

Fort Smith School District
Chaffin Middle School
3025 Massard Road
Fort Smith, AR 72903
479-452-2226

School Engagement Plan

Please read over the updated form closely. Note the new Assurances section allows you to confirm practices that are *required* but do not need further elaboration. In the response fields, please include links to additional information that can help support your story as you answer the guiding questions.

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)]

• STATE REQUIREMENT

Chaffin Middle School will distribute informational packets each year that include a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year, and information about the system that will be used to allow parents and teachers to communicate.

• STATE REQUIREMENT

Chaffin will include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.

• STATE REQUIREMENT

To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible

parenting accessible through the school library, advertise the current selection, and provide parents the opportunity to borrow the materials for review.

- STATE REQUIREMENT

The principal of each school in a school district shall designate (1) certified staff member willing to serve as a parent facilitator.

- STATE REQUIREMENT

The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.

- STATE REQUIREMENT

To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

- Chaffin Middle School has a Parent Resource Center in the Library Media Center. The Parent Resource Center has information about the community and support services available. Materials to assist parents in their child's academic achievement are in the center, as well as materials that involve the growth and development of adolescence and related adolescent issues (drug use, depression, etc). Materials are available for checkout and parents are made aware of the center and its contents in the newsletter and by a sign posted on the welcome board in the front entry. Books, pamphlets, articles, and parent kits are available for parent use.

- The social worker assigned to Chaffin will meet with parents regarding student attendance and behavior. Resources will be made available when needed.

- As an ongoing practice, data collected from parent participation in school events, including parent-teacher conferences, will be used to determine the effectiveness of parent involvement initiatives.

- The school will provide a handbook review committee to evaluate the school handbook as it addresses or does not address the needs of students and parents. Suggestions and recommendations will be considered and changed to increase parent involvement efforts.

- Sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities - Student Success Plans. Parents whose students will attend Southside High School or Northside High School will meet in January (Tentative) 2025. Counselors spend several days with high school students discussing scheduling and reviewing Student Success Plans.

- The school will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically. The Parent Involvement Committee will collect and analyze the surveys and work with the PTA parent volunteer chairperson to coordinate events for the school.

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 include:*
 - *description of the engagement program*
 - *recommended roles for parents, students, teachers, 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)]

• Chaffin Middle School has a website at www.fortsmithschools.org/chaffin. This website contains information about our school's mission and history, academics, faculty, events, extracurricular activities, policies, and safety guidelines. Teacher websites and Google Classroom pages can also be accessed through this website.

• Teacher e-mail addresses are on the school's website and can be accessed through the Home Access Center and Schoology. Parents and teachers frequently communicate through e-mail. Parents and teachers schedule conferences as needed.

• Teachers have Schoology which contains classroom information. Parents can view presentations, notes, curriculum, and message teachers.

• The Fort Smith School District utilizes a computer program called Schoology. This program allows parents to view student's grades daily.

• Teachers send home class syllabi and additional class information each semester.

• Two parent-teacher conferences are held each year. Fall conferences for 2024 will be held on October 21st and October 24th. Spring conferences for 2025 will be held on March 17th and March 20th. Conferences will be from 3:30-6:30 in the evening. If this time doesn't fit a parent's schedule, they can meet with teachers at another time.

- Open House is an introduction to the school's teachers and content. Parents can visit each of their child's classes to meet teachers on August 13, 2024. Other information obtained at Open House includes a report on the state of the school and an overview of the Chaffin student handbook.
- Report cards and mid-term grades are sent to parents on a scheduled basis each quarter.
- Chaffin Middle School has a large Parent Teacher Association that is heavily involved throughout the school year (chaperone dances, work snack shack). Four PTA meetings with a large school event are held during the school year.
- At the beginning of the year, every family is given a school handbook, containing information about Chaffin's policies and procedures. Each family also receives a school calendar, which shows athletic and extracurricular activities for students and parents.
- A Parent Resource Center is stationed in the Media Center. The center provides information about programs and resources within the school community that provide support services to families. Materials to assist parents in their child's academic achievement are in the center, as well as materials that involve the growth and development of adolescence and related adolescent issues (drug use, depression, etc).
- Standardized test results are sent home and the counselors serve as a resource to help parents interpret scores.
- Teachers communicate with parents by notes, emails, and phone calls as situations arise.
- Several teachers send home a weekly/monthly update of events in their classroom.
- Chaffin Band, Athletics, and Orchestra have supportive Booster Clubs comprised of parent volunteers.
- The Career Technical Education (CTE) and Keystone classes invite parents and community members to guest speak about their careers.

