

Arkansas Indistar  
**District Parent and Family Engagement Plan**

**\*Please note: Your 20-21 plan has been populated below. Please make revisions or delete and paste your updated plan for 21-22.**

[Click to view Required Components Checklist](#)

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<b>District Name:</b>	Salem School District
<b>Coordinator Name:</b>	David Turnbough
<b>Plan Review/Revision Date:</b>	7/1/2021
<b>District Level Reviewer, Title</b>	David Turnbough, Federal Programs Administrator

**Committee Members, Role:**  
*(Select "Repeat" to open more entry fields to add additional team members)*

First Name	Last Name	Position
Jason	Miller	Board Member / Parent / Business Leader
Steve	Barker	Parent / Business Leader
Brandi	Sanderson	School Nurse / Parent
Lindsey	Wiseman	Elementary Teacher / Parent
Shaun	Windsor	Technology Coordinator
Ashlynn	Sanders	Student

**Committee Members, Role:**  
*(Select "Repeat" to open more entry fields to add additional team members)*

First Name	Last Name	Position
Corey	Johnson	Elementary Principal / Parent / Foster Parent
Cody	Curtis	High School Principal / Equity Coordinator
David	Turnbough	Federal Programs / Foster Parent
Wayne	Guiltner	Superintendent / Parent
Ted	Kerley	High School Teacher / Parent
Daniel	Busch	Parent / Community Leader

**1: Jointly Developed Expectations and Objectives**

*(Describe/List the District expectations and objectives for parent and family engagement. Describe/List how parents will be involved in the development of the district parent and family engagement policy. Describe/List how parents will be involved in the development and review of the School Improvement/Title I Schoolwide/Title I Targeted Assistance Plan and, if applicable, the Comprehensive Support and Improvement and the Targeted Support and Improvement plans. Describe/List how the District will submit to the State comments from parents who deem the LEA Plan unsatisfactory.)*

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

Hint

1. The Salem School District will develop and disseminate a district parental involvement policy. Parents will be including in the development of the family engagement policy and plan, and will be given opportunities to provide meaningful feedback to the staff members and administrators. The district will place the parental involvement plan on the district website, a link to the plan on the website is published in the student handbook, and a copy will be distributed to patrons that attend the annual public meeting. Copies will be available during each Parent/Teacher Conferences for parents and guardians to take home with them.

2. An annual meeting will be held to update policy for next year's Title I, Part A program. The meeting will be held in the Spring 2022, at the administration building. The meeting facilitator will be Mr. Wayne Guiltner. Parents/Patrons that are interested in serving on the committee may contact Mr. Guiltner at (870)895-2516.

3. The district will coordinate parental engagement activities with other programs located in the Salem community. Mr. David Turnbough, Federal Programs Coordinator, will be responsible for coordinating parental engagement activities with Salem Head Start, HIPPPY, and Early Horizons ABC Program.

4. Parental engagement contact person at each of the Title I, Part A schools:

High School – Cody Curtis (870)895-3293

Elementary School – Corey Johnson (870)895-2456

District Level David Turnbough (870)895-2516

5. An annual review of the effectiveness of the parental engagement policy will be conducted by the District Leadership Committee. The meeting will be held Spring, 2022. The meeting facilitator will be Mr. Wayne Guiltner. The review will consist of a review of current year policy and programs, a review of parental engagement activities, and a review of volunteer program. Parents/Patrons that are interested in serving on the committee may contact Mr. Guiltner at (870)895-2516. Any parent or community member may participate in the review process to ensure that all students and parents interests are represented. The committee will review the yearly parental surveys to help shape the expectations and objectives of the plan and policy for meaningful involvement of parents, family members, and community members.

The Salem School District also feels that the plan and policy are fluid in terms of access for input and improvement throughout the school year. Our goal is to provide to the best educational opportunities possible to our students. We welcome parent, family, and community input at any time during the school year.

The annual review will also include the review of each building's individual school plan.

