



RUSSELLVILLE BOARD OF EDUCATION

REGULAR BOARD MEETING

Tuesday, May 12, 2026 at 6:00pm

THE BOARDROOM AT RUSSELLVILLE HIGH SCHOOL

THIS MEETING WILL BE AUDIO RECORDED

The media has been notified of this meeting.

1. CALL TO ORDER

1.1. The meeting will be called to order by the Board President.

1.2. Pledge of Allegiance

2. ROLL CALL

2.1. Board Member Roll Call

3. CELEBRATIONS

3.1. RSD Student Celebrations

3.2. 6A Quiz Bowl State Champions 2026

4. TEACHING AND LEARNING

4.1. Academic Success

5. PUBLIC COMMENT

6. CONSENT AGENDA

6.1. Consider approving minutes from the April 14, 2026, Regular Board Meeting.

6.2. Consider approving RHS Debate Team, Richmond, VA - Out of State Travel.

6.3. Consider approving RHS FBLA Nationals, San Antonio, TX - Out of State Travel.

6.4. Consider approving RMS History Day Nationals, Washington, DC - Out of State Travel.

6.5. Consider approving Chartwells Contract Renewal for the 2026-2027 School Year.

6.6. Consider approving service agreement with Datamax for the 2026-2027 School Year.

6.7. Consider approving agreement with Stephens, Inc to serve as Municipal Advisor for the 2026-2027 School Year.

6.8. Consider approving renewal agreement with Educational Benefits, Inc as "Agent of Record" for the 2026-2027 School Year.

6.9. Consider approving Related Service Contracts for the 2026-2027 School Year.

6.10. Consider approving Building Level Academic Improvement Plans for the 2026-2027 School Year.

7. SCHOOL BOARD ORGANIZATION

7.1. Board Member Appointment Discussion

8. FINANCE

8.1. Financial Report for Period 10

9. DISCUSSION

10. EXECUTIVE SESSION

11. PERSONNEL

11.1. Consider approving all certified and classified staff resignations, transfers, additional stipends, and employment recommendations.

11.2. Consider approving the Board Hiring Resolution 2026.

11.3. Executive Director of Operations

12. ADJOURNMENT



Regular Board Meeting
Tuesday, April 14, 2026 6:00pm

The Boardroom at Russellville High School
2203 S. Knoxville Ave.
Russellville, AR 72802

Jason Cunningham: Present
Donna Hindsman: Present
Don Jacimore: Present
Tyler Loop: Present
Joe Sitkowski: Present
Jeff Terry: Present
Janet Winn: Present
Present: 7.

1. CALL TO ORDER

1.1. The meeting will be called to order by the Board President.

The meeting was called to order by Mr. Jacimore at 6 p.m.

1.2. Pledge of Allegiance

2. ROLL CALL

2.1. Board Member Roll Call

All members were present.

3. PUBLIC COMMENT

Gillian Bazzelle, Parent - Policy

4. CELEBRATIONS

4.1. RSD Student Celebrations

Gabe Taylor, 4th grader at Sequoyah Elementary, was recognized by his principal, Mrs. Cheneval, for being an Empathetic Leader. Gabe was accompanied by his family. Grey Walker, 4th grader at Sequoyah Elementary, was recognized by her principal, Mrs. Cheneval, for being an Empathetic Leader. Grey was accompanied by her family. Navid Jaspau, 4th grader at Sequoyah Elementary, was recognized by his principal, Mrs. Cheneval, for being a Critical Thinker, Navid was accompanied by his mother.

4.2. 5A Swim State Champions

Gary Knudsen recognized the 2026 RHS 5A Boys State Runners Up, and RHS 5A Girls State Champion Swim Teams. Team Members in attendance were Gidian Fuller, Jenni Belongia, Georgia Owe-Spaght, Jacob Hann, Maxwell Smith, Jaxon Vitols, Sophia Duggan, Lochlan Brown, Harper Miller, Jonathan Crow, Jonathan Nelson, Ashlyn Latus, Annabeth Miller and Gabriella Palmer. The swim teams are coached by Gary Knudsen, Jazz Johnston, Boundy Balenko and Jon Clements.

4.3. RSD Staff Celebrations

Mr. Hines and Ms. Monfee recognized the RSD District TOSA's (Teacher On Special Assignment) for Staff Excellence. TOSA's in attendance were Tracy Dunn, Jonathan Livermore, Stephanie Perkins, and Rebecca Ward. Not in attendance: Rebecca Shafer

5. TEACHING AND LEARNING

5.1. Academic Success

6. CONSENT AGENDA

To approve all consent agenda items as presented. This motion, made by Jason Cunningham and seconded by Jeff Terry, Carried. 6:34 p.m.

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea

Yea: 7, Nay: 0

6.1. Consider approving minutes from the March 10, 2026, Regular Board Meeting.

6.2. Consider approving RHS Robotics, St. Louis, MO - Out of State Travel.

6.3. Consider approving the revised 2026-2027 School Calendars for Students and Staff.

6.4. Consider approving the 2024-2025 Final Audit Report as prepared by Cobb and Suski, Ltd.

6.5. Consider approving Cobb & Suski, Ltd. Certified Public Accountants of Little Rock to perform a financial audit for the year ending June 30, 2026.

6.6. Consider approving Assurances ESEA - ESSA & IDEA Federal Funds for the 2026-2027 School Year.

6.7. Consider approving School Psychology Specialist Intern Contract, Melia Johnsgard.

7. FINANCE

7.1. Financial Report for Period 9

8. POLICY

To approve all policy revisions as presented. This motion, made by Jason Cunningham and seconded by Tyler Loop, Carried. 6:38 p.m.

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea

Yea: 7, Nay: 0

8.1. Consider approving policy revisions to Section 1: Board Governance and Operations.

8.2. Consider approving policy revisions to Section 3: Licensed Personnel.

8.3. Consider approving policy revisions to Section 4: Students.

8.4. Consider approving policy revisions to Section 5: Curriculum and Instruction.

8.5. Consider approving policy revisions to Section 6: School, Home, and Community Relations.

8.6. Consider approving policy revisions to Section 7: Business and Financial Management.

8.7. Consider approving policy revisions to Section 8: Classified Personnel.

9. DISCUSSION ITEMS

10. EXECUTIVE SESSION

There was no request for Executive Session.

11. PERSONNEL

11.1. Consider approving all certified and classified staff resignations, transfers, additional stipends, and employment recommendations.

To approve all certified and classified staff resignations, transfers, additional stipends, and employment recommendations. This motion, made by Donna Hindsman and seconded by Joe Sitkowski, Carried. 6:42 p.m.

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 7, Nay: 0

12. SCHOOL BOARD ORGANIZATION

12.1. Board President

To approve Jeff Terry as Board President. This motion, made by Joe Sitkowski and seconded by Jason Cunningham, Carried. 6:43 p.m.

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 7, Nay: 0

12.2. Board Vice-President

To approve Don Jacimore as Board Vice-President. This motion, made by Jeff Terry and seconded by Tyler Loop, Carried. 6:43 p.m.

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 7, Nay: 0

12.3. Board Secretary

To approve Donna Hindsman as Board Secretary. This motion, made by Tyler Loop and seconded by Jason Cunningham, Carried. 6:44 p.m.

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 7, Nay: 0

12.4. Board Disbursing Officer

To approve Janet Winn as Board Disbursing Officer. This motion, made by Donna Hindsman and seconded by Jeff Terry, Carried. 6:45 p.m.

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 7, Nay: 0

12.5. Legislative Liaison

To approve Donna Hindsman as the Legislative Liaison. This motion, made by Jeff Terry and seconded by Janet Winn, Carried. *6:46 p.m.*

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 7, Nay: 0

12.6. Delegate Assembly

To approve Donna Hindsman to the ASBA Delegate Assembly. This motion, made by Jeff Terry and seconded by Janet Winn, Carried. *6:46 p.m.*

Jason Cunningham: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Tyler Loop: Yea, Joe Sitkowski: Yea, Jeff Terry: Yea, Janet Winn: Yea
Yea: 7, Nay: 0

13. ADJOURNMENT

The meeting adjourned at 6:46 p.m.

Board President

Board Secretary



RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date:

Item Title: RHS Debate Team to attend Nationals

Responsible Administrator: Dr. Mounts

Strategic Plan Priority: Academic Success

Background: The RHS Debate team is qualified to attend the National Speech and Debate Association's National tournament hosted in Richmond, Virginia. These students have qualified by winning our District tournament against ALL competitive members in Arkansas.

Four to six students will attend a national tournament in Richmond, Virginia. The students will be driven by their coach in a school vehicle. The tournament runs from 6/14-6/20. They plan to drive up the day before and leave the following day, for a total of 7 days in a hotel. Two club coaches (district-approved drivers) will be in the school vehicle, and a third coach will take a separate personal vehicle to haul luggage.

Recommended Action: To approve the RHS Debate Team's attendance at the National Speech and Debate Association tournament in Richmond, Virginia.



RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 9, 2026

Item Title: FBLA National Competition

Responsible Administrator: Dr. Mounts / Josh Edgin

Strategic Plan Priority: Academic Success

Background

3-5 FBLA State Winners and Runner ups will be traveling to San Antonio Texas to compete in the National FBLA competition. Students will be driven to the competition in the school vehicle accompanied by their teacher Amanda Lowe. The dates of the trip will be June 28th - July 3rd.

We will have an estimated 2 -3 rooms during the stay depending on the number of students who attend. The trip will be paid for with Perkin's funds, school activity funds, fundraising, and department funds.

Recommended Action:

To approve the RHS FBLA's attendance at the National FBLA Competition in San Antonio, Texas.



RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026

Item Title: RMS History Day Students to attend National History Day

Responsible Administrator: David Farr

Strategic Plan Priority: Academic Success

Background:

Three students will attend the National History Day Competition in Washington, DC. Each student will fly with a parent to the University of Maryland. The competition runs from 6/14-6/18. Each student will be staying on campus at the University of Maryland with a parent in their dorm room. The group sponsor will drive their personal vehicle in order to transport props and materials for students.

These RMS students qualified to attend the National Competition in Washington, DC. These students have qualified by placing first or second place in the Arkansas State History Day Competition in April.

Recommended Action: To approve these RMS students to attend the National History Day Competition in Washington, DC.



RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026
Item Title: Food Service Management Company (FSMC) Contract Renewal with Chartwells for 2026-27
Responsible Administrator: Justin Robertson
Strategic Plan Priority: Financial Stability

Background:

On June 11, 2024, the Russellville Board of Education approved to enter into a contract with Chartwells Food Service Management Company for the 2024-25 school year. This contract was renewable for four (4) additional years pending annual approval by the Arkansas Department of Education Child Nutrition Unit (ADE/CNU). Administration sees no reason not to renew the FSMC contract for the 2026-27 school year with Chartwells.

Recommended Action:

Renew the Child Nutrition Food Service Management Contract (FSMC) with Chartwells for 2026-27 school year.

THE SCHOOL YEAR 2026-2027 CONTRACT RENEWAL
School Food Authority Renewal of Food Service Management Company Contract

In accordance with 7 C.F.R. § 210.16(d), the contract between a school food authority and a food service management company shall be for a duration of no longer than 1 year, and options for the yearly renewal of a contract signed after February 16, 1988, may not exceed 4 additional years. All contracts shall include a termination clause whereby either party may cancel for cause with a 60-day written notification.

Important information:

This renewal is invalid until written approval is received from the Arkansas Department of Agriculture, Food and Nutrition Division; hereafter, State Agency (SA).

Contract renewals submitted after June 30, 2026, may require the School Food Authority (SFA) to return to a self-operated Food Service Program.

SA has included the pricing details of the district’s current contract or most recent contract renewal. If the district plans to operate any part of the Child Nutrition Program differently than stated in the original contract or contract renewals, an addendum for the amended portion of the contract must be attached with the details for SA approval. All amendments must be documented, reviewed, and approved by SA prior to execution. Additionally, SA must review and obtain awarding agency approval for all proposed contract modifications when the scope of a contract or the change increases the contract amount by more than the Simplified Acquisition Threshold [2 C.F.R. § 200.324(b)(5)]. SA must be able to determine and confirm that amendments are developed by the SFA (not the FSMC) to ensure compliance with USDA Guidance.

Instructions for completing this renewal.

- A. Complete all sections.
- B. Check the boxes as they apply in each section to indicate completion.
- C. All fee increases, including allocated charges, must be linked to the Consumer Price Index (CPI-U) for January 2026 for Food Away from Home for all Urban Consumers. The table is included in the renewal packet and should be returned with the packet.
- D. The maximum rate of increase for the 2026-2027 school year is 4.0%. Price increases can be less than 4.0 % but cannot exceed this rate.
- E. Price increases will be carried out four (4) places to the right of the decimal. **DO NOT round.**
- F. Obtain school board approval.
- G. This entire renewal packet, along with any amendments and school board minutes, is due by Friday, May 22, 2026, to the following State Agency email address: cnumeals.rfp@ade.arkansas.gov. Incomplete packets will not be processed for approval but will be returned to the district for corrections or revisions.

Section 1: Intent to Renew or Terminate the FSMC Contract and Meal Equivalency Factor

- A. It is the intent of district administration and the district’s governing board to renew this FSMC contract for the 2026-2027 SY.
- B. The contract will not be renewed. The superintendent must sign and return the entire renewal form to the SA.

Superintendent signature: _____ Date: _____

- C. Meal equivalency rates will be applied to cash sales using the formula described in the Request for Proposal (RFP)/contract. Total free lunch reimbursement for the 2026-2027 school year + USDA-donated food value + Arkansas state matching = the meal equivalency rate. The rate is provided by SA when reimbursement rates are received from the United States Department of Agriculture (USDA). Items converted to meal equivalents include cash sales, such as à la carte sales (and non-program meals in contracts beginning 2024). Catering and vending sales are not converted to meal equivalents.

Section 2: Pricing determined using the CPI-U for January 2026 for Food Away from Home for All Urban Consumers. Price increases can be up to 4.0%. A lesser rate is also acceptable. Price increases will be carried out in four (4) places to the right of the decimal. DO NOT round. See Table 1 attached.

Cost Reimbursable Contracts Option A only (fees are per meal)

A. Administrative Fee Increase	
Current Administrative Fee	\$ <u>0.2068</u>
Proposed Administrative Fees 2026-2027 SY:	
Student Breakfast	\$ <u>0.2150</u>
Student Lunch	\$ <u>0.2150</u>
Student Afterschool Snack	\$ <u>.2150</u>
Non-student Breakfast <i>(for contracts beginning 2021, 2022, or 2023 only)</i>	\$ <u>.2150</u>
Non-student Lunch <i>(for contracts beginning 2021, 2022, or 2023 only)</i>	\$ <u>.2150</u>
B. Management Fee Increase	
Current Management Fee	\$ <u>0.0827</u>
Proposed Management Fees 2026-2027 SY:	
Student Breakfast	\$ <u>.0860</u>
Student Lunch	\$ <u>.0860</u>
Student Afterschool Snack	\$ <u>.0860</u>
Non-student Breakfast <i>(for contracts beginning 2021, 2022, or 2023 only)</i>	\$ <u>.0860</u>
Non-student Lunch <i>(for contracts beginning 2021, 2022, or 2023 only)</i>	\$ <u>.0860</u>

Cost Reimbursable Contracts Option B with Fixed Monthly Fee only (Fixed rate X # of weeks/months)

- A. Current fixed monthly fee \$ _____ X _____ (# of weeks/ months) = \$ _____
- B. Proposed 2026-2027 SY fixed monthly fee \$ _____ X _____ (# of weeks/ months) = \$ _____

Fixed Rate Contracts Option A only (fees are per meal)

A. School Breakfast (fixed meal rate)	
Current fixed rate or fee	\$ _____
Proposed fixed rate or fee for 2026-2027 SY	\$ _____
B. School Lunch (fixed meal rate)	
Current fixed rate or fee	\$ _____
Proposed fixed rate or fee for 2026-2027 SY	\$ _____
C. Afterschool Snack (fixed meal rate)	
Current fixed rate or fee	\$ _____
Proposed fixed rate or fee for 2026-2027 SY	\$ _____

Fixed Rate Contracts Option B with Fixed Monthly Fee only (Fixed rate X # of months)

A. Current fixed rate per month \$ _____ X _____ (# of months) = \$ _____

B. Proposed 2026-2027 SY fixed rate per month \$ _____ X _____ (# of months) = \$ _____

Section 3: Other Contract Provisions or Amendments in the Scope of the Contract N/A

A. See Important information on page 1 for details.

If the SFA and the FSMC are not operating in accordance with the terms of the original contract or the most recent contract renewal, those changes must be attached to this renewal for approval by SA. Include amendments, subcontracts, letters, or other statements of agreement, such as emails, that would indicate any changes. Note: Changes must not bring about a material change to the contract.

