

Arkansas Indistar

District Engagement Plan

Page 1 of 1

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. At the bottom of this form, you will find guidance on the required documentation upload for Federal Monitoring for 2022-23.

1: Jointly Developed Expectations and Objectives

Describe how the LEA works with parents and families to develop and review relevant plans, policies, and strategies related to engagement, including establishing expectations and objectives.

Guiding Questions

- **1.1:** *How does the LEA involve parents in the development and review of the District Engagement Plan, 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?*
[ESSA § 1116(a)(2); 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(a)(1)]
- **1.3:** *How has the Engagement Coordinator and/or Committee worked with the School Improvement/District Support Committees in order to incorporate the Engagement Plan into the Schoolwide Plan?*
[ESSA § 1116(a)(2)]
- **1.4:** *What expectations and measurable objectives has the LEA established for meaningful family and community engagement?*
[ESSA § 1116(a)(2)]

1.1 The Salem School District will develop and disseminate a district parental involvement plan, as well as 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. This plan is also part of the schoolwide improvement plans listed on the website.

1.2 Committee members were selected that represented both buildings in terms of children being enrolled in the elementary and high school. Some members were selected to represent the local businesses and community members, with parents/guardians working in the local area. Some members have foster children. Some are from homes that would be considered low socioeconomic homes. We did include parents that also had ties to the school, whether licensed or non-licensed personnel.

1.3 The Salem School District is a small, rural district, so there is an overlap of committee members who are willing to serve on multiple committees. They are exposed to multiple aspects of school planning and policies. They are able to see the connection between the schoolwide and the engagement aspects.

1.4 The District Leadership Team analyzes various engagement opportunities. How many parents attended Parent/Teacher Conferences? Was Fall or Spring more popular and why? Is there a day of the week or a time more conducive to better attendance. How many attended the Annual Report to the Public? Is there a better way to communicate that information? Which activities were attended and which ones were not? What do our survey results from the parents tell us? What were the totals?

2: Building Staff Capacity

Describe how the district will support all its Title I schools in planning and implementing effective engagement practices.

Guiding Questions

- **2.1:** *How will the district provide support and technical assistance to all of its Title I schools in planning and implementing effective parent and family engagement practices? This includes*
 - *jointly-developing school engagement plans*
 - *implementing effective parent and family involvement activities*
 - *jointly-developing school-parent compacts*

[ESSA § 1116(a)(2)(B)]
- **2.2:** *How does the LEA 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 are aware of:*
 - *the value and utility of contributions of parents*
 - *how to reach out to, communicate with, and work with parents as equal partners*
 - *how to implement and coordinate parent programs*
 - *how to build ties between parents and the school*

[ESSA § 1116(e)(3)]
- **2.3:** *How will the district 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 are you ensuring that relevant information is 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)]

2.1 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.

2.2 The building principals (Cody Curtis and Lindsey Wiseman) 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.

2.3 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. Parents will be able to access paper copies from the website or per request if a printer is not accessible. Extra plans will be accessible at each school's parent center. The district will also communicate necessary parent information through social apps and phone messaging throughout the school year.

3: Building Parent Capacity

Describe how the LEA supports parents in helping with their student's academic success.

Guiding Questions

- **3.1:** *How does the LEA provide assistance to parents in understanding the following?*
 - *the challenging State academic standards*
 - *State and local academic assessments*
 - *the requirements of Title I, Part A*
 - *how to monitor a child's progress and work with educators to improve the achievement of*

their children

[ESSA § 1116(e)(1)]

- **3.2:** *What types of materials and training does the LEA provide to help parents work with their children to improve 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); ESSA § 1116(e)(4)]

- **3.3:** *In what ways does the LEA conduct outreach to ALL Title I, Part A parents and family members (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)?*
[ESSA § 1116(a)(1)]

3.1 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. 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.

3.2 The building principals (Cody Curtis and Lindsey Wiseman) will assist in the development of parent engagement groups at each school. Mr. Curtis hosts 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 elementary provides daily contact by using communication folders for every student. These go home everyday and the parents know to check folders for information.

3.3 Approximately 65% of the district are 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: Coordination

Describe how the LEA will coordinate with other organizations, businesses, and community partners to provide additional supports, services, and resources to families that encourage and support parents in more fully participating in the education of their children.

Guiding Questions

- **4.1:** *How does the district 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)]

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

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.

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.

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

5: Evaluation and Reservation

Describe how the LEA evaluates the content and effectiveness of its Engagement Program in improving the academic quality of all schools. Describe how the LEA reserves and uses Title I funds for parent and family engagement programs and activities.

