

AR
Russellville School District
P.O. Box 928
Russellville AR 72811
479-968-1306

District Parent and Family Engagement Plan

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|---------------------------------------|------------------------------|
| District Name: | Russellville School District |
| Coordinator Name: | Jenny Barber |
| Plan Review/Revision Date: | 9/23/2019 |
| District Level Reviewer, Title | Supervisor, Federal Programs |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|------------|---|
| Mark | Gotcher | Superintendent |
| Danny | Brackett | Assistant Superintendent |
| Karie | Turney | Director, Elementary Teaching and Learning |
| Judy | Pennington | Director, Secondary Teaching and Learning |
| Jenny | Barber | Supervisor, Federal Programs and Preschool |
| Danielle | Stewart | Supervisor, English Language Learners and Title III |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|-------------------------------------|
| Brittany | Turner | Director, Special Services |
| Renae | King | Supervisor, Special Education |
| Krista | Geurian | Coordinator, Preschool Program |
| Marcela | Estrada | Hispanic Parent and Family Liaison |
| Annie | Schanink | School Nurse Coordinator |
| Rachel | Jones | District Communications Coordinator |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|--|
| Chrissy | Clayton | Director, Center for the Arts |
| Angela | McGuigan | Parent Engagement Facilitator, for Center Valley (Title I) |
| Jessica | Davis | Parent Engagement Facilitator for Crawford (Title I) |

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|----------|---------|---|
| Jennifer | Fuller | Parent Engagement Facilitator for Dwight (Title I) |
| Kathy | Steffy | Parent Engagement Facilitator for London (Title I) |
| Liz | Mullins | Parent Engagement Facilitator for Oakland (Title I) |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|------------|--|
| Trecia | Willcutt | Parent Engagement Facilitator for Sequoyah (Title I) |
| MaryAnn | Baker | Parent Engagement Facilitator for Russellville Intermediate School (previously Upper Elementary Fifth Grade) |
| Melinda | Swift | Parent Engagement Facilitator for Russellville Middle School |
| Terra | Hale | Parent Engagement Facilitator for Russellville Jr High School |
| Desha | Lewis | Parent Engagement Facilitator Russellville High School |
| Matt | Kordsmeier | Principal, RJHS, School and Community Representative |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|---|
| Shelby | Lewis | Teacher, School and Community Representative |
| Barbara | McShane | Principal, Sequoyah School and Community Representative |
| April | McNack | Parent, Community |
| Claudia | Mendoza | Parent, Community |
| Patrick | Minahan | Parent, Community |
| Vicky | Mistler | School Nurse, Dwight School and Community |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|---|
| Antonia | Orellana | Teacher, Oakland School and Community |
| Fred | Teague | RUSS BUS Homeless Services Community |
| Tonjia | Waldon | Secretary, Middle School School and Community |
| Sarah | Walker | Instructional Technology Facilitator School and Community |

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|---------|--------|---------------------------------------|
| Tiffany | Walker | Parent and Community |
| Wesley | White | RSD School Board School and Community |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|--|
| Misty | Barron | Parent and Community |
| Aflah | Alali | Parent, Community |
| Justin | Price | Parent, Community |
| Liz | Schwehm | Parent, Community |
| Sheri | Shirley | Principal, Oakland Heights and Parent School and Community |
| Carole V | Smith | Arkansas Tech Professor Community |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|--|
| Maria | Solis | Parent and Community |
| Nicki | Stone | Russ Bus, Homeless Resources Community |
| Swymn | Bryan | RMS Principal School and Community |
| Kenneth | Bastiste | Parent, Community |
| Jenna | Beavers | Student Community |
| Emily | Bowen | Student Community |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|--|
| Gregory | Burns | Community |
| Alene | Bynum | Assistant Superintendent, retired 2019 |
| Connie | Campbell | Parent and Community |
| Alejandra | Carballo | AR Tech, Community |
| Lilly | Copeland | Student Community |
| Tessa | Dollar | Parent, Community |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|----------------------------|
| Mariah | Ferguson | Student, Community |
| Melanie | Flores | Student, Community |
| Tonya | Gibson | Parent, Community |
| Kristi | Goodman | Parent, Community |
| Paul | Gray | Teacher, Including Teacher |

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|--------|---------|---|
| | | Cadet Program, RHS, Community and School |
| Rechel | Harrell | Parent, Community |

Committee Members, Role:

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

| First Name | Last Name | Position |
|------------|-----------|---|
| Jeff | Holt | Safety Coordinator Assistant Principal RMS Parent School, Community |
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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?