The changes are attached.

There are no changes to the original contract or contract renewals.

B. Summer Feeding Programs (must be part of the original solicitation and have Schedule C approved).

Serving Site(s): Middle School, High School, Junior High School, London, Oakland Heights, Crawford, Center Valley

Indicate the program: Seamless Summer Option (SSO) OR Summer Food Service Program (SFSP)

Indicate meal type: Congregate Non-Congregate Bulk Feeding

Indicate the total number of serving days in July/August 2025: 39 and/or in May/June 2026: 31

Not offering summer feeding programs

C. Fresh Fruit and Vegetable Program (FFVP)**

Adding the program

Discontinuing the program

Not offering FFVP

List of schools in the district, either added or deleted:

**Since FFVP is a cost-reimbursement grant, adding or discontinuing the FFVP would not constitute a change to the FSMC contract. FFVP is not calculated by a fixed per-meal rate or by meal equivalency; it only allows for the direct cost (food and certain non-food supplies) and administrative cost, which can be up to 10% of the grant award. The administrative cost is not entitlement for the SFA or the FSMC.

D. For original contracts requesting a loan for investment:

N/A or proceed below if the investment was requested.

Indicate the amount of investment agreed upon in the original contract: \$ _____

Provide the total amount borrowed to date: \$ _____

Provide the total amount paid to date: \$ _____

Provide the total amount owed: \$ _____

Is interest charged to the non-profit food service account? Yes No

List items purchased with the investment:

E. For original contracts requesting a monetary guarantee:

N/A or proceed below if the guarantee is requested.

Indicate the newly negotiated guaranteed amount for the 2026-2027 SY \$ 100,000

Was the previous guarantee met? Yes No

F. List changes in the number of schools served within the district. N/A

List all schools that have been added or deleted since the original contract.

G. For procurements made by the FSMC on behalf of the district:

General procurement standards require that documented procurement procedures be followed by the FSMC whenever purchases are made on behalf of the district. 2 C.F.R. § 200.318(a)(b).

All equipment purchases must be approved by the SFA prior to the purchase.

2 C.F.R. § 200.439(b)(1).

The district is responsible for monitoring the compliance of its contractors.

2 C.F.R. § 200.501(h).

H. School board action required - Attach the minutes showing that the contract renewal was approved.

Section 4: Signatures

A. Signatures:

This contract must be signed by the district superintendent, the school board president, the FSMC representative, and approved by the Arkansas Department of Agriculture, Food and Nutrition FSMC Program Supervisor.

District Superintendent (print full name): _____

Superintendent signature: _____

Date: _____

District School Board President (print full name): _____

District School Board President signature: _____

Date: _____

FSMC representative (print full name): _____

FSMC representative signature: _____

Date: _____

Do not write below this line

State Agency use only:

State Agency Approval

Program Manager (print full name): _____

Program Manager signature: _____

Date: _____

This institution is an equal opportunity provider.

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): U. S. city average, by expenditure category

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): U.S. city average, by expenditure category, January 2026 [1982-84=100, unless otherwise noted]

Expenditure category	Relative importance Dec. 2025	Unadjusted indexes			Unadjusted percent change		Seasonally adjusted percent change		
		Jan. 2025	Dec. 2025	Jan. 2026	Jan. 2025- Jan. 2026	Dec. 2025- Jan. 2026	Oct. 2025- Nov. 2025	Nov. 2025- Dec. 2025	Dec. 2025- Jan. 2026
All items	100.000	317.671	324.054	325.252	2.4	0.4	-	0.3	0.2
Food	13.698	335.517	343.795	345.165	2.9	0.4	-	0.7	0.2
Food at home	8.325	310.936	315.664	317.431	2.1	0.6	-	0.6	0.2
Cereals and bakery products	1.035	355.964	361.984	366.830	3.1	1.3	-	0.5	1.2
Meats, poultry, fish, and eggs	1.995	339.169	346.815	346.613	2.2	-0.1	-	-0.2	0.2
Dairy and related products(1)	0.758	272.038	268.951	271.185	-0.3	0.8	-	0.9	0.8
Fruits and vegetables	1.269	355.837	355.246	358.840	0.8	1.0	-	0.4	0.1
Nonalcoholic beverages and beverage materials	0.995	225.510	232.021	235.761	4.5	1.6	-	0.4	0.1
Other food at home	2.273	273.796	279.814	279.657	2.1	-0.1	-	1.4	-0.3
Food away from home(1)	5.373	375.532	389.889	390.471	4.0	0.1	-	0.7	0.1

[CPI Home: U.S. Bureau of Labor Statistics \(bls.gov\)](https://www.bls.gov)



RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026
Item Title: Copier Maintenance & Service Contract Renewal 2026-2027
Responsible Administrator: Justin Robertson
Strategic Plan Priority: Financial Stability

Background:

Datamax (formally Wight Office Machines, Inc. of Russellville) is our maintenance and service provider for all District copy machines. The contract expires June 30, 2026. The 2026-2027 rates reflect no change from the prior year.

The maintenance and service renewal rates for the 2026-27 school year will be:

B/W: \$.00736 per click
Color: \$.07 per click

Also, Datamax will continue to offer a \$700.00 monthly credit (\$8,400.00 annually) to offset the cost of employing a copy center technician.

Recommended Action:

Renew the service agreement with Datamax for the 2026-2027 school year.



April 6, 2026

Russellville Public Schools

COPIER SERVICE QUOTE

Thank you for the opportunity to renew the copier maintenance contract for the upcoming 2026-2027 school year.

SCHOOL YEAR: JULY 1, 2026 -- JUNE 30, 2027

We offer the following for your consideration for all equipment:

B/W: \$.00736 per click

Color: \$.07 per click

A \$700 credit will continue to be issued, reflected on the monthly invoice, for tech assistance.

These rates include everything needed to operate equipment, except paper and staples.

There are no increases reflected in the above quote from the 2025-2026 quote previously provided by Wight's. We appreciate the opportunity to continue servicing your account and partner with you.

Thank you,

Kristen Finkbeiner
Director of Administrative Services



RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026
Item Title: Stephens, Inc. Municipal Advisor Agreement 2026-2027
Responsible Administrator: Justin Robertson
Strategic Plan Priority: Financial Stability

Background:

The current MA agreement with Stephens, Inc. will expire on June 30, 2026. The District has utilized Stevens, Inc. as its municipal advisor for over a decade and seeks to continue the longstanding partnership. Based on this history and experience, Stephens, Inc. is well qualified to continue serving as the Russellville School District's Financial Advisor/Fiscal Agent.

Recommended Acton:

Enter into an agreement with Stephens, Inc. to serve as municipal advisor for the 2026-2027 school year.

Stephens Inc.

Municipal Advisor Agreement

This Municipal Advisor Agreement (the “*Agreement*”) is entered into this 12th day of May, 2026 between Russellville School District No. 14 of Pope County, Arkansas (the “*District*”) and Stephens Inc. (“*Stephens*”) and sets forth the terms and conditions under which Stephens will provide services to the District. Stephens and the District are referred to herein individually as a “*Party*” and collectively as the “*Parties*.”

WHEREAS, the District desires to obtain the services of a municipal advisor to assist with the development and implementation of strategies to meet its capital financing needs and render assistance in connection with the municipal finance transaction described on **Schedule A** attached hereto (the “*Transaction*”); and

WHEREAS, Stephens is registered as a Municipal Advisor with the U.S. Securities and Exchange Commission (SEC) and Municipal Securities Rulemaking Board (MSRB) and Stephens is capable of providing the necessary municipal advisory services;

NOW, THEREFORE, in consideration of the above mentioned premises and intending to be legally bound hereby, the District and Stephens agree as follows:

1. Scope of Services. Stephens will provide, upon request of the District, the municipal advisory and/or consultant services described in **Schedule A** attached hereto and incorporated herein by reference. The District and Stephens intend and agree that, to the extent the performance of services by Stephens with respect to the Transaction constitutes municipal advisory activities within the meaning of the Securities Exchange Act of 1934 (the “*Exchange Act*”) or otherwise creates a duty of Stephens under the Exchange Act or the Rules of the Municipal Securities Rulemaking Board and applicable state and local laws, Stephens’ duties do not extend beyond the services to be provided with respect to the Transaction.

2. District Responsibilities. The District shall:

a. Take all usual and customary steps necessary to complete the issuance of the bonds or notes (the “*Securities*”), as applicable, including but not limited to: directing the preparation and execution of all documents reasonably requested supporting the Securities, and participation by District staff and third parties in a due diligence process in connection with the issuance of the Securities.

b. Furnish information, data, reports, and records in the possession of the District necessary for carrying out the work to be performed under this Agreement;

c. Review the preliminary official statement or other disclosure documentation and confirm the accuracy of the information presented therein;

d. Allow Stephens to rely on the District’s representations that the disclosure provided with respect to the Securities is not misleading, and, if necessary, direct bond and local counsel to include Stephens as addressee on all certifications and communications therein;

e. Approve the form of official statement or other disclosure documentation and direct its dissemination;

f. If applicable, participate in all calls, discussions and requests for information necessary to complete the credit rating process; and

g. Comply in all respects with state and federal securities laws, including but not limited to the Securities Act of 1933 and Rules 10b-5 (anti-fraud) and 15c2-12 (continuing disclosure) promulgated under the Securities Exchange Act of 1933 relating to disclosure in connection with municipal securities.

3. Stephens Compensation and Expenses. The fees due to Stephens hereunder shall be as set forth in **Schedule B** attached hereto.

4. District Expenses. The District will be responsible, to the extent required for the issuance of the Securities, for the payment of all fees and expenses commonly known as Costs of Issuance, including but not limited to: publication expenses, local legal counsel, bond counsel, ratings, credit enhancement, travel associated with securing any rating or credit enhancement, printing and distribution of required documents, trustee fees, paying agent fees, CUSIP identifiers, and the like.

5. Required Notices and Disclosures.

a. MSRB Rule G-10 Notices. Stephens is registered with the U. S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board (MSRB). The MSRB's website is www.msrb.org. A municipal advisory client brochure is posted on the website of the MSRB that describes the protections that may be provided by MSRB rules and how to file a complaint with an appropriate regulatory authority.

b. MSRB G-42 Disclosures. MSRB Rule G-42 requires that Stephens provide you with disclosures of material conflicts of interest and of information regarding certain legal events and disciplinary history. Such disclosures are provided in Schedule C and Schedule D attached hereto.

6. Advice of Third Parties. The District agrees that, to the extent the District seeks to have Stephens provide advice with regard to any recommendation made by third party financial service providers, bankers, underwriters, accountants, legal advisors or others providing guidance similar in scope to that contemplated herein, the District will provide to Stephens written direction to do so as well as any information it has received from such third party relating to its recommendation. In connection with advice to be provided by Stephens with regard to a recommendation made by a third party, Stephens may communicate with such third party as necessary or appropriate to allow Stephens to provide informed advice to the District with regard to the recommendation. No recommendation by a third party shall be deemed to be a recommendation by Stephens unless Stephens otherwise provides. In particular, a determination that a third party's recommendation is suitable shall not be deemed to constitute a recommendation by Stephens unless otherwise expressly provided by Stephens.

7. Entire Agreement/Amendments. This Agreement, including any Schedules and amendments hereto which are expressly incorporated herein, constitute the entire Agreement between the Parties hereto and sets forth the rights, duties, and obligations of each to the other as of this date. Any prior agreements, promises, negotiations, or representations not expressly set forth in

this Agreement are of no force and effect. This Agreement may not be modified except by a writing executed by both Stephens and the District.

8. Term of Agreement. The term of this Agreement begins on the date set forth above and ends as set forth on **Schedule A**.

9. No Third Party Beneficiary. This Agreement is made solely for the benefit of the parties and their respective successors and permitted assigns. Nothing in this Agreement, express or implied, is intended to confer on any person, other than the parties and their respective successors and permitted assigns, any rights, remedies, obligations or liabilities under or by reason of this Agreement.

10. Counterparts. This Agreement may be executed in counterparts, each of which shall be an original, but which taken together, shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date first written above. By the signature of its representative below, each Party affirms (a) that it has taken all actions necessary to authorize said representative to execute this Agreement, and (b) that it has read in its entirety this Agreement, including the attached Schedules, and has had the opportunity to ask any questions or seek any clarification about any aspect of this Agreement, including specifically any disclosures of conflicts of interest.

Russellville School District No. 14 of Pope County, Arkansas
District

By: Jeff Terry Signature: _____
Title: President

By: Donna Hindsman Signature: _____
Title: Secretary

Stephens Inc.

By: W. Kevin Faught Signature: _____
Title: Senior Vice President

Schedule A

Scope of Municipal Advisory Services

Description of Financing

To be determined.

Term of Agreement

This agreement shall remain in effect from July 1, 2026 until June 30, 2027 and shall cover any financings during this period.

Scope of Services

As your Municipal Advisor, Stephens agrees to assist in the preparation of the following items:

- ◆ Amortization schedules in connection with various financing options;
- ◆ All documentation submitted to the Department of Education, including but not limited to:
 - Application for Permit to Issue Bonds
 - Proposed Budget of Expenditures including tax levy
 - Notice of Election and Polling Sites with documentation regarding publication of each of these notices
 - Ballot form
 - Election documentation reflecting the results of the election
 - Certificate of Commissioner
 - Notice of Sale and related proofs of publication
 - All other forms and documentation necessary for the issuance of the bonds
- ◆ Assist in the preparation of the preliminary and final Official Statement containing financial data and other information ordinarily required by municipal security dealers in bidding on bonds; and
- ◆ As your Municipal Advisor, we will work with the Issuer to determine the most appropriate optional call provision for the transaction. Typically, the bonds will be subject to redemption, from any source, in approximately five years from the date of issuance.
- ◆ Assisting the County and County Election Commission with preparation and publication of:
 - The Proposed Budget of Expenditures
 - The Ballot
 - The Notice of Election
 - The Notice of Polling Sites
- ◆ Publication of Notices of Sale prior with local newspaper.
- ◆ Verify bid results and prepare post sale packet for the Board's review.

- ◆ Work with the District’s Bond Counsel to provide feedback on all bond documents prior to close.
- ◆ Attend all required and/or requested meetings with the District.
- ◆ Coordinate closing of the transaction with all involved parties.

I. Preparation of Annual Disclosure Report

Stephens will assist the District:

- a) In preparation of the District’s Annual Report to include the following items:
 - 5 year history of assessed valuation of property located within the District;
 - debt structure including restricted debt of the District;
 - a chart containing the District’s annual debt service requirements for previously issued bonds;
 - a coverage table comparing revenues available for debt service and the annual aggregate debt service requirement;
 - a 5-year summary of the District’s Sources & Uses of Funds;
 - the District’s most recent LEA Financial Report filed with the Arkansas Department of Education;
 - a 5-year summary of tax collections of the ad valorem tax levied in the District.
- b) Upon completion and approval by the District, electronically file the District’s Annual Report with the Electronic Municipal Market Access (“EMMA”) database.