6. The district parental engagement committee will help develop parental engagement policy and implement parental engagement activities as well as disseminate information to the community to promote parental engagement in the Title I, Part A schools. Committee Members include: Jason Miller, Board Member/Parent; Steve Barker, Parent; Brandi Sanderson, Nurse/Parent; Ted Kerley HS Teacher/Parent; Lindsey Wiseman, -Elementary Teacher/Parent; Shaun Windsor, Technology Coordinator/Communication Coordinator; Ashlynn Sanders, Student; Corey Johnson, Elementary Principal/ Parent/ Foster Parent; Cody Curtis, HS Principal; David Turnbough, Federal Programs Coordinator/ Foster Parent; and Wayne Guiltner, Superintendent/ Parent.

7. The district will ensure that parents and community members will be included that fully represent the students in the Salem School District and that reflect those students' interests. Copies of the parent and family engagement plans and policies will be housed on the district's website. Hard copies will be available at the parent centers located in principal's office in each building. Hard copies will be distributed during

Parent/Teacher Conferences in the fall and spring. Those responsible for the distribution will secure signatures at that time.

8. The district will post a parent friendly summary of the parent and family engagement plan online located under the parent tab. The summary will also be included in it in the student handbook. Handbooks were updated to insure the summary was easily located for both building handbooks.

9. The district will file a copy of the plan on Indistar each year by August 1. The updated plan will have been reviewed by parents, community members, staff members, administrators, and board members.

10. The district will update the plan on the website each year by August 1. The updated plan will have been reviewed by parents, community members, staff members, administrators, and board members.

11. **COVID Addition:** Parental input is crucial for the success of the Salem School District. COVID has emphasized the importance of communication and coordination with all of the Salem community. The District Support Plan was developed this summer with parental input. Parents were invited to give input on the plan during the early stages. It was shared by email before submittal to staff members, parents, grandparents, and community members. Several responded back and provided valuable feedback to shape the plan and make it better.

An enrollment survey was posted to determine number of students planning to use the "at home" option for the beginning of school. Mr. Guiltner did a phone message to encourage participation. Parents with no internet were encouraged to call the school, where the information could be recorded by phone.

**COVID YEAR 2:** It is our goal for all students to return for the 2021-2022 school year. We will be coordinating with families who have children or family members with special medical concerns.

## **2: Building Staff Capacity through Training and Technical Assistance**

*(Describe/List how the district will provide support and technical assistance to all its Title I schools in planning and implementing effective parent and family engagement practices, inclusive of school parent and family engagement policies/plans, school-parent compacts, and all Title I parent and family engagement requirements. Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.)*

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

Hint

1. The superintendent of schools (Wayne Guiltner), the federal programs coordinator (David Turnbough), and the building principals (Cody Curtis and Corey Johnson) will visit each school to observe family and parental engagement practices.

2. The building principals (Cody Curtis and Corey Johnson) will ensure that there is a constant effort to enhance the awareness and skills of teachers, pupil services personnel, and staff in reaching out to, communicating with, and working with parents as equal partners. Each school will provide meetings at the beginning of the school year to explain the positive working relationship necessary to support the success of students.

3. The superintendent of schools (Wayne Guiltner) will ensure, to the extent possible, that information is sent home in a language and form parents can understand. Documents will be translated to other languages when necessary to meet a parent's needs.

4. The superintendent of schools (Wayne Guiltner) will monitor each Title I, Part A school to ensure that each school performs the following tasks:

- a. Develops a parental involvement policy/plan and disseminates the policy/plan to the community.
  - b. Offers flexible meeting times.
  - c. Provides information to parents about the school's program, including parent information guides. The date, topic, and facilitator of such training will be listed in the school parental involvement plan.
  - d. Develops and uses a School/Parent Compact.
  - e. Provides training for parents in working with their child to improve academic achievement, this training will include instruction on the Home Access Center system in order to have realtime access to their child's attendance and achievement.
  - f. The district will provide professional development opportunities yearly during the "back-to-school" in-service week for teachers and staff members. Best strategies of engagement will be evaluated to help determine the future events for the upcoming school year.
  - g. The professional development required will meet the requirements of the Arkansas Department of Education. The district will require that all teachers and staff members participate in the annual professional development.
  - h. Each building principal will be responsible for providing annual training for any volunteers and substitute teachers that are volunteering or working in his building. Substitute / Volunteer packets will be given to each person working in those capacities.
5. The district will encourage parents to visit/volunteer at school. The district will assist staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.

