Salem High School Parent/Community Engagement Plan 2025-2026 School Year

1. Jointly Developed Expectations and Objectives

Describe how the Salem High School works with parents and families to develop and review relevant plans, policies, and strategies related to engagement.

Guiding Questions

1.1: *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families? [A.C.A. § 6-15-1702(a)]*
1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

[ESSA § 1116(c)(3)]

1.1 The Salem High School will host the following events to involve parents in the joint development of its district and school parental engagement plans by allowing parents access, opportunity to review, and opportunity to provide feedback during:

A. Annual Report to the Public in September

B. Annual Title I Meeting in August

C. Open House and Orientation in August

D. Parent Meetings Ongoing

E. Parent/Teacher Conferences in October and March

F. Parent Surveys in May/June

G. Annual Review of the Policies and Plans in the Spring semester

H. Monthly Board Meetings

I. Freshman Orientation in May for students and parents.

J. 7th Grade Orientation in August

K. Parental Awareness Nights (Social Media, College & Career Focus)

1.2 Approximately 65% of the families in our district are described as low socio-economic families. We make every effort to treat all families the same and offer the same opportunities to all families with children at Salem High 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 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)(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)]

2.1 The school will make informational packets available at the parent center throughout the school year. Information regarding volunteering will be available at the parent center, as well.

Policies and plans will be available to all parents, guardians, and community members on the website at www.salemschools.net. The website is ADA compliant. However, the district and schools will make every effort to ensure that the information provided is accessible and easy for all parents to understand.

The district and schools will use the Home Access Center (HAC) to inform parents and guardians about their children's grades and attendance. Parents can access lunch menus online or through the Nurtislice App. EZSchoolPay will allow parents and guardians private access to meal charges and payments. Renaissance Place will give parents and guardians access to their children's library selections.

The district and schools will use newsletters, Facebook, Twitter, and a phone messaging system to communicate with and keep parents and guardians up-to-date on their children's education and school functions.

Throughout the year, the schools will post new videos on the Salem School Parent Resource Video Series link. On that link, short videos are provided that explain curriculum, food service, and other day-to-day information that parents and guardians may be interested in knowing or understanding better.

2.2 Most of the school programs, like eTrition for example, provide options for forms or parent letters in multiple languages. Each year, in the back-to-school packets provided to all parents, a home language survey is included. The school will provide necessary resources to any families identified from the survey with another primary language other than English used in the home.

2.3 The high school will work with families to accommodate their schedules. For example, during Parent/Teacher Conferences multiple meeting times, methods, and days, if necessary, will be offered.

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)]

3.1 The Salem High School will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

Each year, during the back-to-school in-service week, professional development will be provided to all staff members regarding strategies (what has been successful at Salem High School and what has not) that will be implemented for the current school year.

The building principal will emphasize the most effective communication strategies for the Salem community.

The website will meet ADA standards for access to those needing assistance for accessing information. The

elementary handbook does include information for complaint resolution.

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 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)]

4.1 The building principal, Cody Curtis, will ensure that the high school provides information to participating parents in such areas as national, state, and local education goals. All parents will be invited to the Public Meeting to discuss curriculum, goals and testing data for the district. During the first parent/teacher conference in the fall, teachers will discuss the ACT Aspire results with the parents. Teachers will go over the areas where the child meets standards, as well as areas where the child needs remediation. Both in the fall and spring conference, teachers will discuss Star levels with each parent to look at the child's progress in reading. Before testing begins in the spring, each building will provide testing information to the parents in the form of testing tips. School notices will also be sent out to keep parents informed of the process. The building principal will also meet with all students prior to testing week to go over procedures and expectations. Parents will be contacted by messaging to make them aware of the same procedures and expectations, too.

4.2 Parents may contact the Federal Programs Coordinator to access information regarding the Schoolwide Title I program at Salem Schools. Information regarding Title I required components, accessing student progress and grades, and accessing teacher qualifications can be provided upon request. The same information will be shared during the Annual Report to the Public, during the Annual Title I Meeting, and during Parent/Teacher Conferences. Parents concerned about their child's progress may contact the building principal at any time to set up a meeting with the classroom teacher or teachers to discuss the academic progress.

4.3 The building principal (Cody Curtis will host multiple meetings each year to involve parents and to get contact information as well as their input. For example, there is a 7th grade orientation each year. Parents provide contact information for the principal to establish a close relationship. Procedures and other information are discussed and explained to the parents. The 7th grade also provides daily contact by using communication folders for every student. These go home everyday and the parents know to check folders for information. Additionally, the building principal along with the junior high counselor will host a Freshman Orientation in May for students and parents. The orientation will be after working hours to accommodate parents' work schedules.

4.4 Approximately 65% of the district is economically disadvantaged. The district is also extremely rural in terms of location and availability of parent resources. Realizing this, the district directs all communications with the same efforts and strategies to reach those parents. The district uses surveys, phone messaging, informative videos for parents on the website, social media,... The elementary and junior high aged students are provided communication folders to take home each day. Parents are informed at the beginning of the year to look for those folders. Student progress, informative notes, and other district information are communicated through the folders.