II. Monitor and File the District’s Audited Financial Statements

Stephens will assist the District by:

- a) monitoring the completion of the District’s audited financial statements
- b) obtain the District’s audited financial statements within 90 days after the audited financials have been completed and received by the District
- c) timely file the District’s audited financials with the Municipal Securities Rule Making Board

III. Assist the District with the filing of material event notices, as required by the District’s Continuing Disclosure Agreement, upon receipt of notice from the District of the occurrence of a material event.

Limitations on Scope of Services

The Scope of Services are subject to the following limitations:

The Scope of Services with respect to Stephens' engagement as municipal advisor shall be limited solely to the services set forth in this Schedule as they relate to the Transaction, and shall not encompass (i) the services described herein with respect to any other offering or potential offering of the Client or (ii) any services not described herein with respect to the Transaction.

Other than with respect to the receipt and same day return or forwarding of good faith deposits, if applicable, this engagement does not contemplate that Stephens will receive deposits of or maintain custody of any Client funds, or will provide fiduciary or agency services offered by Stephens or any of its affiliates.

Unless otherwise provided in Schedule A, Stephens is not responsible for preparing any preliminary or final official statement or other disclosure documents, or for certifying as to the accuracy or completeness of any preliminary or final official statement or other disclosure documents, other than with respect to any information about Stephens provided by Stephens for inclusion in such documents.

The Scope of Services does not include tax, legal, accounting or engineering advice with respect to any Transaction or in connection with any opinion or certificate rendered by counsel or any other person at closing, and does not include review or advice on any feasibility study.

The Scope of Services may be changed only by written amendment to this Schedule, and the parties agree to amend this Schedule promptly to reflect any material changes or additions to the Scope of Services.

Schedule B

Compensation and Expenses

There are no fees associated with the previously described services. At such time as the District issues bonds or other financial instruments, a separate contract will be provided that sets out any applicable fees.

Schedule C

Conflicts of Interest

MSRB Rule G-42 requires that municipal advisors provide to their clients disclosures relating to any actual or potential material conflicts of interest, including certain categories of potential conflicts of interest identified in Rule G-42, if applicable. If no such material conflicts of interest are known to exist based on the exercise of reasonable diligence by the municipal advisor, municipal advisors are required to provide a written statement to that effect.

Accordingly, Stephens makes the following disclosures with respect to material conflicts of interest in connection with the Scope of Services under this Agreement, together with explanations of how Stephens addresses or intends to manage or mitigate each conflict. To that end, with respect to all of the conflicts disclosed below, Stephens mitigates such conflicts through its adherence to its fiduciary duty to the District, which includes a duty of loyalty to the District in performing all municipal advisory activities for the District. This duty of loyalty obligates Stephens to deal honestly and with the utmost good faith with the District and to act in the District's best interests without regard to Stephens' financial or other interests. In addition, because Stephens is a broker-dealer with significant capital due to the nature of its overall business, the success and profitability of Stephens is not dependent on maximizing short-term revenue generated from individualized recommendations to its clients but instead is dependent on long-term profitability built on a foundation of integrity, quality of service and strict adherence to its fiduciary duty. Furthermore, Stephens' municipal advisory supervisory structure, leveraging our long-standing and comprehensive broker-dealer supervisory processes and practices, provides strong safeguards against individual representatives of Stephens potentially departing from their fiduciary duties due to personal interests. The disclosures below describe, as applicable, any additional mitigations that may be relevant with respect to any specific conflict disclosed below.

Forms of Compensation; Potential Conflicts.

The forms of compensation for municipal advisors vary according to the nature of the engagement and requirements of the District, among other factors. Various forms of compensation present actual or potential conflicts of interest because they may create an incentive for an advisor to recommend one course of action over another if it is more beneficial to the advisor to do so. The information below discusses various forms of compensation and the timing of payments to a municipal advisor.

- **Fixed fee.** Under a fixed fee form of compensation, the municipal advisor is paid a fixed amount established at the outset of the transaction. The amount is usually based upon an analysis by the District and the advisor of, among other things, the expected duration and complexity of the transaction and the agreed-upon scope of work that the advisor will perform. This form of compensation presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, the advisor may suffer a loss. Thus, the advisor may recommend less time-consuming alternatives, or fail to do a thorough analysis of alternatives. There may be additional conflicts of interest if the municipal advisor's fee is contingent upon the successful completion of a financing, as described below.
- **Hourly fee.** Under an hourly fee form of compensation, the municipal advisor is paid an amount equal to the number of hours worked by the advisor times an agreed-upon hourly billing rate. This form of compensation presents a potential conflict of interest if the District

and the advisor do not agree on a reasonable maximum amount at the outset of the engagement, because the advisor does not have a financial incentive to recommend alternatives that would result in fewer hours worked. In some cases, an hourly fee may be applied against a retainer (e.g., a retainer payable monthly), in which case it is payable whether or not a financing closes. Alternatively, it may be contingent upon the successful completion of a financing, in which case there may be additional conflicts of interest, as described below.

- **Fee contingent upon the completion of a financing or other transaction.** Under a contingent fee form of compensation, payment of an advisor's fee is dependent upon the successful completion of a financing or other transaction. Although this form of compensation may be customary for the District, it presents a conflict because the advisor may have an incentive to recommend unnecessary financings or financings that are disadvantageous to the District. For example, when facts or circumstances arise that could cause the financing or other transaction to be delayed or fail to close, an advisor may have an incentive to discourage a full consideration of such facts and circumstances, or to discourage consideration of alternatives that may result in the cancellation of the financing or other transaction.
- **Fee paid under a retainer agreement.** Under a retainer agreement, fees are paid to a municipal advisor periodically (e.g., monthly) and are not contingent upon the completion of a financing or other transaction. Fees paid under a retainer agreement may be calculated on a fixed fee basis (e.g., a fixed fee per month regardless of the number of hours worked) or an hourly basis (e.g., a minimum monthly payment, with additional amounts payable if a certain number of hours worked is exceeded). A retainer agreement does not present the conflicts associated with a contingent fee arrangement (described above).
- **Fee based upon principal or notional amount and term of transaction.** Under this form of compensation, the municipal advisor's fee is based upon a percentage of the principal amount of an issue of securities (e.g., bonds) or, in the case of a derivative, the present value of or notional amount and term of the derivative. This form of compensation presents a conflict of interest because the advisor may have an incentive to advise the District to increase the size of the securities issue or modify the derivative for the purpose of increasing the advisor's compensation.

As a fiduciary to the District, Stephens will work closely with the District in terms of the conflicts that may exist with respect to compensation and based on the services provided to establish a fair and reasonable fee associated with the municipal advisory services for the District.

Other Potential Conflicts.

Other Municipal Advisor or Underwriting Relationships. Stephens serves a wide variety of other clients that may from time to time have interests that could have a direct or indirect impact on the interests of the District. For example, Stephens serves as municipal advisor to other municipal entities and, in such cases, owes a fiduciary duty to such other clients just as it does to the District under this Agreement. These other clients may, from time to time and depending on the specific circumstances, have competing interests, such as accessing the new issue market with the most advantageous timing and with limited competition at the time of the offering. In acting in the interests of its various clients, Stephens could potentially face a conflict of interest arising from these competing client interests. In other cases, as a broker-dealer that engages in underwritings of new

issuances of municipal securities by other municipal entities, the interests of Stephens to achieve a successful and profitable underwriting for its municipal entity underwriting clients could potentially constitute a conflict of interest if, as in the example above, the municipal entities that Stephens serves as underwriter or municipal advisor have competing interests in seeking to access the new issue market with the most advantageous timing and with limited competition at the time of the offering. None of these other engagements or relationships would impair Stephens' ability to fulfill its fiduciary duty to the District.

Broker-Dealer and Investment Advisory Business. Stephens is a broker-dealer and investment advisory firm that engages in a broad range of securities-related activities to service its clients, in addition to serving as a municipal advisor or underwriter. Such securities-related activities, which may include but are not limited to the buying and selling of new issue and outstanding securities and investment advice in connection with such securities, including securities of the District, may be undertaken on behalf of, or as counterparty to, the District, personnel of the District, and current or potential investors in the securities of the District. These other clients may, from time to time and depending on the specific circumstances, have interests in conflict with those of the District, such as when their buying or selling of the District's securities may have an adverse effect on the market for the District's securities, and the interests of such other clients could create the incentive for Stephens to make recommendations to the District that could result in more advantageous pricing for the other clients. Any potential conflict arising from Stephens effecting or otherwise assisting such other clients in connection with such transactions is mitigated by means of such activities being engaged in customary terms through units of Stephens that operate independently from Stephens' municipal advisory business, thereby reducing the likelihood that the interests of such other clients would have an impact on the services provided by Stephens to the District under this Agreement.

Secondary Market Transactions in District's Securities. Stephens, in connection with its sales and trading activities, may take a principal position in securities, including securities of the District, and therefore Stephens could have interests in conflict with those of the District with respect to the value of the District's securities while held in inventory and the levels of mark-up or mark-down that may be available in connection with purchases and sales thereof. In particular, Stephens or its affiliates may submit orders for and acquire the District's securities issued in a Transaction under the Agreement from members of the underwriting syndicate, either for its own account or for the accounts of its customers. This activity may result in a conflict of interest with the District in that it could create the incentive for Stephens to make recommendations to the District that could result in more advantageous pricing of the District's securities in the marketplace. Any such conflict is mitigated by means of such activities being engaged in customary terms through units of Stephens that operate independently from Stephens' municipal advisory business, thereby reducing the likelihood that such investment activities would have an impact on the services provided by Stephens to the District under this Agreement.

Insurance Brokerage Services. Stephens Insurance LLC, an affiliate of Stephens provides insurance brokerage services to its clients. Stephens will receive referral fees from Stephens Insurance LLC if the Client utilizes Stephens Insurance LLC to purchase insurance products.

Miscellaneous.

(a) any affiliate of the municipal advisor that provides any advice, service, or product to or on behalf of the District that is directly related to the municipal advisory activities to be performed by the disclosing municipal advisor;

(b) any other actual or potential conflicts of interest, of which the municipal advisor is aware after reasonable inquiry, that could reasonably be anticipated to impair the municipal advisor's ability to provide advice to or on behalf of the District in accordance with the standards of MSRB Rule G-42 (a).]

Other than the potential material conflicts of interest described above, Stephens, based on the exercise of reasonable diligence, does not believe that it has any other material conflicts of interest related to this Agreement.

Schedule D

Disclosure of Information Regarding Legal Events and Disciplinary History

MSRB Rule G-42 requires that municipal advisors provide to their clients certain disclosures of legal or disciplinary events material to its client's evaluation of the municipal advisor or the integrity of the municipal advisor's management or advisory personnel.

Accordingly, Stephens sets out below required disclosures and related information in connection with such disclosures.

I. Material Legal or Disciplinary Event. We do not believe that there are any legal or disciplinary events that are material to the District's evaluation of Stephens or the integrity of Stephens' management or advisory personnel disclosed, or that should be disclosed, on any Form MA or Form MA-I filed with the SEC involving our firm's municipal advisory business. As a full service broker dealer and investment banking firm, Stephens is and has been involved in regulatory and civil actions involving other areas of the firm's business, none of which are expected to have any impact on the firm's ability to perform the services which are the subject of this Agreement. The details of all such regulatory and civil actions are available in Item 9 and the accompanying Regulatory Action DRPs on Form MA filed with the SEC.

II. How to Access Form MA and Form MA-I Filings. Stephens' most recent Form MA and each most recent Form MA-I filed with the SEC are available on the SEC's EDGAR system at <https://www.sec.gov/cgi-bin/browse-edgar?action=getcompany&CIK=0000757657&owner=include&count=40&hidefilings=0>. The SEC permits certain items of information required on Form MA or MA-I to be provided by reference to information already filed by Stephens in its capacity as a broker-dealer on Form BD or Form U4 or as an investment adviser on Form ADV, as applicable. Information provided by Stephens on Form BD or Form U4 is publicly accessible through reports generated by BrokerCheck at <http://brokercheck.finra.org>, and Stephens' most recent Form ADV is publicly accessible at the Investment Adviser Public Disclosure website at <http://www.adviserinfo.sec.gov>. For purposes of accessing such BrokerCheck reports or Form ADV, Stephens' CRD number is 3496.

III. Most Recent Change in Legal or Disciplinary Event Disclosure. Stephens has not made any material legal or disciplinary event disclosures with respect to its municipal advisory business on Form MA or any Form MA-I filed with the SEC.



RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026
Item Title: Education Benefits, Inc. (Third Party Administrator for Cafeteria Plans) 2026-27 School Year
Responsible Administrator: Justin Roberston
Strategic Plan Priority: Finance

Background:

The District currently uses Educational Benefits, Inc. of Little Rock, Arkansas to provide Employer Paid Benefits to employees and act as the Third Party Administrator of the District's cafeteria plans. The agreement will expire on June 30, 2026.

Recommended Action:

Renew the agreement with Educational Benefits, Inc. as "Agent of Record" for the 2026-2027 school year.

Broker Service Agreement

This broker service agreement (this "Agreement") dated as of June ____, 2026, is between Russellville School District with an address of 220 West 10th Street, Russellville, AR (the "District") and JTS Financial Services, LLC a/k/a Educational Benefits, Inc./"EBI", with an address of 1616 Brookwood Drive, Little Rock, AR 72202 ("JTS").

The District and JTS agree as follows:

- I. **Term and Duration:** The term of this Agreement shall commence July 1, 2026. The Agreement shall have a Twelve (12) month duration from the commencement date and shall remain in force for the full Twelve (12) months except as provided herein. This agreement may be renewed at the end of each Twelve (12) month period.

- II. **Services to be Provided:** During the Term of this Agreement, JTS shall be available to the District to provide agreed services. JTS shall perform the Services at any one of the District's locations or at other places as may be mutually convenient and agreed upon by District and the JTS. The Services under this Agreement shall not prevent JTS from providing services to other entities. **Additionally, the services and pricing listed below are conditional that JTS Financial Services, LLC be named Agent of Record on all employee benefits lines of coverage offered to employees of the District.**

Ongoing Service Listing: – The package of services below are:

- Electronic Benefit Administration System
- Benefit Administration System Build (Initial Census Load and Product Development)
- Turnkey Management of Payroll System Interface*
- Establish Custom Carrier Feeds/Interface*
- Ongoing Billing Reconciliation
- Ongoing Eligibility Management and Maintenance
- Employee Benefit Education Booklets & On-Site Meetings (*as needed*)
- Open Enrollment Coordination and Implementation
- Employee Benefit Plan Marketing & Comparative Market Analysis/Recommendations
- Ongoing Turnkey Employee/Employer Customer Service Assistance
- PPACA Compliance Services** if needed

**Some carriers will not currently accept a direct interface. We will work diligently with these carriers to develop said interface.*

***PPACA services are defined as: Access to IRS (pre-filled) Form 1095 and 1095 (b and c iterations), access to the Look-Back Report and Access to the Pay History Tab (which allows Employer to upload per pay-period hours for tracking). These services will be provided if APSCAN is unable to perform these services. Additionally, the accuracy of all reports generated by JTS is subject to the quality of the data received.*

Other Optional Services, included in this contract:

COBRA Administration	\$0 per participating employee on <u>plan</u> per month
Cafeteria Plan Administration	\$0 billed annually

The District recognizes that the itemized services above (PPACA Compliance, COBRA/HIPPA/FLMA/Flexible Spending Account/Cafeteria Plan Administration) are not legal services and should not be relied upon as such.

III. **Compensation:**

A) Setup Fee: Waived

B) Commissions: JTS will be paid commissions by the respective insurance carriers representing products offered and provided to district employees

IV. Performance. JTS shall perform all Services in a professional manner, consistent with industry standards and the District's goals and ethical standards.

V. Termination. Either party may terminate this Agreement at any time by providing sixty (60) days prior written notice with good cause shown for the termination.