The district will schedule a review of the district Title I Application annually as a free standing piece of the Annual Ensuring Student Success Committee. Parents, Community, Students, Teachers, and Patron groups are represented in this group. The meeting will be held at least annually with specific feedback requested. The most recent meeting was held in November 2018, and the feedback was used for current year plans. Another session or sessions will be scheduled in the 2019-2020 school year to assist with parental and community input as well as to assist with needs assessments. If parents find any plans unsatisfactory, the District will first attempt to include feedback into current or upcoming plans. If this is not possible or reasonable, the District Federal Programs Supervisor or Superintendent will submit a report to the AR DESE Federal Programs Office/Title IA Coordinator.

The annual meeting includes reflective questions and group work centered around the different programs as well as the Four Components of Title IA Schoolwide Schools under ESSA.

A review of grade level, building, and district data is included in the review. Feedback is used to ensure that the current year and upcoming Title I Application is meeting School Board Goals, Title I Components, and individual and community family and student needs for ensuring student success in a safe learning environment.

The District will provide support for language translations of written and verbal communication such as School Messenger as well as Interpreters at the annual meeting, which is offered in Social Media platforms for live engagement during the meeting where possible.

The District will maintain, publish, and and review regularly the Family and Community Engagement Policy and Plan. The District will involve families, parents and the community in the development of long range planning of the district through inclusion in District Stakeholder meetings and committees such as the School Improvement Planning (Ensuring Student Success) at the District level. Annually: at least one interactive on site meeting, to be held in Spring 2020 to facilitate August 1 submission in 2020.

The District schools will annually survey parent interest in volunteering at school through a uniform survey sent

with student packets in the Fall each year. The responses will be maintained and utilized for contacting parents for volunteering. Schools may send additional survey questions to parents as well. Schools are encouraged to solicit information about interests, frequency of availability, options for volunteering from home and to engage in other activities to welcome families, parents, and the community as volunteers. [Responsible: Building Principals and Certified Parent Facilitators: Annually in August and September 2019 and in April-May 2020 to facilitate August 1 2020 submission]

School Building leadership and parental engagement teams are being encouraged to utilize resources made available through AR DESE/Parental Engagement and Toolkit, as well as links provided for Harvard Center for the Developing Child, Trauma Informed/Social Emotional Resources, Graduate School of Education Parental Engagement. A shared google file is utilized to continually update teams and building administrators with available information.

All District schools will have at least one designated certified Family and Community Engagement facilitator, appointed by the building principal. Russellville School District maintains a stipend schedule for this purpose. The appointed individual shall help organize meaningful training for staff and parents to include development of parent engagement groups at each school; promote and encourage a welcoming atmosphere to foster family, community, and parent engagement; undertake efforts to ensure that family/parent/community participation is recognized as an asset to the school. Parent meetings and engagement groups shall be involved in activities such as Building School Improvement Plan development and evaluation/review, Family and Community Engagement Plan development and evaluation, school focus groups, as well as in organized PTO committees as is comfortable for each parent.

Family and community engagement groups are organized annually by the Superintendent and Assistant Superintendent in collaboration with department directors/supervisors for similar purposes at the District level. Parents may contact each building principal for the current coordinator using the district email format: firstname.lastname@rsdk12.net. This information is also posted on the building web site and family and community engagement plan.

An Annual Public meeting shall be scheduled at the District level prior to November 15 annually for reporting to parents and patrons the District's progress in meeting state and federal standards for achievement. This Annual meeting is to be the forum for explaining to parents and the community the State's content and achievement standards, State and local student assessments, and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;

Each school in the District shall also host an Annual Public Meeting to report individual progress to parents on these same standards and to solicit interactive feedback from parents and patrons.

The District will work diligently to ensure that accurate data is available to Arkansas Division of Elementary and Secondary Education for use in the LEA and School Annual Report Card. The District will monitor and ensure that required parental notices due to teacher qualifications or licensure, School Status for Student Achievement, under ESEA and AR statute(s) are disseminated as appropriate to families in identified buildings.

Each school in the District shall maintain an identified Parent Center and maintain information for parents and will advertise selections available periodically.

