assessments that

students participate in during PTO and family and parent involvement meetings. Additionally, we will help parents understand varying forms of data available to them while also communicating supports for student achievement.

Have available various information appropriate for students in grades 6-8 that include the following:

- The school's Parental Involvement Plan
- The recommended role of the parent, student, teacher, and school
- Various ways for parents to become involved in the school and his/her child's education
- Activities planned throughout the year to encourage parental involvement
- A survey concerning volunteering at the school
- A calendar of activities planned at the school to encourage parental involvement
- A system to allow parents and teacher to communicate in a regular, two-way, meaningful manner with the child's teacher and the school administrative staff
- Opportunities to community with Lingle staff members at any time throughout the school year
- Communicate the development and operations of the PTO
- Information regarding PTO events, volunteer opportunities and an application for membership
- Provide ongoing resources and information via the school website and various social media accounts
- In person communication via bi-annual parent teacher conferences.
- Provide clear information regarding curriculum frameworks, student placement, school activities, student services, and optional opportunities/programs.
- Send report cards and/or progress reports to parents after each learning cycle. Provide support services to teach parents how to check their students grades in real time via the Home Access Center and any follow up conferences, as needed.
- Disseminate information on school policies, discipline procedures, assessment tools and school goals. Include parents in relevant decision-making processes.
- Encourage immediate contact between parents, teachers, administrators when concerns arise.
- Translate communication to assist non-English speaking parents when relevant.
- Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure. Various communication methods will be encouraged including: email, phone calls, postcards, notes, and in person conferences

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)]

Lingle Middle School will work to engage organizations within the community to strengthen school programs, family practices, and student learning in order to maximize the partnership between the school and the community.

The parent facilitator and administration will support staff members in the development of productive relationships with community stakeholders in order to enhance curriculum and instruction. These include ongoing partnerships Outside Counseling Agencies (Arisa Health, Springwoods), the Rogers Police Department, our School Social Workers, our established Parent Teacher Organization (PTO), Samaritan House and many others.

Community partners and parents are invited to participate in the school-wide Amazing Shake competition. Business partners, parents, and community partners engage with students to help them learn communication skills, social skills, and soft skills that will ultimately promote success in students' lives.

Counselors and Social workers will provide information, resources, and referrals to community resources, as needed. Additionally, a parent resource center is available for parents and students in the Lingle Middle School office to encourage responsible parenting. Our established PTO will also serve as a liaison for matching community services with needs based on input from counselors and administrators.

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)]

[Text box for responses]

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)]

[Text box for responses]

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)]

Each school in the Rogers Public School district coordinates with other organizations, businesses, and community partners to provide additional supports, services, and resources to families.

Each school in the Rogers Public School district will respond to the educational and personal success challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready. Also, we will coordinate any additional services needed with the district and/or state military liaison.

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.
[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)(1-2)]
- **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
[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:	Lingle
School Engagement Facilitator Name:	Erik Sokol
Plan Revision/Submission Date:	April 10, 2024
District Level Reviewer Name, Title:	Melody Sebastian
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Erik	Sokol	Principal
Alana	Gilliam	Assistant Principal
Jeff	Barker	Counselor
Jeannie	Crader	Counselor
Megan	Graber	PTO
Katie	Templin	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 or visit our website [#EngagementMattersAR](#)