VI. No Conflicting Agreements: JTS represents that they are not a party to any existing agreement that would prevent JTS from entering into and performing this Agreement. JTS will not enter into any other agreement that is in conflict with District's obligations under this Agreement. Subject to the foregoing, JTS may from time to time act as a broker to, perform professional services for, or enter into agreements similar to this Agreement with other persons or entities without the necessity of obtaining approval from the District.

VII. Errors and Omissions. JTS agrees to maintain an Errors and Omissions policy with a minimum of \$1,000,000 per occurrence which extends to all Services provided to the District.

VIII. Entire Agreement. This Agreement shall constitute the entire Agreement between the parties and supersedes all earlier and simultaneous agreements regarding the subject matter. This Agreement may be amended only in a written document, signed by both parties. All notices, including notices of address changes, under this Agreement must be sent by certified mail or by overnight commercial delivery to the address set forth in this Agreement by each party.

In witness whereof, the parties execute this Agreement. Each person who signs this Agreement represents that such person is fully authorized to sign this Agreement.

Russellville School District

JTS Financial Services, LLC

By: _____

By: _____

Print Name: _____

Print Name: John T. Starling

Title: _____

Title: President



RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026

Item Title: OT, PT, Speech and Vision Instruction Contracts for the 2026-27

Responsible Administrator: Dr. Brittany Turner

Strategic Plan Priority: Academic Success

Background:

IDEA and due process procedures mandate that all students receive services as outlined on their Individual Education Plan. This is to request the contract approvals of Occupational, Physical and Vision Therapists for the 2026-27 school year. All contractors are monitored from the Office of Support Services and are funded through Medicaid and Special Education funding.

Recommended Action:

To approve the attached contracts.

Amy Barley, OT - Pediatric Therapy, Inc

Amy Harder, PT

LeaAnn Robinson, OT - Leaps and Bounds Pediatric Therapy, Inc

Nancy Scribner, OT - Scribner Therapy Services, Inc

Shandy Toland, PT

Sheena Leavell, OT

Patti Scogins, Vision Instruction

Building Blocks Pediatric Therapy

Jennifer Loop, Speech - SK Therapy Services LLC.

Sarah Kleck, Speech - JKL Speech Therapy

N'Speech, Inc.



PROFESSIONAL SERVICES CONTRACT OCCUPATIONAL THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with Amy Barley of Greenbrier Pediatric Therapy, Inc., hereafter known as SERVICE PROVIDER, for Occupational Therapy services for the 2026-2027 school year including June and July 2026.

1. Occupational therapy (OT) services are to include, but are not limited to, evaluations and appropriate treatment of students for whom OT has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student to benefit from the special education program or as a necessary service for a student to benefit from regular education as part of an Individual Accommodation Plan (IAP) under Section 504.
2. The SERVICE PROVIDER will provide OT services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet along with a prescription for OT services by the Primary Care Physician (PCP) of the child on the appropriate Medicaid or prescription form.
4. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Occupational therapy (OT) services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$90.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
5. The **Service Provider** shall submit timesheets on the **1st and 15th of each month** for all billable services.
6. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement

or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.

7. The RESIDENT DISTRICT will be responsible for payment of OT services provided to all students regardless of payer source and provided OT is determined necessary by the RESIDENT DISTRICT.
8. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving OT services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
9. SERVICE PROVIDER may participate in conferences, as requested by RESIDENT DISTRICT, and will be billable up to a maximum of four (4) individual therapy units (\$15.00 per unit) per conference.
10. Either party may terminate this agreement by written notice 30 days in advance.
11. The SERVICE PROVIDER agrees to furnish her own malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
12. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Occupational Therapy (OT) services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Superintendent

Date

SERVICE PROVIDER

Amy Barley, Occupational Therapist
(Greenbrier Pediatric Therapy, Inc.)

Date



PROFESSIONAL SERVICES CONTRACT OCCUPATIONAL THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with Amy Harder, hereafter known as SERVICE PROVIDER, for Physical Therapy services for the 2026-2027 school year including June and July 2026.

1. Physical therapy (PT) services are to include, but are not limited to, evaluations and appropriate treatment of students for whom PT has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student to benefit from the special education program or as a necessary service for a student to benefit from regular education as part of an Individual Accommodation Plan (IAP) under Section 504.
2. The SERVICE PROVIDER will provide PT services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet along with a prescription for PT services by the Primary Care Physician (PCP) of the child on the appropriate Medicaid or prescription form.
4. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Physical therapy (PT) services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$90.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
5. The **Service Provider** shall submit timesheets on the **1st and 15th of each month** for all billable services.
6. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement

or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.

7. The RESIDENT DISTRICT will be responsible for payment of PT services provided to all students regardless of payer source and provided PT is determined necessary by the RESIDENT DISTRICT.
8. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving PT services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
9. SERVICE PROVIDER may participate in conferences, as requested by RESIDENT DISTRICT, and will be billable up to a maximum of four (4) individual therapy units (\$15.00 per unit) per conference.
10. Either party may terminate this agreement by written notice 30 days in advance.
11. The SERVICE PROVIDER agrees to furnish her own malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
12. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Physical therapy (PT) services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Superintendent

Date

SERVICE PROVIDER

Amy Harder, Physical Therapist

Date



PROFESSIONAL SERVICES CONTRACT OCCUPATIONAL THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with LeaAnn Robinson of Leaps and Bounds Pediatric Therapy, Inc., hereafter known as SERVICE PROVIDER, for Occupational Therapy services for the 2026-2027 school year including June and July 2026.

1. Occupational therapy (OT) services are to include, but are not limited to, evaluations and appropriate treatment of students for whom OT has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student to benefit from the special education program or as a necessary service for a student to benefit from regular education as part of an Individual Accommodation Plan (IAP) under Section 504.
2. The SERVICE PROVIDER will provide OT services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet along with a prescription for OT services by the Primary Care Physician (PCP) of the child on the appropriate Medicaid or prescription form.
4. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Occupational therapy (OT) services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$90.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
5. The **Service Provider** shall submit timesheets on the **1st and 15th of each month** for all billable services.
6. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per

year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.

7. The RESIDENT DISTRICT will be responsible for payment of OT services provided to all students regardless of payer source and provided OT is determined necessary by the RESIDENT DISTRICT.
8. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving OT services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
9. SERVICE PROVIDER may participate in conferences, as requested by RESIDENT DISTRICT, and will be billable up to a maximum of four (4) individual therapy units (\$15.00 per unit) per conference.
10. Either party may terminate this agreement by written notice 30 days in advance.
11. The SERVICE PROVIDER agrees to furnish her own malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
12. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Occupational Therapy (OT) services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Superintendent

Date

SERVICE PROVIDER

Lea Ann Robinson, Occupational Therapist
(Leaps and Bounds Pediatric Therapy, Inc.)

Date



PROFESSIONAL SERVICES CONTRACT OCCUPATIONAL THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with Nancy Scribner of Scribner Therapy Services, Inc., hereafter known as SERVICE PROVIDER, for Occupational Therapy services for the 2026-2027 school year including June and July 2026.

1. Occupational therapy (OT) services are to include, but are not limited to, evaluations and appropriate treatment of students for whom OT has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student to benefit from the special education program or as a necessary service for a student to benefit from regular education as part of an Individual Accommodation Plan (IAP) under Section 504.
2. The SERVICE PROVIDER will provide OT services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet along with a prescription for OT services by the Primary Care Physician (PCP) of the child on the appropriate Medicaid or prescription form.
4. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Occupational therapy (OT) services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$90.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
5. The **Service Provider** shall submit timesheets on the **1st and 15th of each month** for all billable services.
6. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement

or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.

7. The RESIDENT DISTRICT will be responsible for payment of OT services provided to all students regardless of payer source and provided OT is determined necessary by the RESIDENT DISTRICT.
8. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving OT services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
9. SERVICE PROVIDER may participate in conferences, as requested by RESIDENT DISTRICT, and will be billable up to a maximum of four (4) individual therapy units (\$15.00 per unit) per conference.
10. Either party may terminate this agreement by written notice 30 days in advance.
11. The SERVICE PROVIDER agrees to furnish her own malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
12. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Occupational Therapy (OT) services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Superintendent

Date

SERVICE PROVIDER

Nancy Scribner, Occupational Therapist
(Scribner Therapy Services, Inc.)

Date



PROFESSIONAL SERVICES CONTRACT OCCUPATIONAL THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with Shandy Toland, hereafter known as SERVICE PROVIDER, for Physical Therapy services for the 2026-2027 school year including June and July 2026.

1. Physical therapy (PT) services are to include, but are not limited to, evaluations and appropriate treatment of students for whom PT has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student to benefit from the special education program or as a necessary service for a student to benefit from regular education as part of an Individual Accommodation Plan (IAP) under Section 504.
2. The SERVICE PROVIDER will provide PT services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet along with a prescription for PT services by the Primary Care Physician (PCP) of the child on the appropriate Medicaid or prescription form.
4. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Physical therapy (PT) services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$90.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
5. The **Service Provider** shall submit timesheets on the **1st and 15th of each month** for all billable services.
6. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement

or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.

7. The RESIDENT DISTRICT will be responsible for payment of PT services provided to all students regardless of payer source and provided PT is determined necessary by the RESIDENT DISTRICT.
8. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving PT services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
9. SERVICE PROVIDER may participate in conferences, as requested by RESIDENT DISTRICT, and will be billable up to a maximum of four (4) individual therapy units (\$15.00 per unit) per conference.
10. Either party may terminate this agreement by written notice 30 days in advance.
11. The SERVICE PROVIDER agrees to furnish her own malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
12. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Physical therapy (PT) services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Superintendent

Date

SERVICE PROVIDER

Shandy Toland, Physical Therapist

Date



PROFESSIONAL SERVICES CONTRACT OCCUPATIONAL THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with Sheena Leavell, hereafter known as SERVICE PROVIDER, for Occupational Therapy services for the 2026-2027 school year including June and July 2026.

1. Occupational therapy (OT) services are to include, but are not limited to, evaluations and appropriate treatment of students for whom OT has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student to benefit from the special education program or as a necessary service for a student to benefit from regular education as part of an Individual Accommodation Plan (IAP) under Section 504.
2. The SERVICE PROVIDER will provide OT services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet along with a prescription for OT services by the Primary Care Physician (PCP) of the child on the appropriate Medicaid or prescription form.
4. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Occupational therapy (OT) services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$90.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
5. The **Service Provider** shall submit timesheets on the **1st and 15th of each month** for all billable services.
6. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement

or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.

7. The RESIDENT DISTRICT will be responsible for payment of OT services provided to all students regardless of payer source and provided OT is determined necessary by the RESIDENT DISTRICT.
8. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving OT services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
9. SERVICE PROVIDER may participate in conferences, as requested by RESIDENT DISTRICT, and will be billable up to a maximum of four (4) individual therapy units (\$15.00 per unit) per conference.
10. Either party may terminate this agreement by written notice 30 days in advance.
11. The SERVICE PROVIDER agrees to furnish her own malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
12. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Occupational Therapy (OT) services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Superintendent

Date

SERVICE PROVIDER

Sheena Leavell, Occupational Therapist

Date



PROFESSIONAL SERVICES CONTRACT VISION INSTRUCTION

Patti Scogins, hereafter known as SERVICE PROVIDER, agrees to enter into the following contractual agreement with Russellville School District, hereafter known as RESIDENT DISTRICT, for Vision Instruction for the 2026-2027 school year.

1. Vision instructional services will include, but are not limited to, evaluation/testing of visually impaired student(s), direct Braille instruction, consultation, material preparation, and education to family/teacher(s)/caregivers, as determined appropriate and relevant by the Individualized Educational Program (IEP) Team.
2. The SERVICE PROVIDER will be responsible for documentation relative to achievement of goals and objectives in Braille instruction and any other reports as required for implementation of a student(s) IEP.
3. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for Braille Services in the amount of \$125.00 per hour. The student(s) IEP will determine the amount of hours per week.
4. The RESIDENT DISTRICT is to notify the SERVICE PROVIDER if a student is absent or unavailable for instruction by 10:00 A.M. on the day of services. If SERVICE PROVIDER arrives at school and student's absence has not been reported, RESIDENT DISTRICT will be charged a minimum amount of one hour (\$100.00)
5. SERVICE PROVIDER will submit time sheets by the 1st and 15th of each month. This will include service dates and hours provided.
6. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in-service training in the amount of \$25.00 per hour for a maximum of 5 hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement or registration fees. SERVICE PROVIDER will provide documentation of in-service hours provided.
7. The RESIDENT DISTRICT request of SERVICE PROVIDER participation in conferences will be billable up to a maximum of two (2) hours per conference.
8. This agreement is effective for the school year unless terminated in writing. Either party may terminate this agreement by written notice 30 days in advance.
9. The SERVICE PROVIDER agrees to furnish her own malpractice or liability insurance and appropriate licensure to allow for completion of said duties.

10. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Vision Instruction services.

RESIDENT DISTRICT

President of Board

Date

Superintendent

Date

SERVICE PROVIDER

Patti Scogins, Vision Instructor

Date



Building Blocks Pediatric Therapy

Building Blocks Pediatric Therapy, PA
Jan Cathey (479)393-0799 jan@bblocks.org
Tonya Stanley (479)393-1138 tonya@bblocks.org

Date: April 1, 2026

Superintendent of Russellville Schools

**Contract for Speech Therapy Services between Building Blocks Pediatric Therapy and Russellville School District
2026-2027 School Year**

Building Blocks Pediatric Therapy will bill the Russellville School District as follows:

- \$23.75 per unit for any individual and/or group direct skilled service performed by therapist.
- Building Blocks will bill the school at the rate of \$23.75 per unit for paperwork.
- Building Blocks will bill the school \$23.75 per unit for attending conferences.
- Building Blocks will bill the school \$23.75 per unit for attending any trainings or meeting requested by the school.

Building Blocks Pediatric Therapy will meet guidelines directed by the State Board of Education for contract therapy services:

- This agreement between Building Blocks Pediatric Therapy, PA and the school district will be renewed and reviewed yearly and coincide with the school year. If the school district requests services for a student for ESY services, treatment and billing will be provided as it is during the school year.
- Building Blocks Pediatric Therapy, PA staff shall comply with all HIPPA, FERPA, and other privacy laws. Building Blocks Pediatric Therapy, PA shall maintain the confidentiality of information disclosed between the school district and Building Blocks Pediatric Therapy, PA.
- Building Blocks Pediatric Therapy, PA staff will complete progress notes every visit. Therapists are to review their progress notes with their invoice before submitting to the billing clerk.
- All licensed therapists contracting with Building Blocks Pediatric Therapy, PA will carry malpractice insurance. Building Blocks Pediatric Therapy, PA as a company will carry liability insurance as well.
- Building Blocks Pediatric Therapy, PA will complete all reports in accordance with the due process timelines and guidelines.
- Building Blocks agrees to maintain student files according to established timelines. If timeline or paperwork is out of compliance for a student file, Building Blocks will reimburse the school district for any therapy services provided during the timeframe of noncompliance.

- This agreement shall be terminated by either party with or without cause by written notice to the other party at least 60 days (60) in advance of such termination.

Building Blocks Pediatric Therapy will submit a bill to the Russellville School District at the end of each month payable within 30 days of receiving the invoice.

Building Blocks Pediatric Therapy PA therapy staff will be licensed by the appropriate licensing board and will conduct themselves in a professional manner and cooperate with administration.

Therapy staff shall comply with all HIPAA and other privacy laws.

All therapy services will be provided by a certified therapist in good standing with their appropriate licensure or certification requirements.