Guiding Questions

- **5.1:** *How does the LEA review and approve the Engagement Plan for each school?*
 - *Describe the process used to ensure each school plan is in full compliance with applicable codes.*
[ADE Rules Governing Parental Involvement Section 4.03]
- **5.2:** *What process does the LEA utilize to conduct an evaluation of the content and effectiveness of the Engagement Program?*
 - *Who is responsible?*
 - *When will it be conducted?*
 - *How will parent input be solicited?*
 - *How will it be disseminated?*
 - *Ensure the evaluation of the Engagement Program in Title I schools includes:*
 - *barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*
 - *the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers*
 - *strategies to support successful school and family interactions*
[ESSA § 1116(a)(3)(D)(i-iii); A.C.A. § 6-15-1702(b)(9)]
- **5.3:** *How does the LEA use the findings from the evaluation to develop strategies for more effective engagement and to revise, if necessary, parent and family engagement policies in order to improve the academic quality of all schools?*
 - *How will the findings of the evaluation be shared with families and the community?*
[ESSA § 1116(a)(2)(E)]
- **5.4:** *If The LEA is required to 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 LEA spending those funds?*
 - *How is the LEA determining the priority of how funds are spent?*
 - *Who is involved in determining that?*
[ESSA § 1116(a)(3)(A)]

- **5.5:** *How does the LEA/school provide opportunities for parents and family members to be involved in providing input into how the funds are used? How will the district share the budget for engagement activities and programs with parents and family members?*

[ESSA § 1116(a)(3)(B); ESSA § 1116(a)(3)(C); ESSA § 1116(a)(3)(D)(i-v)]

5.1 The District Leadership Committee reviews the content of the plans each year. The building principals work with the federal program coordinator to make necessary changes to the plans.

5.2 An annual review of the effectiveness of the parental engagement policy will be conducted by the District Leadership Committee. The meeting will be held each Spring, which would allow any policy adjustment required by law. 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.

The Salem School District has performed very well on state assessments and other indicators, such as the ACT. However, we are constantly looking at programs and practices to improve curriculum and instruction. We recognize that barriers, such as poverty, homelessness, and race need to be analyzed as well. We recognize the impact these barriers have on the parents and students of this community. We want all students to have access to a quality educational experience at the Salem School District.

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.

5.3 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. The results considered by the committee may shape the plan, the policy, the handbook, or just basic practices within the buildings.

5.4 The Salem School District does not meet the \$500,000 threshold for the required set-aside/reserve funds.

5.5 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.

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 to make sure all parents have a voice.

Assurances

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

A.1: LEA understands that by August 1st annually, it must review and update accordingly the District Engagement Plan.

[A.C.A. § 6-15-1704(a)(1-2)]

A.2: LEA understands that the District Engagement Plan should be sent to the State for review in Indistar no later than August 1st. If the plan is returned for revisions, those revisions should be made and the plan sent for an additional review within two weeks.

[A.C.A. § 6-15-1704(a)]

A.3: LEA understands that the District Engagement Plan must be made available to families and the local community on the district website under State Required Information no later than August 1st; if

revisions are necessary, the final accepted copy should take its place once available.

[A.C.A. § 6-15-1704(a)]

☑ **A.4:** LEA 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.5:** LEA 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.6:** LEA understands its obligation to train all volunteers at least annually and be able to provide proof of that training, if requested.

[A.C.A. § 6-15-1703(b)]

☑ **A.7:** LEA 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.8:** LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.

[ESSA § 1116(a)(3)(A)]

☑ **A.9:** LEA 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.10:** LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. These comments can be sent to ade.engagementmatters@ade.arkansas.gov

[ESSA § 1116(b)(4)]

☑ **A.11:** LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

[ESSA § 1116(e)(14)]

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](#)

District/LEA Name:	Salem School District
District Engagement Coordinator's Name:	David Turnbough
Plan Revision/Submission Date:	7/08/2022
District Level Reviewer Name, Title:	David Turnbough, Federal Programs Administrator

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)
Jason	Miller	Board Member / Parent / Foster Parent / Community Member

Brandi	Sanderson	Nurse / Parent
Lindsey	Wiseman	Elementary Principal / Parent
Shaun	Windsor	Technology Coordinator
Daniel	Busch	Parent / Community Member
Mary	Harris	Parent / Community Member

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)
David	Turnbough	Federal Programs / Parent
Wayne	Guiltner	Superintendent / Parent
Cody	Curtis	High School Principal / Parent
Lucinda	Bishop	Parent / Community Member
Britney	Fowler	Parent / Community Member
Miranda	McCullough	Elementary Teacher / Parent

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)
Maddie	Price	Student
Maddie	Busch	Student

(Find additional guidance on the [DESE Parent and Family Engagement Requirements](https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs) 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.)