The District will ensure that family and community members who have disabilities, limited English proficiency, are migratory, or have other cultural or life circumstances which may result in barriers to participation have equal and full access to family and community engagement through support such as Interpreters and Translation and maintenance of barrier free building and meeting access, flexible scheduling, and other services.

The District will monitor and ensure that families and the community are welcomed in the schools and that policies and procedures are not present that would discourage family visits to schools or to their child's classroom.

The District will ensure that District and School web sites are maintained with appropriate Family and Community Engagement plans and information annually

The District will monitor and ensure that each school in the District receiving Title One, Part A of the Elementary and Secondary Act (ESEA) funding shall complete all required Title I related Family and Community Engagement tasks annually.

Each school receiving Title I funding shall develop a plan for family and community engagement that includes the elements within the District policy and plan. The individual schools shall have family and community engagement plans developed and evaluated with input from the community as well as parents and families whose children participate in the Title I program, and shall annually involve parents in reviewing the Title I program, the policy, and the plan to ensure continued improvement.

In addition to the Annual Report to Patrons, each school receiving Title I funding shall convene minimally an annual meeting, or several meetings at varying times if necessary to adequately reach parents and families of participating students, to inform parents of the school's participation in Title I, its requirements regarding family and community engagement, and explain parents' right to be involved in the education of their child (ren).

Buildings including those receiving Title I funding are encouraged to have two meetings per year with parents to ensure adequate participation in plan development and evaluation. Buildings will maintain separate documentation of all Title I related meetings with parents. The use of surveys, social media, and other methods are encouraged but are not intended to replace face to face, interactive opportunities for parents to provide input/feedback.

Each school receiving Title I funding shall develop a compact with parents that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and for building partnerships that will enable students to meet Arkansas' academic standards. This compact will be provided to parents through multiple venues and in written format annually.

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?

Russellville School District will maintain a coordinated Family and Community Engagement program in which activities of the District enhance the engagement strategies of other programs, including Title I, Special Education, competitive grants, Title III English Language Learners, Migrant Services, Preschool, and other applicable programs in the District.

The District will continue to collaborate and coordinate with area Private Providers of Early Childhood Care and Education Programs as well as the local Head Start Agency and local Arkansas Better Chance for Success Providers annually before Kindergarten Roundup Registrations.

The district may partner with or utilize parent resource centers or other state or community based organizations to foster parental involvement and provide literacy and technology training to parents. Families and the Community will be provided with resources for resolving complaints and concerns annually in student handbooks as well as on the District website rsdk12.net

Multiple resources from AR DESE and others will be promoted and made available to building parent facilitators and administrators through shared Google Drive, emails, face to face facilitator meetings, and presentations at regular leadership meetings.

The District Family and Community Engagement and School Improvement/Ensuring Student Success Committee will continue to research and disseminate strategies to eliminate barriers that may prevent families and parents from being fully involved in their child's education. Examples: flexible scheduling of Parent Teacher conferences as

needed; identify and modify other successful family and community engagement programs to suit the needs of our district; mentor and train families to enhance and promote the involvement of other families and parents; provide reasonable support for other family and community engagement or parental involvement activities as parents may reasonably request.

The District will provide or ensure the provision of annual training for all teachers, building level Principals and Administrators, and certified Family and Community Engagement facilitators, and will provide the support necessary to enable them to plan and implement effective family and community engagement activities (per current AR law and regulation for Professional Development). Professional Learning will include information and resources for teachers, schools and school teams to utilize to provide families and the community with the materials and training needed to effectively assist student achievement.

The district may partner with or utilize local, state or community based resources to foster family and community engagement, including provision of literacy and technology training for families and community volunteers. Examples are to provide individuals with skills to utilize technology resources such as presentation software, search engines, School Messenger, Project Based Learning information, and other programs.

Each building will schedule two Parent Teacher Conferences annually, and expectations shall include the provision of alternate or flexible scheduling for those parents who may not be able to attend on scheduled dates.

Parents are encouraged to participate in Parent Teacher Organizations and other parent programs at the building level, including review of Title One programs at applicable buildings and in Building School Improvement Plans at all buildings. Federal Programs

Parents of students in private schools will be included in activities for parents; teachers and administrators in participating private schools will be included in all federally funded parental involvement efforts.

Private schools will receive collaborative consultation in determining what services will meet the needs of their students and parents.