Building Blocks hereby represents and warrants that it, and/or none of the licensed or certified therapist that subcontract at facility, have been disbarred or suspended for wrongdoing, and are currently or at no time have been, excluded from participation in any federally funded health care program, including Medicaid. Building Blocks hereby agrees to promptly notify administration of any threatened, proposed, or actual exclusion of such party from any federally funded health care program, including Medicaid. In the event that Building Blocks or any contract therapist placed by Building Blocks at this site is in breach of this section, the therapist responsible for the breach will be immediately removed.

Building Blocks Pediatric Therapy, PA _____
Jan Cathey or Tonya Stanley

Superintendent of Russellville Public School _____



PROFESSIONAL SERVICES CONTRACT SPEECH THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with Jennifer Loop of JKL Speech Therapy, hereafter known as SERVICE PROVIDER, for Therapy services for the 2026-27 school year.

1. Therapy services are to include, but are not limited to, evaluations and appropriate treatment of students for whom (ST) has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student.
2. The SERVICE PROVIDER will provide therapy services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet.
4. SERVICE PROVIDER will follow a district approved daily schedule.
5. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Speech Language Pathologist services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$90.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
 - e.) **CELF Language Screener with Summary Report:** SERVICE PROVIDER will be compensated at the rate of \$40.00 for speech-language screener to include compilation of reports.
6. For students in which the SERVICE PROVIDER is the case manager, the RESIDENT DISTRICT will compensate the SERVICE PROVIDER \$80 per student for completion of due process.
7. For students the SERVICE PROVIDER is not the case manager, SERVICE PROVIDER will be compensated at the rate of \$40 per annual review summary in the management system. SERVICE PROVIDER will be compensated \$100 up to four times a year for quarterly progress updates in the management program.
8. SERVICE PROVIDER may participate in conferences , as requested by RESIDENT DISTRICT, and will be billable for \$60 an hour not to exceed an hour and a half (1.5).

9. SERVICE PROVIDER will submit time sheets by the **1st and 15th of each month.**
10. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.
11. The RESIDENT DISTRICT will be responsible for payment of therapy services provided to all students regardless of payer source and provided (ST) is determined necessary by the RESIDENT DISTRICT.
12. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving (ST) services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
13. Either party may terminate this agreement by written notice 30 days in advance.
14. Either party may terminate this agreement on written notice in the event the SERVICE PROVIDER becomes excluded from participation by the Medicaid program; or is legally unable to provide its services. This Agreement may also be terminated immediately upon notice of criminal conduct or violation of applicable law.
15. The SERVICE PROVIDER agrees to furnish malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
16. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Therapy services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Dr. Luke Lovins Superintendent

Date

SERVICE PROVIDER

Jennifer Loop, SLP

Date



PROFESSIONAL SERVICES CONTRACT SPEECH THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with Sarah Kleck of SK Therapy Services LLC., hereafter known as SERVICE PROVIDER, for Therapy services for the 2026-27 school year.

1. Therapy services are to include, but are not limited to, evaluations and appropriate treatment of students for whom (ST) has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student.
2. The SERVICE PROVIDER will provide therapy services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet.
4. SERVICE PROVIDER will follow a district approved daily schedule.
5. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Speech Language Pathologist services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$95.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
 - e.) **CELF Language Screener with Summary Report:** SERVICE PROVIDER will be compensated at the rate of \$40.00 for speech-language screener to include compilation of reports.
6. For students in which the SERVICE PROVIDER is the case manager, the RESIDENT DISTRICT will compensate the SERVICE PROVIDER \$80 per student for completion of due process.
7. For students the SERVICE PROVIDER is not the case manager, SERVICE PROVIDER will be compensated at the rate of \$40 per annual review summary in the management system. SERVICE PROVIDER will be compensated \$100 up to four times a year for quarterly progress updates in the management program.
8. SERVICE PROVIDER may participate in conferences , as requested by RESIDENT DISTRICT, and will be billable for \$60 an hour not to exceed an hour and a half (1.5).

9. SERVICE PROVIDER will submit time sheets by the **1st and 15th of each month.**
10. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.
11. The RESIDENT DISTRICT will be responsible for payment of therapy services provided to all students regardless of payer source and provided (ST) is determined necessary by the RESIDENT DISTRICT.
12. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving (ST) services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
13. Either party may terminate this agreement by written notice 30 days in advance.
14. Either party may terminate this agreement on written notice in the event the SERVICE PROVIDER becomes excluded from participation by the Medicaid program; or is legally unable to provide its services. This Agreement may also be terminated immediately upon notice of criminal conduct or violation of applicable law.
15. The SERVICE PROVIDER agrees to furnish malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
16. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Therapy services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Dr. Luke Lovins Superintendent

Date

SERVICE PROVIDER

Sarah Kleck, SLP

Date



PROFESSIONAL SERVICES CONTRACT SPEECH THERAPY AGREEMENT

The **Russellville School District**, hereafter known as RESIDENT DISTRICT, agrees to enter into the following contractual agreement with N Speech, Inc., hereafter known as SERVICE PROVIDER, for Therapy services for the 2026-27 school year.

1. Therapy services are to include, but are not limited to, evaluations and appropriate treatment of students for whom (ST) has been determined by the Individualized Educational Program (IEP) team as a related service necessary for the student.
2. The SERVICE PROVIDER will provide therapy services in compliance with state and federal laws and regulations.
3. The RESIDENT DISTRICT will refer students to SERVICE PROVIDER via child information or demographic sheet.
4. SERVICE PROVIDER will follow a district approved daily schedule.
5. Compensation Rate: The **Resident District** agrees to compensate the **Service Provider** for Speech Language Pathologist services as follows:
 - a.) **Direct Treatment and Evaluation Administration:** \$90.00 per hour.
 - b.) **Evaluation Paperwork:** \$80.00 per hour, not to exceed a total of two (2) hours per evaluation. This includes time for compiling reports and entering documentation into the plan management system.
 - c.) **Annual Review Summaries:** \$40.00 per summary, submitted via the management system.
 - d.) **Quarterly Progress Updates:** \$100.00 per update, up to four (4) times per year, submitted through the management system.
 - e.) **CELF Language Screener with Summary Report:** SERVICE PROVIDER will be compensated at the rate of \$40.00 for speech-language screener to include compilation of reports.
6. For students in which the SERVICE PROVIDER is the case manager, the RESIDENT DISTRICT will compensate the SERVICE PROVIDER \$80 per student for completion of due process.
7. For students the SERVICE PROVIDER is not the case manager, SERVICE PROVIDER will be compensated at the rate of \$40 per annual review summary in the management system. SERVICE PROVIDER will be compensated \$100 up to four times a year for quarterly progress updates in the management program.
8. SERVICE PROVIDER may participate in conferences , as requested by RESIDENT DISTRICT, and will be billable for \$60 an hour not to exceed an hour and a half (1.5).

9. SERVICE PROVIDER will submit time sheets by the **1st and 15th of each month.**
10. The RESIDENT DISTRICT will compensate SERVICE PROVIDER for in service training in the amount of \$25.00 per hour for a maximum of fifteen (15) hours per year. There will be no charge to the RESIDENT DISTRICT for travel reimbursement or registration fees. SERVICE PROVIDER will provide documentation of in service hours attended.
11. The RESIDENT DISTRICT will be responsible for payment of therapy services provided to all students regardless of payer source and provided (ST) is determined necessary by the RESIDENT DISTRICT.
12. Attendance, therapy time in units, and progress notes are to be furnished to the RESIDENT DISTRICT by the SERVICE PROVIDER for all students receiving (ST) services utilizing the platform or method provided and requested by the RESIDENT DISTRICT.
13. Either party may terminate this agreement by written notice 30 days in advance.
14. Either party may terminate this agreement on written notice in the event the SERVICE PROVIDER becomes excluded from participation by the Medicaid program; or is legally unable to provide its services. This Agreement may also be terminated immediately upon notice of criminal conduct or violation of applicable law.
15. The SERVICE PROVIDER agrees to furnish malpractice or liability insurance and appropriate licensure to allow for completion of said duties.
16. The SERVICE PROVIDER shall indemnify and defend against any gross negligence, including claims by third parties or employees of RESIDENT DISTRICT, which arise, directly or indirectly, out of RESIDENT DISTRICT's uses of stated Therapy services.

Terms of this contract including hourly rates and expectations will be reviewed yearly and a new contract issued as agreed upon by both the RESIDENT DISTRICT and SERVICE PROVIDER.

RESIDENT DISTRICT

President of Board

Date

Dr. Luke Lovins Superintendent

Date

SERVICE PROVIDER

Jennifer Berry
N Speech, Inc.

Date



RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: 5/12/2026
Item Title: Building Level School Improvement Plans 2026-2027
Responsible Administrator: Building Principals; presented by the Curriculum & Instruction Department
Strategic Plan Priority: Academic Success

Background:

Preliminary Building Level School Improvement Plans are presented annually for Board consideration in May. These plans outline each school's focus areas, goals, and monitoring structures aligned to district priorities and student performance data.

The 2026–2027 plans are grounded in 2025–2026 interim assessment data and will be updated as 2025–2026 ATLAS Summative results are released. Each building has identified targeted areas for growth and measurable goals to support student achievement.

Across K–12, plans reflect a consistent focus on:

- Strengthening Tier I instruction through high-quality instructional materials (HQIM)
- Improving literacy outcomes across content areas
- Increasing student growth and proficiency, with attention to priority student groups

Building leadership teams will monitor progress through interim assessments, common formative assessments, and ongoing data review cycles. Plans are intended to be responsive documents and may be adjusted throughout the school year based on student performance and instructional needs.

Final approved plans will be posted on the district website under “State Required Information” by August 1st.

Recommended Action:

Approve the Building Level School Improvement Plans for the 2026–2027 school year.



Relationships. Measurement. Collaboration

2026-2027 SCHOOL IMPROVEMENT PLAN

Center Valley

Russellville School District Mission: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

Center Valley's Family and Community Engagement Plan is available on the district's State-Required Documents.

PLANNING TEAM: The team must include parent(s), community member(s), teacher(s), and student(s) (Secondary Level)

Name	Title
Megan Strain	Principal
Tyler Daily	Assistant Principal
Kimberly Nettles	Building Learning Coordinator
Courtney Gunter	Counselor
Brandi Gray	Guiding Coalition Member
Janae Ward	Parent
Kristina Baer	Parent
Robin Johnson	Community Member



Relationships. Measurement. Collaboration

2026-2027 SCHOOL IMPROVEMENT PLAN
Center Valley

2025-2026 ATLAS Summative % Proficient

Grade	Total Number Tested	ELA	Math	Science
3rd				
4th				

2026-2027 ATLAS Assessments % Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K			
1st			
2nd			
3rd			



Relationships. Measurement. Collaboration

2026-2027 SCHOOL IMPROVEMENT PLAN
Center Valley

K-2 Summative			
Grade	Total Number Tested	Reading	Math
K			
1st			
2nd			

2025-26 ATLAS Assessments % Ready

K-3rd Fall Screener			
Grade	Total Number Tested	ELA	Math
K	66	58%	77%
1st	63	48%	54%
2nd	75	48%	63%
3rd	77	66%	Not Tested



Relationships. Measurement. Collaboration

2026-2027 SCHOOL IMPROVEMENT PLAN

Center Valley

K-2 MOY Interim			
Grade	Total Number Tested	ELA	Math
K	68	24%	22%
1st	63	33%	25%
2nd	75	29%	37%

3rd-4th Fall Interim			
Grade	Total Number Tested	ELA	Math
3rd	75	39%	10%
4th	61	24%	15%

3rd-4th Winter Interim			
Grade	Total Number Tested	ELA	Math
3rd	79	51%	35%
4th	61	64%	56%



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2026-2027 SCHOOL IMPROVEMENT PLAN

Center Valley

3rd-4th Summative			
Grade	Total Number Tested	ELA	Math
3rd			
4th			

2026-2027 NEEDS ASSESSMENT

Narrative Summary
<p>At the primary level, K–3 screener data provides valuable insight into opportunities for strengthening early literacy development. While 5% of second-grade students and 15% of third-grade students met the “Exceeding/Ready” benchmark, this data helps us clearly identify students who will benefit from targeted, systematic small-group instruction and early intervention. In math, kindergarten students demonstrated a strong foundation with 59% meeting benchmarks, while first and second grade results highlight an opportunity to build greater consistency and strengthen foundational numeracy skills through aligned, vertically coherent instruction.</p> <p>K–2 summative data continues to guide our instructional focus, with reading proficiency ranging from 31% to 53% and math from 28% to 50%. These results reinforce the importance of continuing to refine Tier I instruction and expand targeted supports, ensuring all students are equipped to meet grade-level expectations.</p> <p>In grades 3–4, interim assessment data show initially low proficiency levels (as low as 9%–13% in math and below 50% in literacy during fall testing). However, notable growth occurred from fall to winter, with a 15% increase in literacy proficiency and over 20%</p>



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Center Valley

growth in math. This demonstrates that when targeted instruction and interventions are implemented, students are capable of making substantial gains.

2026-2027 Data UPDATE

REASONS TO CELEBRATE

Data

- We are a National Showcase School with Capturing Kids' Hearts for 2024, 2025, and 2026.
- We are an HRS Level 1 Certified School.
- We implemented schoolwide Tier 1 behavior expectations to help improve discipline at each grade level and in each classroom.
- We implemented evidence-based Tier 2 and 3 behavior supports to support students' behavior and SEL needs.
- Center Valley was recognized for "Top 6%-10% Performance" on the ATLAS state assessment for the 24-25 school year.
- Recognition by the Office of Education Policy for ELA Growth Scores for the 24-25 school year.
- We have successfully implemented PLC collaboration time during Smart Start Mondays and team time during the week.

2026-2027 UPDATE



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2026-2027 SCHOOL IMPROVEMENT PLAN

Center Valley

2026-2027 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	The percentage of students scoring proficient or above on the ATLAS ELA summative assessment will increase from Spring 2026 summative levels by at least 5 percentage points, with additional progress demonstrated through K–3 screener benchmarks and interim assessments.
MEASURABLE	WE WILL KNOW WE HAVE REACHED THE GOAL WHEN... Our spring 2027 summative scores are 5% more proficient than our spring 2026 summative scores.
ATTAINABLE	Item(s) and Support Needed to achieve this goal. 1.) <i>Students who scored a 1 or 2 on the ATLAS ELA Interim Assessment will be identified for grades 3rd and 4th. Students who scored “at risk” on the BOY screener will be identified for K-2.</i> 2.) <i>K-3 Students will be progress monitored through ATLAS testlets. 4th-grade students who flag will be progress monitored through Acadience.</i> 3.) <i>Teachers (and teams) will use CFAs and CSAs from HQIM to diagnose specific skills students are not mastering.</i> 4.) <i>Daily small-group instruction aligned to skill deficits</i> 5.) <i>Students will receive Tier II intervention through our school-wide work of Cougar Time.</i>



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RELEVANT	WHY was this goal chosen? Improving literacy outcomes is essential to ensuring all students access grade-level content and aligns directly with the school's mission of high levels of learning for all students.	
TIMELY	DATE GOAL WILL BE REACHED: <i>Goal will be reached by May 2027.</i> Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.	HALFWAY DATE:

Goal 2: Math	
Write a SPECIFIC goal <i>Who/What/Where/How/When</i>	Kindergarten–4th Grade Students will increase the percentage of those scoring proficient or above on the ATLAS math assessment by at least 5%, as measured by spring 2027 assessment results.
MEASURABLE	WE WILL KNOW WE HAVE REACHED THE GOAL WHEN... Our spring 2027 summative scores are 5% more proficient than our spring 2026 summative scores.
ATTAINABLE	Item(s) and Support Needed to achieve this goal. <i>1.) Students who scored a 1 or 2 on the ATLAS Math Interim Assessment will be identified for grades 3rd and 4th. Students who scored “at risk” on the BOY screener will be identified for K-2.</i> <i>2.) Teachers (and teams) will use CFAs and CSAs from HQIM to diagnose specific skills students are not mastering.</i>



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2026-2027 SCHOOL IMPROVEMENT PLAN

Center Valley

	<p>3.) <i>Structured PLC collaboration to ensure alignment and pacing.</i></p> <p>4.) <i>Students will receive Tier II intervention through our school-wide work of Cougar Time.</i></p>	
RELEVANT	<p>WHY was this goal chosen?</p> <p>Our mission is “All students will achieve high levels of learning within a culture of positive relationships.” This is why we chose this particular goal for our Building Level Plan.</p>	
TIMELY	<p>DATE GOAL WILL BE REACHED:</p> <p><i>Goal will be reached by May 2027. Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</i></p>	<p>HALFWAY DATE:</p>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - By January 2026

GOAL 1 NARRATIVE

Progress towards meeting Goal 1:

GOAL 2 NARRATIVE



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2026-2027 SCHOOL IMPROVEMENT PLAN Center Valley

Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1	
<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	<input type="checkbox"/> Continued in YEAR Plan <input type="checkbox"/> Removed
Summary:	
Goal 2	
<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	<input type="checkbox"/> Continued in YEAR Plan <input type="checkbox"/> Removed
Summary:	

Center Valley Elementary
RUSSELLVILLE SCHOOL DISTRICT
School Family and Community Engagement Plan
2026-2027

THIS PLAN IS DIRECTLY CONNECTED TO THE CENTER VALLEY SCHOOL LEVEL IMPROVEMENT PLAN WHICH INCLUDES THE TITLE ONE, PART A SCHOOLWIDE PLAN.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*

[A.C.A. § 6-15-1702(a)]

- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

[ESSA § 1116(c)(3)]

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?*

An annual review of parental involvement policies/plans was conducted to examine their effort on promoting higher student achievement. The review was done by a committee consisting of parents, community members, school staff, and members of the administration.