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)]

- Professional Development is offered to all staff through the Arkansas IDEAS-AETN. Such courses include PIB 1854, PIG 1679, and PIE 14447.
- The District acknowledges that parents play an integral role in assisting student learning and that the parent is a full partner in the decisions that affect his or her child and family. In collaboration with parents, each public school district and each school within its boundaries will establish a parental involvement plan, including programs and practices that enhance parental involvement and reflect the specific needs of students and their families.
- The parental involvement program in each school will involve parents of students at all grade levels in various roles, be comprehensive and coordinated in nature, and recognize that communication between home and school should be regular, two-way, and meaningful. To encourage communication with parents, the school shall prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child. The school may plan and engage in 17 other activities determined by the school to be beneficial to encourage communication with parents.
- The school will make efforts to promote and support responsible parenting.
- Parents with concerns about the school and/or their student's education should conference with the classroom teacher first to address solutions. If a solution is unavailable, the parent should then conference with the building principal or assistant principal to work toward a solution.
- The Board of Education believes that all students benefit when the relationship between the home and school is strengthened. Therefore, the Board encourages families to participate in PTA activities and other school functions.
- Within seven (7) working days after receipt of a complaint, the Equity and Sexual Harassment Coordinator will appoint a committee composed of a parent, a principal, a teacher a central office administrator, and a student when appropriate. The central office administrator will act as the chairperson of the Hearing Committee. The chairperson may conduct the hearing or ask another committee member to do so.

- The Committee will hold a hearing with the complaining party within fourteen (14) working days of the receipt of the complaint. The hearing will be limited to involved parties only. The chairperson of the Hearing Committee may rule for an open meeting when appropriate.
- The complaining party and the Committee shall have an opportunity to present evidence, question parties involved, and bring in witnesses. The Committee will make a written report of their findings to the Superintendent. The Superintendent will make a decision based on the findings of the Committee.
- The decision will be in writing, and copies will be sent to the complaining party, the President of the Board of Education, the appropriate school principal, and the Equity and Sexual Harassment Coordinator within thirty (30) working days of receipt of the complaint.

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 assist 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)]

- Chaffin Middle School has a website at www.fortsmithschools.org/chaffin. This website contains information about our school's mission and history, academics, faculty, events, extracurricular activities, policies, and safety guidelines. Teacher websites and Google Classroom pages can also be accessed through this website.

- Teacher e-mail addresses are on the school's website and can be accessed through the Home Access Center and Schoology. Parents and teachers frequently communicate through e-mail. Parents and teachers schedule conferences as needed.

- Teachers have Schoology which contains classroom information. Parents can view presentations, and notes view curriculum, and communicate with teachers.

- The Fort Smith School District utilizes a computer program called Schoology. This program allows parents to view student's grades daily.

- Teachers send home class syllabi and additional class information each semester.

- Chaffin Middle School schedules two parent-teacher conferences a year. Fall conferences for 2022 will be held on October 14th and October 17th. Spring conference for 2023 will be held on

March 14th and March 17th Conference times are from 3:30-6:30.

- Open House (August 13, 2024) is an introduction to the school - faculty, content, elective activities, and organizations. Parents visit each of their child's classes to meet teachers. Other information obtained at the Open House includes a report on the state of the school and an overview of the Chaffin student handbook.
- Report cards and mid-term grades are sent to parents on a scheduled basis.
- Chaffin Middle School has a large Parent Teacher Association that is heavily involved throughout the school year (chaperon dances, work snack shack). Four PTA meetings with a large school event are held during the school year.
- At the beginning of the year, every family is given a school handbook containing information about Chaffin's policies and procedures. Each family also receives a school calendar, which shows athletic and extracurricular activities for students and parents.
- A Parent Resource Center is stationed in the Media Center. The center provides information about programs and resources within the community that provide support services to families. Materials to assist parents in their child's academic achievement are in the center, as well as materials that involve the growth and development of adolescence and related adolescent issues (drug use, depression, etc).
- Standardized test results are sent home and the counselors serve as a resource to help parents interpret scores.
- Teachers communicate with parents by notes and phone calls as situations arise.
- Several teachers send home a weekly/monthly update of events in their classroom.
- Chaffin Band, Athletics, and Orchestra have supportive Booster Clubs comprised of parent volunteers.
- Quarterly Parent-Teacher Association Meetings (TBA)
- STATE REQUIREMENT – 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 the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.
- STATE REQUIREMENT (Staff Development) The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations

and creating a climate conducive to parental participation.