Required Uploads for 2022-23

Monitoring is the regular and systematic examination of a state’s administration and implementation of a federal education grant, contract, or cooperative agreement. The monitoring process is designed to assess the degree to which program requirements are being fulfilled. Note: the following boxes are just a portion of the full Federal Monitoring tool. The full list of evidences you should maintain can be found here: <https://dese.ade.arkansas.gov/Offices/public-school-accountability/federal-programs>

I have read and understand that all evidence requested below must be uploaded in the **2022-2023 Engagement** folder in Indistar by October 1, 2022.

<p>The Engagement Plan was developed jointly with parents, agreed upon, and disseminated to parents. ESSA §1116(a)(2)(A) and (b)(1)</p>	<p>Evidence that the LEA involves parents in the development of the Engagement Plan (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - One example of a Committee meeting sign-in sheet that clearly identify parents in attendance and minutes from that committee meeting - One example of other communications such as emails or open-response surveys regarding topics related to the Engagement Plan that verify parent input <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p> <p>(The following information should already be found on the District website.) Evidence of how the Engagement Plan is disseminated to families and the community</p>
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	<ul style="list-style-type: none"> - Required: posted to district website by August 1st - Required: parent-friendly summary as supplement in student handbooks
<p>LEA ensures the Title I school Engagement Plan has been implemented and that each Title I school has carried out requirements to build parent capacity. ESSA §1116 (e)(1-5,14)</p>	<p>Evidence that each Title I school provides assistance to parents in understanding challenging state academic standards, assessments, and how to monitor students' progress (Provide each of the following two items.)</p> <ul style="list-style-type: none"> - Title I meeting agenda/minutes/slide deck - One example of parent/teacher conference documentation showing how teachers work with families on these topics <p>Evidence that each Title I school provides materials and training to help parents work with their children to improve student achievement. (Provide at least two examples.)</p> <ul style="list-style-type: none"> - Photos of parent resource centers or links to digital resource centers - Resources posted to the website, LMS, social media, etc. - Recordings or agendas from workshops to address literacy or math strategies - Tutorials/videos posted on website and/or social media - Materials sent home to assist parents with curriculum, assessments, or other concepts that assist with student achievement <p>[Upload above documentation for one Title I school into Indistar in the 2022-2023 Engagement folder by October 1, 2022. LEA should maintain documentation for EACH Title I school at the local level to be available to be uploaded into Indistar at the request of the SEA.]</p>
<p>LEA should use the annual evaluation findings to help improve the Engagement efforts. ESSA §1116 (a)(2)(E)</p>	<p>Evidence the LEA has used the findings from the annual evaluation to design evidence-based strategies for more effective parental engagement and to revise, if necessary, the Engagement policies (Provide at least one example.)</p> <ul style="list-style-type: none"> - Survey results with meeting minutes - Focus group notes/minutes/reports - Written reports indicating how the LEA will respond to the data <p>[Upload this evidence into Indistar in the 2022-2023 Engagement folder by October 1, 2022.]</p>
<p>The LEA's Engagement Plan includes strategies for the inclusion of parents of private school children. ESSA §§1116,1117(a)(1)(B)</p>	<p>LEA must complete the required Affirmations of Consultation with Private Schools form and should have been uploaded to the 2022-2023 Title I folder in Indistar by May 1, 2022.</p>
<p>At the beginning of each school year, the LEA notifies the parents of each student about the right to request information regarding the professional qualifications of the student's classroom teachers and paraprofessionals. ESSA §1112(e)(1)(A-B)</p>	<p>LEA must upload a completed Copy of the Annual Parent Notice: Right to Request Teacher Qualifications into Indistar to the 2022-2023 Engagement folder by October 1, 2022 verifying that parents were informed and received timely notification if their student has been assigned to or taught four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.</p> <p>*Search TransAct ParentNotices for document "TPQ-01" for editable template in 10 languages, if needed.</p>

DESE Reviewer Responses

Section 1 - Jointly Developed Expectations and Outcomes

- Changes Required
- Compliance is Met

Comments:

Section 2 - Building Staff Capacity through Training and Technical Assistance

- Changes Required
- Compliance is Met

Comments:

Section 3 - Building Parent Capacity

- Changes Required
- Compliance is Met

Comments:

Section 4 - Coordination

- Changes Required
- Compliance is Met

Comments:

Section 5 - Reservation and Evaluation

- Changes Required
- Compliance is Met

Comments:

Close