6. **COVID Addition:** The district decided in May the direction the district was going to take with future AMI day instruction. Paper packets did not meet the instructional rigor that would promote student growth and learning that the Salem District was expecting. The district was already using Canvas as a LMS. The leadership team coordinated six weeks of training on Canvas and Zoom delivery of instruction. Six weeks were used to group staff members and training groups within a safe number for social distancing during the professional development sessions. The professional development included the use of Canvas, Zoom, and communication with parents and guardians. Part of the district's District Support Plan included practice days, if in school building attendance at the start of school, that would help students, teachers, and parents prepare for future AMI days or long-term at home instruction. The leadership team will also develop "how to" videos for parents and guardians to assist them as this transition occurs. On-site training for parents will be scheduled for the use of the LMS and the technology necessary at home for instruction to occur.

**COVID YEAR 2:** The district will continue to practice virtual instruction with the uncertainty of the virus and if or when it should have a surge. Summer PD was offered on two different days for staff members regarding Canvas and virtual delivery.

### **3: Building Parent Capacity**

*(Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents in helping their student's academic success. If applicable, describe how each discretionary item your district and parents chose will be implemented.)*

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

Hint

1. The federal programs coordinator (David Turnbough) will ensure that the district provides information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A.

2. The building principals (Cody Curtis and Corey Johnson) will assist in the development of parent engagement groups at each school.

3. The superintendent of schools (Wayne Guiltner) and building principals (Cody Curtis and Corey Johnson) will conduct an annual parent survey. This survey is designed to involve parents and improve school effectiveness. The survey will address the effectiveness of curriculum, technology, and other instructional methods or materials related to parental engagement.

4. The Salem School District will provide any reasonable support for parental engagement at the request of participating Title I, Part A parents. The use of funds is listed in the FGMS and Indistar uploaded documents. Any person needing additional information regarding support should contact the federal programs coordinator (David Turnbough).

5. **COVID Addition:** (Same training describe in second action.) The district decided in May (2020) the direction the district was going to take with future AMI day instruction. Paper packets did not meet the instructional rigor that would promote student growth and learning that the Salem District was expecting. The district was already using Canvas as a LMS. The leadership team coordinated six weeks of training on Canvas and Zoom delivery of instruction. Six weeks were used to group staff members and training groups within a safe number for social distancing during the professional development sessions. The professional development included the use of Canvas, Zoom, and communication with parents and guardians. Part of the district's District Support Plan included practice days, if in school building attendance at the start of school, that would help students, teachers, and parents prepare for future AMI days or long-term at home instruction. The leadership team will also develop "how to" videos for parents and guardians to assist them as this transition occurs. On-site training for parents will be scheduled for the use of the LMS and the technology necessary at home for instruction to occur.

**COVID YEAR 2:** An abbreviated PD session was offered to teachers during the summer of 2021. The district is planning a school year for on-site instruction for all students. The district will make special considerations for studnets or students with family members having special health concerns.

#### **4: Reservation and Evaluation**

*(Describe/List how the district will share with parents and family members the budget for parent and family engagement activities and programs and how parents and family members will be involved in providing input into how the funds are used. If the district does not receive a Title I, Part A allocation greater than \$500,000, then the district is not required to include a description of its Reservation of Funds. If a reservation is required, then a minimum of 90% of that 1% must go to the schools, with priority given to high-need schools. Describe/List actions for how the annual evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.)*

#### **Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

Hint

1. Parents have an opportunity to provide feedback each year to the administration and board during the Annual Public Meeting. Time is allotted each year for that purpose.

2. An annual review of the effectiveness of the parental engagement policy will be conducted by the District Leadership Committee. The meeting will be held Spring, 2022. The meeting facilitator will be Mr. Wayne Guiltner. The review will consist of a review of current year policy and programs, a review of parental engagement activities, and a review of volunteer program. Parents/Patrons that are interested in serving on the committee may contact Mr. Guiltner at 870.895.2516. The committee will review the yearly parental surveys to help shape the expectations and objectives of the plan and policy for meaningful involvement of parents, family members, and community members.

The annual review will also include the review of each building's individual school plan.