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)*

1. *Parents, alumni, and the community are invited to participate in our building level long range planning.*
2. *Parents, community members, school staff, and member(s) of the administration review and make recommendations annually prior to the submission of the plan.*
3. *A diverse group of representatives are invited; mixed genders, races, ages, and ethnicity*
4. *Written recommendations were submitted to the committee after the annual review was completed.*
5. *Additional parent meetings and events are included in a schedule made available in print and electronically.*
6. *An annual review of the plan will be conducted this year in person in May 2026. All parent committee members were asked to review a specific goal. Parents who were unable to attend were encouraged to ask questions and then submit any recommendations and feedback.*

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 *How does the School distribute an informational packet appropriate for the age and grade of each child annually*

- *Make the Center Valley Family Engagement Plan available to families and the local community by offering it on the District's website, school website and paper copies can be given upon request*
- *Ensure our plan is written in an easy to read format and a language parents can understand.*
- *Parents will have access to a summary/explanation of the plan online, as well as a written copy included in the Family Information Kit distributed in August.*
- *Signatures will be obtained from each parent acknowledging receipt of the Parent and Family Engagement Plan and Family Information Kit.*
- *In addition to the engagement plan summary, the Family Information Kit will include a schedule of events, ways to become involved through volunteering, a School Compact, and a detailed description of how parents can communicate with their child's teacher/s.*
- *Regular, two-way, and meaningful communication between parents and teachers will occur via email, phone calls, conferences, Class Dojo, Google Classroom, Facebook Page and student folders.*

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)?*

- *Information is made available through social media posts, classroom communication apps, flyers and printed copies.*

- *Russellville School District provides support for language translations of written and verbal communication via School Messenger as well as scheduling interpreters for the Parent Teacher Conferences.*

2.3 *How does the School offer flexible opportunities for meetings with families?*

- *Families are encouraged to contact the school for flexible opportunities to meet. Times are sent to families to choose the best time to meet. If the times available are not convenient for families to meet, contact will be made for families to choose a more convenient time.*
- *Parents have the option to have meetings and conferences (Annual Title One Meeting, etc.) offered at a variety of times and in different formats.*

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: *How does the School build staff capacity to work with parents as equal partners?*

Center Valley puts great efforts into building the capacity of their staff.

- *Professional Development: CVE teachers must obtain the required amount of Professional Development training hours set by the District each year. This helps deepen their content knowledge, while also enhancing their classroom curriculum and lessons.*
- *Mentorships and Coaching: A second way capacity is built within the building is through mentorships and coaching. There is a great value in peer coaching and collaboration to build trust, strengthen their teaching skills, and ultimately drive better student*

achievement.

- *Direct Feedback: Center Valley is also great at providing direct feedback loops. Teachers are provided practical observations that give them the support they need to reflect, grow and improve. Center Valley teachers are lucky to have the resources needed to help them succeed and grow.*
- *Review of Parent Involvement: The annual review of the parent involvement policy will be utilized to educate district staff, with assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents. Information: the academic impact; increase/decrease in parental involvement; barriers to parental involvement.*
- *Stakeholder Meetings: A follow up stakeholder meeting during the first quarter, for parent representatives from all buildings.*
- *Parent surveys from Capturing Kids' Hearts were given at the beginning and end of the school year. The data from these surveys is consistently positive and shows how welcomed and accepted Center Valley parents and families feel at school. See surveys here and scroll to [family survey](#) results:*
 - [CKH Survey 1](#)
 - [CKH Survey 2](#)
- *Beginning next school year, while the Capturing Kids' Hearts survey tool will no longer be used, Center Valley will continue to prioritize gathering family feedback through similar survey measures. These surveys will remain focused on assessing family engagement, sense of belonging, and school-home connections to ensure ongoing growth and responsiveness to family needs.*
- *All parents will have access to the RSD Elementary Handbook to review the school's process for resolving parent concerns. Any parent with concerns should contact Mrs. Megan Strain, principal.*

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 *How does the School provide timely information regarding the following:*

- *Curriculum: Center Valley staff will provide resources to parents in ensuring that parents receive assistance in understanding such topics as Arkansas academic standards and student academic achievement standards as well as state assessments.*
- *Forms of Assessments: Locally used assessment such as District Formative Assessment data and teacher produced tests will be discussed with parents. Information regarding State required test dates and expectations will be communicated with parents through various forms of communication.*
- *Achievement levels of State Standards: Parents will receive ongoing information about the Atlas Assessments for students in K-4 in Arkansas and the District.*

4.2 *How does the School provide assistance to parents in understanding the following:*

- *Requirements of Title 1, Part A: Parents are encouraged to participate in Parent Teachers Organizations (PTO) and other parents programs, including review of Title One potential programs. PTO registration forms will be sent out at the beginning of the school year.*
- *How to monitor their child's progress: Parent Teacher Conferences: Center Valley will schedule two Parent Teacher Conferences annually, and shall provide alternate or flexible scheduling for those parents who may not be able to attend scheduled dates or times.*
- *How to work with educators to improve the achievement of their children: Center Valley Building staff will keep parents informed about parental involvement programs, meetings and other activities in which they could be involved. This information will be sent through classroom newsletters, district calendar, our Center Valley Elementary Facebook page, and Center Valley School Dojo.*

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?*

- *Center Valley Kindergarten Camp will be held in August to prepare future students for their educational success.*
- *Center Valley Family Nights will be held in the fall of 2026 for K-4 students and their families. During the events, parents will receive information regarding how to support their children's academic and social/emotional success.*
- *Center Valley will hold a Family Night for K-4 students and their families in the Spring of 2027. Parents will receive information around how to encourage positive parenting strategies that will help support family dynamics that will also support success at school.*
- *The Center Valley nurse will provide articles on health related issues such as: fresh fruits & vegetables, food plate, outdoor activities, and other health related topics suitable for students in K-4.*
- *The school counselor will provide weekly information to parents regarding child development, mental health and how to support school initiatives at home.*

All such communication shall be, the extent, practicable, in a language the parents can understand. Parents are requested to contact Megan Strain, Principal, for additional information regarding language and other accommodations needed.

Russellville School District provides support for language translations of written and verbal communication such as the school call-out system as well as Interpreters at regularly scheduled Parent Teacher and other conferences and meetings.

Center Valley staff will communicate with parents prior to placing their child in a program that is different from the regular curriculum; the school will ensure that parents of children identified limited English proficient students are provided with 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. Similar services shall be provided to parents of students who may be identified as disabled under IDEA.

5: Coordination

Describe how the School will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, services, and resources to families.

Guiding Questions

- **5.1:** *How does the School investigate and utilize community resources in the instructional program?*

[ADE Rules Governing Parental Involvement Section 5.06]

- **5.2:** *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs? Some examples include:*
 - *public preschool programs such as Head Start*
 - *organizations/activities to help students transition to elementary, middle, high, and postsecondary schools or careers*
 - *wraparound services that allow families to send their children to school ready and able to focus on learning*

[ESSA §1116(e)(4)]

- **5.3:** *In what ways does the School enable the formation of a Parent Teacher Association or organization and ensure leaders of said organization will be included in appropriate decisions?*

[A.C.A. § 6-15-1702(b)(8)(B)(ii)]

5.1: *How does the School investigate and utilize community resources in the instructional program?*

Center Valley utilizes the local Chamber of Commerce and multiple community organizations for Career Day speakers. We use Community Service Inc. for Red Ribbon Week, and for teaching healthy habits for both students and parents. We utilize the local fire department for the fireman's challenge. We also use City Corp and the Hydration Station many times throughout the year to provide education on proper hydration.

5.2: *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs?*

- *Center Valley will maintain a coordinated parent involvement program where the involvement activities enhance the involvement strategies of other programs, including Title I, Special Education, English Language Learners, and other programs for students.*
- *Center Valley will continue to collaborate and coordinate with area Private Providers of Early Childhood Programs as well as local ARVAC and local Arkansas Better Chance for Success Providers Friendship Community Care, ABC Children's Academy, and other providers.*

- *Center Valley will conduct a Kindergarten Cougar Camp/Screening in August 2026 to prepare our new students and families for Kindergarten.*
- *Center Valley teachers and administrators conduct transition conferences for all incoming students and families to ensure a successful beginning.*

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?*

Parents will be provided with resources for resolving complaints and concerns annually in the handbook which can be found on the Russellville School District Website: RSD Handbook

Parents with suggestions or concerns about policy or procedure for parental complaints are encouraged to contact the Executive Director of Leading and Learning. Phone 479-968-1306); Mailing address is: Russellville School District P.O. Box 928 Russellville AR 72811.

Center Valley Parent Involvement Committee in collaboration with the District Parent Involvement and School Improvement Committee will research and disseminate strategies to eliminate barriers that may prevent parents from being fully involved in their child's education. Examples are: accommodations for parents with disabilities; flexible scheduling of Parent Teacher conferences; provision of information in alternate languages.

Center Valley Elementary Parent Teacher Organization encourages parents to join the organization and actively participate in the PTO's many areas of service. Joining the PTO gives parents and teachers the privilege of voting in meetings about important issues involving our students and school, as well as the opportunity to serve on open committees. Parents, grandparents, and teachers are encouraged to join.

PTO President: Kristina Baer

PTO Secretary- Lucia De La Rosa

PTO Treasurer- Ashton Smith

Teacher Representative - Mrs. Velazquez

Fundraising- Janae Ward, Sally Alvarado

Staff will work to identify and modify other successful parent and community involvement programs to suit the needs of Center Valley families; mentor and train parents to enhance and promote the involvement of other parents; provide support for other parental involvement activities as parents may reasonably request.

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)]

6.1: How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the School's participation, and the parents' rights under Title I?

Title I meeting shall be scheduled at Center Valley in August 2026 for reporting to parents and patrons the school's progress in meeting state and federal standards for achievement. This meeting is to be the forum for explaining to parents and the community:

- State's content and achievement standards.
- State and local student assessments.
- How the district's and school's curriculum is aligned with the assessments.
- How parents can work with the district to improve their child's academic achievement.

A link to the Fall 2025 CVE Title 1 Parent Meeting Sign In Sheet can be found [here](#).

7: School-Parent Compact (Title I schools)

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)]

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

7.1 *How does the School jointly develop a School-Parent Compact which does the following:*

- Center Valley Elementary has a detailed school-parent compact that was developed jointly with parents. Each year the compact provided to every family allowing feedback for recommended changes, along with the opportunity to ask questions.
- The compact focuses on a strong collaboration for student success. The compact outlines the responsibilities of teachers, parents, and students respectively. A copy can be found **here. 26-27 CVE Title I compact**
- Included in the Parent Compact are progress report, report card and parent-teacher conference dates for the 2026-27 school year.

7.2 *How do families access the compact in order to understand the shared responsibility for improved student academic achievement?*

- *Families will receive a copy of the Parent Compact in August 2026. This compact will be reviewed with parents who attend The Report to Patrons. The responsibilities of teachers and students will be discussed in each classroom in August 2026.*

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)]

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?*

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?*

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?*

- *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 the 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.*

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?*

- *During the annual Title I meeting, the Center Valley Elementary Parent Involvement committee will share ideas on parent events that Center Valley will host throughout the year. During this time, purchases will be discussed in regards to how the budget will be spent. It will be shared that the Parent Involvement committee will be sharing updates throughout the year, and invite feedback as upcoming events arise. Center Valley will host meetings throughout the year to discuss the current budget status, and get input from parents on how the remainder of funds will be spent throughout the rest of the year. Calendar events are to be determined.*

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly. **TYPE IN AN " X "**

Assurances

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]

X **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)]*

 X **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)]

 X **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)]

 X **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)]

 X **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)]

 X **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:	Center Valley Elementary
School Engagement Facilitator Name:	Courtney Gunter

Plan Revision/Submission Date:	Mar 21, 2025
District Level Reviewer Name, Title:	Jenny Barber, Federal Programs Supervisor
District Level Approval Date:	March 21,2025

Committee Members, Role

(ADD ROWS IF NEEDED/GOOGLE DOC TABLE)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Courtney	Gunter	Parent Facilitator
Kim	Nettles	Parent Facilitator, Parent
Kristina	Baer	Parent
Jenae	Ward	Parent
Robin	Johnson	Community Member
Sara	Hawkins	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.

PLEASE ALSO SEE THE SCHOOL IMPROVEMENT PLAN FOLDER ON THE DOCUMENTS/STATE REQUIRED INFORMATION/SCHOOL IMPROVEMENT PLANS

THIS SUMMARY IS PROVIDED FOR STUDENT HANDBOOK/ PARENT, FAMILY AND COMMUNITY ENGAGEMENT PLAN

The Family and Community Engagement Plans may be obtained through the District web site <https://www.rsd12.net/> Choose the "State Required Information" button at the top of the web page. Choose the current school year folder, then choose "Family and Community Engagement plans". A plan for each building is included. The District plan is embedded in the "AR App" which is also posted in State Required Information annually.

RUSSELLVILLE SCHOOL DISTRICT
RSD... Achieving Excellence Together.

MISSION: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

<https://www.rsd12.net/documents/rsd-strategic-plan/531956>

The Russellville School District school board and administration understand the importance of engaging families, parents, and the community as a whole in promoting higher student achievement. The District Family and Community Engagement Plan is reviewed at least annually, and includes goals for improving and continuing parent and community engagement in education:

Russellville School District will:

- promote and support Family and Community Engagement through communication, surveys, written information, the web site and other publications, activities for families, and annual parent meetings.
- assist school buildings in promoting and improving parent-family-community engagement.
- ensure that school principals, teachers, and parents receive information and training in engaging and communicating with one another.
- include parents, students, and the community in evaluating and improving the ways in which the district, schools, and teachers communicate with and involve parents-families-the community.
- include parents in joint review and development of the Title I Plans for Title I Schoolwide buildings and the District Title I Schoolwide Program.

Please contact your school building principal or parent facilitator for additional information and assistance with involvement. You are asked to let us know that you have received this information in your student handbook by signing the assurance page provided to you each year.



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2026-2027 SCHOOL IMPROVEMENT PLAN
Crawford Elementary

Russellville School District Mission: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

Crawford Elementary's [Family and Community Engagement Plan](#) is available on the district's State-Required Documents.