- The PTA has a parent volunteer chairperson who is responsible for coordinating the volunteer list. Parents may select the committee, or task which interests them and donate whatever time they have available.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, 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 the said organization will be included in appropriate decisions?*
[A.C.A. § 6-15-1702(b)(8)(B)(ii)]
- Chaffin Middle School has a very active Partners in Education. Several local businesses join with the school to help in various ways. Perfect attendance rewards, guest speakers, mentors, and teacher appreciation are ways our partners work with the school.
- Mentors are provided through our Partners In Education, as well as local businesses and churches for both males and females in the school. The mentoring program provides a "trusted adult" for students who have been identified as needing social or academic support.
- The Parent Teacher Association provides a variety of resources for staff, students, and parents at Chaffin Middle School. Snack Shack, school dances, volunteering at Parent-Teacher conferences, publishing the school yearbook, and donating student incentives are all provided through the PTA.

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 school will hold a Title I Meeting on 8/13/2024 to inform parents of the requirements of Title I meeting and to inform parents of the requirements of Title I.
- The school will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically. The Parent Involvement Committee will collect and analyze the surveys and work with the PTA parent volunteer chairperson to coordinate events for the school.
- The school will use the results of the parent interest survey will be used to plan the parental involvement activities for the year.
- Parents may select the committee, or task which interests them and donate whatever time they have available.
- STATE REQUIREMENT - Chaffin Middle School will distribute informational packets each year that include a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate.
- STATE REQUIREMENT - Chaffin will include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solution.
- STATE REQUIREMENT - To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and allow parents to borrow the materials for review.

- STATE REQUIREMENT-The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator.
- STATE REQUIREMENT - The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.
- STATE REQUIREMENT – To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
- Chaffin Middle School has a Parent Resource Center currently in the Media Center. The Parent Resource Center has information about the community and support services available. Materials to assist parents in their child's academic achievement are in the center, as well as materials that involve the growth and development of adolescence and related adolescent issues (drug use, depression, etc). Materials are available for checkout and parents are made aware of the center and its contents in the Open House newsletter and by a sign posted on the welcome board in the front office. Books, pamphlets, articles, and parent kits are also available for parent use. The social worker assigned to Chaffin will meet with parents regarding student attendance and behavior. Resources will be made available when needed.

7: School-Parent Compact *(Title I schools)*

Describe the process the 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 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)]

- Open House (August 13, 2024) done in a virtual setting is an introduction to the school's teachers and content. Other information obtained at Open House include a report on the state of the school, the principal's expectations, an overview of the student handbook, and Schoology Center training.
- Chaffin Middle School schedules two parent-teacher conferences a year. Fall conferences for 2022 will be held on October 14th and October 17th. Spring conference for 2023 will be held on March 14th and March 17th Conference times are from 3:30-6:30.
- Quarterly Parent-Teacher Association Meetings (TBA)
- STATE REQUIREMENT – 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 the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.
- STATE REQUIREMENT (Staff Development) The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understanding of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.
- The PTA has a parent volunteer chairperson responsible for coordinating the volunteer list. Parents may select the committee, or task which interests them and donate whatever time they have available.

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 year schools are allocated student involvement funds. With this money, each school submits how Parent Involvement funds will be spent in the Title I budget. Committee members along with Parent representatives will be on the committee to decide how these funds will be allocated. Annual surveys will be sent out to parents to help determine expenditures based on student/family needs.

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)]

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 outlined 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)]

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](#)

School Name:	L. A. Chaffin Middle School
School Engagement Facilitator Name:	Katie Mankins
Plan Revision/Submission Date:	6/4/24
District Level Reviewer Name, Title:	Caroline Neel, Director of Federal Programs & Strategic Initiatives
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)
Jessica	Macy	English Teacher
Sara	Lawrence	Media Specialist
Camille	Monchamp	Parent
Jaxon	Moss	Student
Tim	Bailey	Mentor/Partners in ED.

(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.)