3. Parents not serving on the committee will have the opportunity to complete surveys regarding the events that have been held. An online survey has been used that is not time consuming and is more convenient for parents to complete. The committee will review the yearly parental survey results.

4. The goal of the the committee members, included parents and community representatives, will be to shape our plan and policy from the data and information shared to design evidence-based strategies to foster more effective parental engagement.

5. **COVID Addition:** The district conducted an additional survey during the summer. A phone notice was sent out to every home. Information was also shared on social media. Parents were told where to access the survey about internet connection and devices at home. Parents who had no internet were given instructions on the phone message on how to share their data. The data results were evaluated by the leadership team to determine where hot spots were needed within the district for families without internet to have an access point to download instructional material. Access spots were chosen in terms of common or frequent use (Dollar General, Town & Country, ...) for the convenience of the parents. The district will have to evaluate throughout the year to determine the effectiveness of the hot spots and locations. If necessary they will be moved, or more will be added.

**COVID Year 2:** The district, along with parental input, has determined that on-site instruction is the goal for the 2021-2022 school year. Equal internet access, including hot spots, were a extremely difficult challenge for our district due to our geographical location. Parents expressed concern about driving to hot spots for a weekly download, as well. On-site appears to be the choice for parents of our community.

## **5: Coordination**

*(Describe/List how the district will coordinate with other organizations, businesses, and community partners to provide additional supports and resources to families such as public preschool programs or organizations to help students transition to elementary, middle, high, and postsecondary schools or careers.)*

**Does the District Parent and Family Engagement Plan describe how the district will accomplish each of the required components?**

Hint

1. The district will support parent resource centers in each building. Materials and information will be for parents and community members. The principals, Mr. Curtis and Mr. Johnson will maintain and update the centers as needed.

2. The district will reach out to the local Head Start Program and the Early Horizons Preschool each year to promote a successful transition from Pre-K to kindergarten. Each year, the district will offer a special day for those children to ride a bus to school, eat in the lunchroom, and tour the elementary facilities.

3. The district will promote an annual Open House to allow new families to transition to the Salem School District. Back-to-school packet information can be distributed, including the Parent Compact. Parental Involvement Plans can be distributed. Parents and students will be given a chance to meet their child's teacher/teachers and tour the buildings.

4. The district will partner with outside agencies such as ASU Mountain Home Tech Center and Ozarka to provide educational opportunities for our students, ranging from concurrent credit to technical certifications.

5. The district will partner with Ozarka and provide on site space for a welding program that offers during school hours instruction for students and after hours instruction for adults residing in the community.

6. **COVID Addition:** As part of the District Support Plan, several MOU's were added. The district is partnering with the local electric co-op who supplies community wide internet. The hot spots will run through their access lines. Hot spot locations were based upon frequent use by parents and community members, so MOU's were developed with those business partners to use their locations.

**COVID Year 2:** The district has learned the value of internet at the home level. Hot spots were not effective at our district and community. It will continue to partner and support the local electric co-op

(NAEC) and its development of NEXT, which will provide internet access to all rural homes in northcentral Arkansas. NAEC has always been a critical community partner to our school district, and we will continue to value and support their efforts.

(Find complete guidance on the [DESE Parent and Family Engagement Requirements](#) webpage.)

### **ADE Reviewer Responses by Section**

#### **Section 1 - Jointly Developed Expectations and Outcomes**

- Changes Required
- Federal Compliance
- State Compliance

#### **Comments:**

10/13/2020 FScott

Meets required components

#### **Section 2 - Building Staff Capacity through Training and Technical Assistance**

- Changes Required
- Federal Compliance
- State Compliance

#### **Comments:**

10/13/2020 FScott

Meets required components

#### **Section 3 - Building Parent Capacity**

- Changes Required
- Federal Compliance
- State Compliance

#### **Comments:**

10/13/2020 FScott

Meets required components

#### **Section 4 - Reservation and Evaluation**

- Changes Required
- Federal Compliance
- State Compliance

#### **Comments:**

10/13/2020 FScott

Meets required components

#### **Section 5 - Coordination**

- Changes Required

- Federal Compliance
- State Compliance

**Comments:**

10/13/2020 FScott

Meets required components

Close