PLANNING TEAM: The team must include parent(s), community member(s), teacher(s), and student(s) (Secondary Level)

Name	Title
Shavon Jackson	Principal
Cheslea LaRue	Assistant Principal
Nancy Madison	Building Learning Coordinator
Pam Pilgram-Smith, Jessica Gunther, Jessica Baggett, Emily Dodson, Rebecca Pence-Aglupos, Jill Fields, Carol Heathcoat	Guiding Coalition Members
Jill Ison	Parent
Tessa Dollar	Parent
Tom Scott	Community Member
Pam Stokes	Staff Member



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Crawford Elementary

2024-2025 ATLAS Summative % Proficient

Grade	Total Number Tested	Literacy	Math	Science
3rd	74	23%	31%	27%
4th	63	33%	33%	37%

2025-2026 ATLAS Assessments % Proficient

BOY K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	65	46%	66%
1st	64	55%	61%
2nd	61	52%	61%
3rd	76	55%	



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EOY K-2 ATLAS Summative			
Grade	Total Number Tested	Reading	Math
K	4/21/2026 - 4/24/2026	4/21/2026 - 4/24/2026	4/21/2026 - 4/24/2026
1st	4/21/2026 - 4/24/2026	4/21/2026 - 4/24/2026	4/21/2026 - 4/24/2026
2nd	4/21/2026 - 4/24/2026	4/21/2026 - 4/24/2026	4/21/2026 - 4/24/2026

2025-2026 ATLAS Assessments % Proficient

3rd-4th Fall Interim				
Grade	Total Number Tested	Literacy	Math	Science
3rd	74	9%	3%	10%
4th	74	27%	7%	28%



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3rd-4th Winter Interim				
Grade	Total Number Tested	Literacy	Math	Science
3rd	76	28%	17%	22%
4th	76	32%	24%	37%
3rd-4th Summative				
Grade	Total Number Tested	Reading	Math	Science
3rd	4/28/26 - 5/1/26	4/28/26 - 5/1/26	4/28/26 - 5/1/26	4/28/26 - 5/1/26
4th	4/28/26 - 5/1/26	4/28/26 - 5/1/26	4/28/26 - 5/1/26	4/28/26 - 5/1/26



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Crawford Elementary

2026-2027 NEEDS ASSESSMENT

Narrative Summary

Demographic Data:

Crawford Elementary is a Title I public school that serves 347 students in grades Kindergarten through fourth grade in Russellville Arkansas. Ninety-two percent of our students are identified as economically disadvantaged. Our student population consists of the following subpopulations: 43.6% White, 35.9 Hispanic/Latino, 7.1% Black/African American, 13.1% two or more races, and 0.3% American Indian, Twenty-Four percent of our students are identified as English Language Learners and 21% of our students are eligible for Special Education Services.

Attendance:

Average Daily Attendance: 93%

Math Data Review:

We monitor math data on a daily basis to ensure students are growing at an appropriate rate. Multiple assessment data sources are used like common formative and summative assessments, ATLAS Interim assessments, and universal screeners. Teachers monitor data frequently through the use of our TACA Forms.

Literacy Review:

We monitor literacy data on a daily basis to ensure students are growing at an appropriate rate. Multiple assessment data sources are used including common formative and summative assessments, ATLAS Interim assessments, and universal screeners. Teachers monitor data frequently through the use of our TACA Forms. Additionally, we document literacy interventions on Individualized Reading Plans (IRP's) on the ATLAS portal.



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2025-2026 Data UPDATE

Teachers consistently use effective instructional strategies and interventions to close achievement gaps. Based on current trends, our students should continue to make gains in both reading and math. In order to help students grow in reading and math, we have provided the following supports during the 25-26 school year:

- A deep focus on using a guaranteed and viable curriculum with integrity based on RSD essential standards.
- Implementation of High Quality Instructional Materials, Benchmark, Magnetic Reading, and HMH or and/or other adopted HQIM materials.
- On-going, targeted, embedded professional development focused on literacy and math.
- Weekly data conversations to review multiple data sources
- Frequent use of the ATLAS Portal and Tools during in-class instruction.
- Documented literacy interventions and services on IRP's on the ATLAS Portal.
- Monthly collaboration between classroom teachers and interventionists in order to align supports and services.

2025-2026 Literacy and Math Data Review:

Students are showing significant growth on screeners and interim assessments. Students are assessed and monitored using the following assessments:

- K-2 Beginning and Middle of Year Screeners
- 3rd & 4th- Fall and Winter Interim
- K-4- ATLAS Summative Assessment



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2025-2026

Our narrative reflects data from the 2024-2025 school year. In 2025, our Summative ATLAS scores showed that students demonstrated lower achievement but higher growth across all content areas. Due to our growth scores, our overall rating or school letter grade increased from a D to a B. While we are thrilled about our growth scores, we continue to implement efficient systems, deliver targeted PD, and align standards and objectives in order to raise our achievement scores.

Proficiency Scores

- Crawford- ELA- 30% State Average- 37%
- Crawford- Math- 35% State Average- 40%
- Crawford- Science- 34% State Average- 38%

Growth Scores

- Crawford- ELA- & ELP 64% State Average- 53%
- Crawford- Math- 66% State Average- 52%
- Crawford- Science- 67% State Average- 49%

Growth of Low-Performing Students

- Crawford- ELA- 60% State Average- 52%
- Crawford- Math- 76% State Average- 54%
- Crawford- Science- 49% State Average- 52%



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Crawford Elementary

REASONS TO CELEBRATE

Data

Increased Rating from DESE

- 2026 Capturing Kids' Hearts National Showcase School
- 2026 Multiple Arkansas River Valley Writing Showcase Award winners
- 2025 OEP Award for High Growth on ATLAS Assessment
- 2025 AAESP Elementary Principal of the Year, Shavon Jackson
- 2025 CKH National Showcase School
- 2025 HRS Level 2 Certification
- 2024 Highly Effective Schools Accreditation
- 2024-2025 Site visits from multiple schools across Arkansas
- 2023-2024 Capturing Kids' Hearts National Showcase School
- We have protected, job-embedded time for grade level collaborative teams to meet on the four critical questions of a PLC.
- We use the PLC Framework to ensure high levels of learning for all.
- Our staff works collaboratively and effectively on three Big Rocks: PLC, HRS, and CKH.
- We maintain a positive culture and climate in which all teachers and staff make decisions that are best for students.
- We are a Capturing Kids' Hearts (CKH) Rising Star Campus.



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- We use shared leadership among our various action teams in order to support the learning goals for both students and teachers (Guiding Coalition, Leadership Team, Process Champions, Behavior Resource Team, and various committees.)
- 2023-2024 HRS Level 1 Certified.
- Students participate in leadership opportunities throughout the year (Ambassadors, House Leads and Lieutenants, Robotics, Yearbook, and Service Learning Projects)
- We have successfully implemented inclusive practices that support equitable learning experiences and access to grade level standards for all students.
- We created schoolwide Tier 1 behavior expectations to help improve discipline at each grade level and in each classroom.
- We implement evidence-based Tier 2 and 3 behavior supports to support students' behavior and SEL needs.
- We have three National Board Certified Teachers.
- We have strong community partnerships to support our students and staff (Food Backpack Program, High Five Fridays, reading initiatives, enriching learning experiences, donations for school improvement needs.)
- Through horizontal and vertical alignment, we have created a guaranteed and viable curriculum.
- Teachers collaborate to study and create rigorous and engaging instruction using our High Quality Instructional Materials (HQIM): Magnetic Reading, Benchmark, Mystery Science, and HMH Into Math.

2026-2027 UPDATE



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2026-2027 IDENTIFIED GOALS

Directions: Based on identified needs, develop at least one SMART goal with interventions and practices for effectiveness.

SMART= Specific . Measurable . Achievable . Relevant . Time-Bound

Goal 1 Literacy	
<p>Write a SPECIFIC goal Who/What/Where/How/When</p>	<p>Each grade level will show a 10% increase in students reading on grade level as evidenced on:</p> <ul style="list-style-type: none"> ● K- Letter ID and Sound Assessment ● 1st-4th Grade- Oral Reading Fluency (ORF)
<p style="text-align: center;">MEASURABLE</p>	<p>WE WILL KNOW WE HAVE REACHED THE GOAL WHEN...</p> <p>We will know we have reached this goal when each grade level has shown a 10% increase in reading proficiency from their beginning of the year data given in September 2026.</p> <p>End of year (EOY) Proficiency Benchmarks:</p> <ul style="list-style-type: none"> ● Kindergarten- 52 letters and 26 sounds ● 1st Grade- 39 Words Per Minute ● 2nd Grade- 94 Words Per Minute ● 3rd Grade- 114 Words Per Minute ● 4th Grade- 125 Words Per Minute



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ATTAINABLE	Item(s) and Support Needed to achieve this goal. 1. Progress monitor students bi-monthly to ensure students are making progress in reading proficiency. 2. Provide a guaranteed and viable curriculum using HQIM Resources and materials. 3. Provide access to Tier 1, 2, and 3 instruction as needed on a daily basis.	
RELEVANT	WHY THIS GOAL WAS CHOSEN? Our 2025-2026 reading proficiency data is below average at all grade levels.	
TIMELY	DATE GOAL WILL BE REACHED: We will reach our goal by April 2027, however, we will monitor student growth towards mastery on a monthly basis.	HALFWAY DATE: Grade level teams will monitor growth in reading proficiency in December 2026. Our Guiding Coalition will meet to review mid-year data in January 2027.

Goal 2 Math	
Write a SPECIFIC goal Who/What/Where/How/When	First through fourth grades will show a 15% increase in math fluency. <ul style="list-style-type: none"> ● 1st Grade- Mixed addition and subtraction within 10 (18 correct w/in 2 minutes) <ul style="list-style-type: none"> ○ Quarter 1: Addition within 10 ○ Quarter 2: Subtraction within 10 ○ Quarter 3 and 4: Mixed addition and subtraction ● 2nd Grade- Mixed addition and subtraction within 20 (18 correct w/in 2 minutes) <ul style="list-style-type: none"> ○ Quarter 1 and 2: Mixed addition and subtraction within 10 ○ Quarter 3 and 4: Mixed addition and subtraction within 20 ● 3rd Grade- Mixed multiplication and division (35 correct w/in 2 minutes)



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	<ul style="list-style-type: none"> • 4th Grade- Mixed multiplication and division (35 correct w/in 2 minutes)
MEASURABLE	<p>WE WILL KNOW WE HAVE REACHED THE GOAL WHEN...</p> <p>We will know we have reached this goal when each grade level has shown a 15% increase in math fluency from their beginning-of-the-year assessment given in September 2026.</p> <p>End of year (EOY) Proficiency Benchmarks:</p> <ul style="list-style-type: none"> • 1st Grade- Mixed addition and subtraction within 10 (18 correct w/in 2 minutes) • 2nd Grade- Mixed addition and subtraction within 20 (18 correct w/in 2 minutes) • 3rd Grade- Mixed multiplication and division (35 correct w/in 2 minutes) • 4th Grade- Mixed multiplication and division (35 correct w/in 2 minutes)
ATTAINABLE	<p>Item(s) and Support Needed to achieve this goal.</p> <ul style="list-style-type: none"> • Progress monitor bi-monthly to ensure students are making progress in math fluency. • Provide a guaranteed and viable curriculum using HQIM Resources and materials. • Provide access to Tier 1, 2, and 3 instruction as needed on a daily basis. • Provide interventions and extensions 30 minutes 4 times a week as reflected in the master schedule. • Intentional use of supplemental resources (Xtra Math, 99 Math, and manipulatives) to support student understanding of math facts. • Implement daily math fluency practice.
RELEVANT	<p>WHY THIS GOAL WAS CHOSEN?</p> <p>Fluency is the foundation of multiple math skills. Currently, our students are performing below average on state math assessments. Increasing proficiency in math fluency will help support students in math computations.</p>



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TIMELY	DATE GOAL WILL BE REACHED: We will reach our goal by April 2027.	HALFWAY DATE: Grade level teams will monitor growth in reading proficiency in December 2026. Our Guiding Coalition will meet to review mid year data in January 2027.
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MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - (January 2027)

Directions: Describe progress made towards achieving each goal. Be specific and include measurable data.

GOAL 1 NARRATIVE WITH DATA

Progress towards meeting Goal 1:



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GOAL 2 NARRATIVE WITH DATA

Progress towards meeting Goal 2:

FINAL EVALUATION OF 2026-2027

Directions: Describe the progress made towards the completion of EACH goal in your school improvement plan.

Goal 1

- MET
- NOT MET

- Continued in **YEAR** Plan
- Removed

Summary:

Goal 2

- MET
- NOT MET

- Continued in **YEAR** Plan
- Removed



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Summary:

CRAWFORD ELEMENTARY SCHOOL
RUSSELLVILLE SCHOOL DISTRICT
**School Family and Community Engagement Plan
2026-2027**

SCHOOLS COMPLETE ALL SECTIONS.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*

[A.C.A. § 6-15-1702(a)]

- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

[ESSA § 1116(c)(3)]

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?*

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

1.1

Involve parents in the development of the school parent and family engagement plan by holding a meeting for parents to offer suggestions for different components of the plan Meeting was held in April 2026 -Documentation to be added in August 2026 Further meetings will continue through the school year at PTO meetings to revisit the plan and changes that need to be made for the future. Involve parents in the review, update, and improvement, annually, of the parent and family engagement plan to meet the changing needs of students and parents. Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents- Let parents know of this option.

1.2

Ensure adequate representation of parents with participating children in the process of a variety of roles use AR DESE parent survey to gain a wide variety of parents and their needs this could be done at Parent Teacher Conferences- utilize other surveys to acquire parent input. Each staff member in the building also personally called a parent inviting them to attend our development meeting of our school parent and family engagement plan.

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: *How does the School distribute an informational packet appropriate for the age and grade of each child annually*

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)?*

2.3: *How does the School offer flexible opportunities for meetings with families?*

2.1

Make the school parent and family engagement plan available to families and the local community by offering it on the district website, school website and also sharing via social media (paper copies can be given if requested).

Ensure that our plan is written in an understandable and easy to read format and a language that parents can understand.

Place a parent-friendly summary/explanation of the parent and family engagement plan online and as a supplement to the student handbook.

Obtain signatures from each parent acknowledging receipt of the parent and family engagement plan summary.

Distribute an informational packet annually that includes the following: link to Family and Community Engagement Plan Ways for families to get involved in different roles, Survey regarding volunteer interests, Schedule of Activities planned throughout the school year, Regular, two-way, and meaningful way for parents/teachers to communicate including school messenger, email, ClassDojo, conferences, and students planners and folders.

Activities planned throughout the school year to encourage parental involvement including Literacy Night, Science Night, Spaghetti and Meatballs Holiday Night, Math Game Night, and Family Fit & Fun Night.

If you have questions contact the parent facilitators, Averi Massey (averim.massey@rsdk12.net) and Kaylan Chilton (kaylan.chilton@rsdk12.net) or by phone at 479-968-4677.

2.2

Russellville School District provides 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.

Crawford Elementary staff will communicate with parents prior to placing their child in a program that is different from the regular curriculum; the school will ensure that parents of children identified limited English proficient students are provided with 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. Similar services shall be provided to parents of students who may be identified as disabled under IDEA.

Parents are requested to contact Shavon Jackson, Principal, for additional information regarding language and other accommodations needed.

2.3

Offer meetings at various times to accommodate parent's work schedules- offer meetings online via social media to allow parents the flexibility to watch when they are able. We also offer childcare for meetings so parents will be more available to attend.

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: *How does the School build staff capacity to work with parents as equal partners?*

3.1

Beginning in August, Crawford teachers will individually create Family Communication Plans in which they plan out their schedule and methods of contact to all of the parents/guardians of the students in their class. This will set the foundation for a constant string of communication between parents/guardians and teachers that will facilitate opportunities for both to work as equal partners. Crawford will also continue to implement family nights that provide parents with tools and information for them to work together with teachers in the education of their children.