4.5 Each building has a parent information center. Various pamphlets, magazines, posters, and other forms of information are available. Most are free to take. Parents have access to school libraries, as well.

4.6 The department website tools and information are shared at the public events throughout the year. Each year, during the back-to-school professional development, teachers are provided meal planning training as well as physical activities to be used in the classroom and shared with parents for use at home. Malinda Mathis from the County Extension Office provides that training each year.

Both the high school and elementary schools will have literacy interventionists that will communicate strategies to parents regarding reading levels of their children and how to improve those levels. They will help develop plans for those not on level for the new 3rd grade requirement, as well in the other grade levels.

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)]

5.1-5.2 The Salem High School will continue to include members from local businesses, community members, churches, etc....on committees in order to get the opinions from these groups. The availability of resources from each group will be used to support families when determined that those resources are helpful by the district to meet the needs of students.

The district recognizes the many valuable partners in the Salem community will continue to foster those relationships.

Some examples are but are not limited to:

(1) Maintaining a positive relationship with the elementary school to promote a healthy transition to the high school from the elementary school.

(2) Coordinating with the local banks to host the Ready, Set, Graduate Program for our seniors each year as they prepare for family life and careers.

(3) Coordinating with the local churches as they support the students through programs like the weekend Backpacks and the Fifth Quarter program.

(4) Coordinating with the local VFW to support a flag etiquette program for our students.

(5) Coordinating with the local county extension office to support various programs ranging from healthy eating, the Body Walk, and Camp Fit-and-Fun.

(6) Hosting many in-school events ranging from Grandparents Breakfast to the Science Fair to make all community members feel welcome at the Salem District.

(7) Hosting Reading Under the Lights to promote reading at all age levels.

(8) Coordinating with a local pharmacy to provide students and families with personal care kits.

5.3 The Salem High School will provide any necessary support and resources to parent groups ranging from the multiple parent booster supporters to any PTA or PTO future events. At this time there is no PTA or PTO. There are various booster groups supporting athletics and the band program.

Each year, we purchase a yearly parent engagement radio ad plan with KSAR, our local radio station. The plan includes multiple ads per day, as well as additional informational ads during sporting events.

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)]

This district will organize a Title I meeting each year before the school year begins for students. This year the meeting will be held on August 8, 2024. Another meeting will be scheduled at the end of the year. The date and time will be announced. Parents will be informed of the schoolwide program and the instructional programs that are supported by Title I funds. Parent's Right To Know information will also be discussed, as well as other important information for parents as their children begin the school year.

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

Describe the process School will follow to jointly develop with parents a School-Parent Compact as required under Title I, Part A.

Guiding Questions

7.1: *How does the School jointly develop a School-Parent Compact which does the following:*
- *Outlines how parents, the entire School staff, and students will share the responsibility for improved student academic achievement*
- *Addresses the importance of regular two-way, meaningful communication through:*
  - *conferences (no fewer than 2 each year)*
  - *frequent reports on progress*
  - *reasonable access to staff*
  - *opportunities to volunteer*
  - *observation of classroom activities*

[ESSA § 1116(d)]

7.2: *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*
- *Including parent-teacher conferences in elementary Schools, at least annually*
- *Include a link or insert the language of the compact to demonstrate this requirement has been met.*

[ESSA § 1116(d)(2)(A)]

7.1-7.2 The Salem High School will develop a Student/Teacher/Parent Compact each year at the beginning of the school year. This compact will accompany the student handbook and other back-to-school documents distributed to each household. They will be distributed each year in the parent information packets. The compact outlines the responsibility goals for the students, the parents, the teachers, and the building principal to provide the best educational environment for the students' learning and academic achievement.

The school will emphasize a positive environment for communicating with parents by:

1. Hosting two parent/teacher conferences each year. The conferences are scheduled for October 21, 2025, and March 12, 2026.

2. Hosting a public meeting in September for all parents, guardians, and community members.

3. Encouraging point-in-time communication for student progress at any time during the school year by face-to face meetings, phone calls, e-mail, communication apps, or progress notes home.

4. Mailing home progress notes at each mid-quarter.

5. Encouraging teachers to use communication apps, such as Remind.

6. Posting events and information using social media and the website.

7. Posting events and information on the school sign.

8. Publishing events and information in the local newspaper and on the local radio station.

9. Encouraging parental and community members to volunteer in various roles during and after the school day. Volunteer information is located at each parent center or can be requested from the principal.

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.

Assurances

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly.

Required...your form will not save unless all boxes are checked.

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)]*

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 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:	Salem High School
School Engagement Facilitator Name:	Cody Curtis
Plan Revision/Submission Date:	July 30, 2025
District Level Reviewer Name, Title:	David Turnbough, Federal Programs Coordinator
District Level Approval Date:	July 31, 2025

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)***
Cody	Curtis	High School Principal
David	Turnbough	Federal Programs Coordinator/ Foster Parent
Wayne	Guiltner	Superintendent/Parent
Kelly	Miller	Parent
Lindsey	Wiseman	Elementary Principal/Parent
Lucinda	Bishop	Parent

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 501-371-8051.

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