A parent friendly summary of the District Family and Community Engagement Plan shall be included in parent packets and handbooks and the parent signature document annually.

Each school in the District receiving Title One, Part A of the Elementary and Secondary Act (ESEA) funding shall develop a plan for parental involvement that includes the elements within the District policy and plan. The individual schools shall have family and community engagement plans developed with input from parents whose children participate in the Title I program, and shall annually involve parents in reviewing the Title I program, the policy, and the plan to ensure continued improvement.

School Building administration and staff will be supported in keeping parents informed about family and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand. The District will provide support for language translations of written and verbal communication such as School Messenger as well as Interpreters at regularly scheduled Parent Teacher and other conferences and meetings. This helps to ensure that parents of limited English proficient students are able to be active participants in assisting their children to attain language proficiency and achieve at high levels.

The District will monitor and ensure that parents of limited English proficient students are provided will all required notice and information regarding the reason(s) for the identification of their child; the child's level of proficiency and how that was assessed; the status of academic achievement; methods of instruction used in the program; how the program will meet both strengths and needs of their child and specifically assist them in learning English and meeting age appropriate academic standards; specific exit requirements of the program; and how the program meets the needs of a child with any identified disability under IDEA; and all parental rights in writing including the right to decline enrollment in the program; remove their child from the program; and to select among other options if available.

Through Title I funds, the District will ensure that 1% of the annual allotment is set aside

for Family and Community Engagement activities, and that at least 90% of the set aside will be utilized to provide

reasonable support for supplemental family and community engagement activities for Title I buildings, including those activities which may be jointly funded.

The District will provide resources to schools in ensuring that parents receive assistance in understanding such topics as Arkansas academic content standards and student academic achievement standards as well as state assessments. Locally used assessments will be included in this process.

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?

Each building principal and facilitator is responsible for ensuring that opportunities meet the needs of parents in that building and level of student education. The district may additionally partner with or utilize local, state or community based resources to foster family and community engagement, including provision of literacy and technology training for families and community volunteers. Examples are to provide individuals with skills to utilize technology resources such as presentation software, search engines, School Messenger, Project Based Learning information, and other programs.

Each school in the District receiving Title One, Part A of the Elementary and Secondary Act (ESEA) funding shall develop a plan for parental involvement that includes the elements within the District policy and plan. The individual schools shall have family and community engagement plans developed with input from parents whose children participate in the Title I program, and shall annually involve parents in reviewing the Title I program, the policy, and the plan to ensure continued improvement.

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?

Russellville School District annually receives more than \$500,000 in Title I allocation.

The district reserves annually at least 1 percent for parent and family engagement activities. In accordance with federal regulations, at least 90% of that 1% is allocated to Title I schools, with priority given to high-need schools. The free and reduced lunch population count from Cycle Two of the prior school year is used to assist in equitable distribution of funds to schools. Specific needs at each building are also considered in developing the budget amounts.

The annual Title I and Parental Engagement Meetings are utilized to obtain parental feedback on the Title I Supplemental Parental Engagement expenditures.

Schools are provided with resources to explore evidence based practices. When expenditures are proposed, the School Improvement Plan for individual buildings is expected to be at the basis of the activity and expenditure.

The district and building level evaluation and review of plan(s) is utilized to pinpoint areas where parents/families

may feel disconnected and buildings are expected and encouraged to focus upon those areas in annual planning.

The process and mechanism for district review of Indistar based plans is expected to yield more evidence based and authentic two way parental and family engagement. The annual review will be utilized to educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement Family and Community Engagement programs that will promote positive partnerships between the school and parents.

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?

Russellville School District will maintain a coordinated Family and Community Engagement program in which activities of the District enhance the engagement strategies of other programs, including Title I, Title IIA, Special Education, competitive grants, Title III English Language Learners, Title IV, Migrant Services, Preschool, and other applicable programs in the District.

The District will continue to collaborate and coordinate with area Private Providers of Early Childhood Care and Education Programs as well as the local Head Start Agency and local Arkansas Better Chance for Success Providers annually before Kindergarten Roundup Registrations.

The School Board and Superintendent as well as program directors, supervisors, and coordinators will continue to collaborate with community and state service providers and entities to maximize the impact of funding, services, and programs available to RSD parents and students.

(See complete [Arkansas Guide for District Parent and Family Engagement Plan](#) for references)