Ensure professional development requirements are met for teachers and administrators Train teachers and staff in the following:

- *That parents play an integral role in assisting student learning
- *In the value of and contribution by parents
- *In how to reach out to, communicate with, and work with parents as equal partners
- *To implement and coordinate parent programs to bridge the gap between school and home
- *To welcome parents into the school and seek parental support and assistance
- *To provide information in a format and language that parents can understand
- *To respond to parent requests for parent and family engagement activities
- *Access to school handbook to see the school's process for resolving parent concerns

Crawford teachers and staff have been trained in Capturing Kids Hearts. Crawford teachers and staff will continue to be intentional about implementing all aspects of Capturing Kids Hearts. Social contracts will be made and followed in each classroom along with the teaching and daily implementation of the CKH symbols and cues. Teachers will continue to implement CKH lessons daily on the word of the month, and as a school, students will be given the opportunity to learn and practice the word of the month via assemblies. Teachers will regularly make use of the CKH website to gather resources to use in order to communicate with parents regarding the work of the month.

Teachers will continue to work in professional learning communities where they will dig deep into student data and work together to find meaningful ways to share student growth and learning with parents. This collaboration among teachers applies to both academic and behavioral/social emotional data and goals.

The counselor will collect resources to use with all students and/or parents and share those resources with teachers with a focus on Character Education, Behavior Management, Conflict Resolution, Personal/Social issues and Drug/Alcohol Abuse.

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

Provide parents with a description and explanation of curriculum including Parent letters in Math and also through Literacy Night

Provide parents with individual student academic assessment results such as DRA, progress monitoring, math module assessments and interpretation of those results through progress reports and report cards and through parent teacher conferences twice per school year

4.2

Provide materials and training to help parents work with their children to improve their overall achievement in literacy, math, science, and technology to foster parent and family engagement

4.3

Provide assistance and instruction to parents of children served by the school by helping them:

- *Arkansas standards

- *State and local assessments such as Istation, DRA, progress monitoring, and ATLAS

- *Strategies parents can use to support their child's academic progress

- *Partner teachers and parents to support their child's academic growth

- *Use of ADE website utilizing My Child My Student

4.4

Schedule regular parent involvement meetings (PTO meetings are held monthly)

Crawford Elementary will schedule two Parent Teacher Conferences annually, and shall provide alternate or flexible scheduling for those parents who may not be able to attend scheduled dates or times.

4.5

Maintain an identified Parent Center and maintain information for parents and advertise selections periodically on social media and at parent events- Parent Center is located in Room 2A and is open to parents daily and at school events

4.6

Provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment through our family engagement nights and parent center.

Projected Planned Events with the Students and Families:

Literacy Nights for families, Connections through Games Events and other programs.

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: *How does the School investigate and utilize community resources in the instructional program?*

5.2: *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs?*

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.*

5.1

Utilize community resources in the instructional program including career day, High 5 Fridays, parent events, and other activities

5.2

Crawford houses two Preschool classrooms through the District- The principal and Kindergarten staff will plan and conduct a variety of transition activities to ensure the smooth transition of children from early childhood programs into school: Crawford will have a family night for pre-Kindergarten children. Kindergarten Teachers will provide information on the Kindergarten Curriculum.

Utilize community resources such as Connect Church, Dog Ear Books, AR Tech Cultural Department, Rotary, Arkansas Tech and continue to look for further community resources to be utilized. Other community resources possible are Second Baptist Church, 479 Fitness, and the 4 H extension.

Crawford will ensure that parents 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 parental involvement through support such as Interpreters and Translation and maintenance of barrier free building and meeting access, flexible scheduling, and other services.

Incorporate this plan into the school's improvement plan.

5.3

Promote and support parents working at home with their child by providing instructional videos via social media

Offer further support to the PTO and encourage parent involvement in this organization by encouraging the parents to invite other parents and will be utilized in appropriate decisions Encourage parents to use the parent resource center for ways to help their child at home in math, literacy, science, and social studies

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)]

6.1: *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the School's participation, and the parents' rights under Title I?* **ADD DATE: ADD AGENDA, NOTES, SIGN IN TO THE SHARED DRIVE BY OCTOBER1 ANNUALLY**

6.1

Conduct an annual Title I meeting to inform parents of the requirements of Title I and the school's participation - Annual Title I Meeting will be held April 16, 2026. The meeting will also inform parents of their rights under Title I.

[25-26 Title 1 Meeting Invitation](#)

[25-26 Title 1 Meeting Agenda](#)

[25-26 Title 1 Sign In Sheet](#)

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. **ADD A COPY TO THE DRIVE**

[ESSA § 1116(d)(2)(A)]

7.1

The RSD Elementary School, Crawford Elementary, and the parents of the students participating in the programs funded by Title I, agree that this compact outlines how we will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve Arkansas' standards. RSD Elementary School, Crawford Elementary is a School Wide Title One Program: all students enrolled are served by the Program. RSD Elementary School ,Crawford Elementary Responsibilities:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. The school will follow the Arkansas Frameworks for instruction in each grade level, and is implementing Common Core as well.
2. Hold parent-teacher conferences twice each year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Tuesday, October 13, Wednesday, October 14, and Thursday, October 15 after school in the fall. Tuesday, February 9, Wednesday, February 10, and Thursday, February 11 after school at Crawford Elementary. The report will include a description of the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
3. Provide parents with frequent reports on their children's progress as follows:
 - Sept 21: Five Weeks Progress Reports
 - Oct. 12: End of First Grading Quarter
 - Nov. 16: Five Weeks Progress Reports
 - Dec. 18: End of Second Grading Quarter and Semester One
 - Feb. 1: Five Weeks Progress Reports
 - March 5: End of Third Grading Quarter
 - April 12: Five Weeks Progress Reports
 - May 27: End of Fourth Grading Quarter

4. Provide parents reasonable access to staff. Staff will be available for consultation with parents by telephone, email, and in person in addition to scheduled parent teacher conference dates.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. Parent Responsibilities We, as parents, will support our children's learning by

- Monitoring attendance.
- Making sure that homework is completed.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups.

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)]

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?*

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?*

8.1
 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.

8.2
 Involve parents and family members of children receiving services under Title I in the decisions regarding how reserved funds are allotted for parent and family engagement activities. Some of the ways to spend funds were discussed in the annual meeting. Some suggested ways were improving the parent center and also in new event ideas. We will also find ways to ask parent input on use of funds in surveys in the fall.

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly. **TYPE IN AN "X"**

Assurances

A.1:The School understands that annually by August 1, the public School’s Engagement Plan shall be developed, or reviewed and updated. **(March 21, 2025 to allow for these to be completed prior to staff leaving for the summer)**

[ADE Rules Governing Parental Involvement Section 3.02.3]

 X **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]]

 X **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]

 X **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]

 X **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)]

 X **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)]

 X **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)]

 X **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)]

 X **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]

X **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)]*

 X **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)]

 X **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)]

 X **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)]

 X **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)]

 X **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:	Crawford Elementary School
School Engagement Facilitator Name:	Averi Massey
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	Jenny Barber, Federal Programs Supervisor
District Level Approval Date:	May 12, 2026

Committee Members, Role

(ADD ROWS IF NEEDED/GOOGLE DOC TABLE)

ALL CATEGORIES REQUIRED:

LIMIT THE USE OF SCHOOL STAFF AS PARENT REPRESENTATIVES

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Shavon	Jackson	Principal
Cheslea	LaRue	Assistant Principal
Averi	Massey	Teacher
Kaylan	Chilton	Teacher
Pam	Stokes	Counselor
Chelslea	Cartagena	Parent
Rebecca	Blythe	Parent

Nou	Her	Parent
Destiny	Weaver	Parent
Cheyenne	Bliss	Parent
Blenda	Keys	Parent
Jill	Ison	Parent
Ronda	Brewer	Parent
Cindy	Merchant	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.

District Reviewer Responses

Section 1 - Jointly Developed

Changes Required

Compliance is Met

Comments:

-Section 2 - Communication

Changes Required

Compliance is Met

Comments:

Section 3 - Building Staff Capacity

Changes Required

Compliance is Met

Comments:

Section 4 - Building Parent Capacity

Changes Required

Compliance is Met

Comments:

Section 5 - Coordination

Changes Required

Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

Changes Required

Compliance is Met

Comments:

Section 7 - School-Parent Compact

Changes Required

Compliance is Met

Comments:

Section 8 - Reservation of Funds

Changes Required

Compliance is Met

Comments:



2026-2027 SCHOOL IMPROVEMENT PLAN

Dwight

Russellville School District Mission: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

Dwight's Family and Community Engagement Plan is available on the district's State-Required Documents.

PLANNING TEAM: The team must include parent(s), community member(s), teacher(s), and student(s) (Secondary Level)

Name	Title
Krista Malin	Principal
Megan Moore	Building Learning Coordinator
Kailey Rauch	Guiding Coalition Member
Renea Aden	Parent
Avigail Phillips	Community Member
Maegan Fetters	Staff Member



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Dwight

K-3 ATLAS Screener % - Ready

K-3 Screener				
	Reading		Math	
Grade	24-25	25-26	24-25	25-26
K	38%	61%	66%	64%
1st	41%	76%	58%	65%
2nd	20%	52%	66%	64%
3rd	5%	50%		

K-2 ATLAS Summative %- Level 3 and 4



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Dwight

K-3 Summative				
	Reading		Math	
Grade	24-25	25-26	24-25	25-26
K	52%		56%	
1st	37%		31%	
2nd	28%		18%	

3-4 ATLAS Summative % - Level 3 and 4

3rd-4th Summative									
	ELA			Math			Science		
Grade	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
3rd	11%	32%		21%	28%		13%	34%	
4th	38%	32%		22%	34%		33%	34%	



2026-2027 SCHOOL IMPROVEMENT PLAN

Dwight

2025-2026 NEEDS ASSESSMENT

Narrative Summary

Dwight Elementary's student achievement data demonstrates meaningful progress in foundational literacy while also identifying critical areas for continued schoolwide improvement. K–3 screener data shows substantial gains in reading from 2024–2025 to 2025–2026, particularly in first grade (41% to 76%) and third grade (5% to 50%), reflecting the positive impact of targeted literacy instruction and intervention. However, math screener data across K–2 has remained relatively stagnant, signaling a need to strengthen core math instruction, intervention systems, and student mastery of foundational numeracy skills. K–2 ATLAS Summative results further reveal a decline in proficiency from kindergarten to second grade, with the greatest area of concern in second grade, where only 28% of students scored Level 3 or 4 in reading and 18% in math. In grades 3–4, 3rd grade summative performance shows notable improvement across ELA, math, and science, while 4th grade performance remains inconsistent, particularly in ELA where proficiency declined from 38% to 32%. These trends indicate a need to sustain the strong gains made in early literacy, strengthen vertical alignment and instructional rigor across grade levels, and prioritize schoolwide improvement efforts in math achievement, reading comprehension, and standards-aligned Tier I instruction to ensure all students demonstrate grade-level proficiency.

Priority Need 1: Strengthen Math Achievement Across K–4

While reading screener data shows strong gains in the primary grades, math performance has remained relatively flat or declined slightly in K–2, and overall proficiency in math remains low in upper grades. K–2 math screener results showed minimal growth from 2024–2025 to 2025–2026, and K–2 ATLAS Summative data revealed especially low proficiency in **2nd grade math (18% Level 3 or 4)**. Although 3rd and 4th grade math improved from 2023–2024 to 2024–2025, proficiency levels remain below desired outcomes, indicating a continued need to strengthen Tier I math instruction, intervention systems, and student mastery of grade-level standards.

Root Cause for Priority Need 1 (Math)



2026-2027 SCHOOL IMPROVEMENT PLAN

Dwight

Although foundational reading systems have been a strong instructional focus, math has not yet received the same level of consistent schoolwide emphasis in Tier I instruction, intervention planning, and progress monitoring. As a result, students may not be receiving sufficiently targeted support in foundational numeracy and grade-level mathematical reasoning, leading to stagnant or inconsistent achievement growth across grade levels.

Priority Need 2: Sustain and Extend Literacy Growth Beyond Foundational Skills

K–3 reading screener data demonstrates significant improvement, particularly in kindergarten, first, and third grade, indicating that early literacy efforts are producing positive results. However, K–2 ATLAS Summative data shows that proficiency decreases as students move through the primary grades, with **2nd grade reading at 28% Level 3 or 4**, and 4th grade ELA declined from **38% to 32%**. This suggests a need to sustain the gains made in foundational reading while strengthening vocabulary, fluency, and especially reading comprehension and standards-aligned rigor as students transition into more complex text demands.

Root Cause for Priority Need 2 (Literacy)

Early literacy instruction and intervention appear to be effectively improving foundational reading skills, as evidenced by strong screener growth. However, as students progress into more complex literacy demands, instruction may need to more intentionally emphasize comprehension, vocabulary development, text-dependent thinking, and application of grade-level standards. This gap may be contributing to lower summative proficiency despite improvements in foundational skills.

Priority Need 3: Improve Vertical Alignment and Consistency of Tier I Instruction

Achievement trends across grade levels show uneven performance and inconsistent growth patterns, particularly between strong early screener gains and lower summative outcomes in later grades. This indicates a need for stronger vertical alignment of essential standards, clearer instructional expectations, and consistent implementation of high-quality Tier I instruction across classrooms. A focused effort on instructional coherence, use of formative data, and targeted intervention/extension aligned to grade-level priorities is needed to ensure growth is sustained from kindergarten through fourth grade.



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Root Cause for Priority Need 3 (Tier I/Vertical Alignment)

Variation in achievement across grade levels suggests that instructional expectations, pacing, and implementation of essential standards may not yet be fully aligned across classrooms and grade bands. Inconsistent use of HQIM, learning targets, success criteria, formative assessment practices, and intervention/extension planning may be limiting students' access to rigorous, standards-aligned instruction and impacting long-term proficiency outcomes.

REASONS TO CELEBRATE

Data

- Dwight Elementary is a recognized school of excellence, including being a Capturing Kids' Hearts National Showcase School, a Solution Tree Promising Practices School, and a Highly Effective School through Marzano Resources.
- K–3 reading screener scores increased in every grade level, showing strong early literacy growth.
- 3rd grade improved across all tested ATLAS areas (ELA, math, and science), and 4th grade math showed measurable gains.
- Dwight has strong instructional and intervention systems in place, including Cyclone Scholars, dedicated intervention staff, PLC processes, and a focus on essential standards.
- Family and community partnerships are a major strength, including Arkansas Tech University, Junior Auxiliary, Rotary, and Kiwanis.



2026-2027 SCHOOL IMPROVEMENT PLAN

Dwight

2026-2027 IDENTIFIED GOALS

Goal 1: Math	
Write a SPECIFIC goal Who/What/Where/How/When	By spring 2027, Dwight Elementary will increase math proficiency (Level 3 or 4) by at least 10 percentage points at each grade level on ATLAS Summative assessments.
MEASURABLE	WE WILL KNOW WE HAVE REACHED THE GOAL WHEN... <i>Each grade level increases math proficiency on ATLAS Summative assessments by at least 10 percentage points.</i>
ATTAINABLE	Item(s) and Support Needed to achieve this goal. <ol style="list-style-type: none"> 1. <i>Students identified as “potential risk” on fall interim ATLAS assessments will be prioritized for math support.</i> 2. <i>Teachers and PLC teams will use CFAs, CSAs, and interim ATLAS data to identify unfinished learning and standards needing reteaching.</i> 3. <i>Teachers will provide targeted math intervention and extension through strong Tier I instruction and Cyclone Scholars support.</i> 4. <i>Progress monitoring data will be reviewed regularly by teachers, PLC teams, and the schoolwide assistance team.</i> 5. <i>Instructional and intervention plans will be adjusted based on student performance data.</i>
RELEVANT	WHY THIS GOAL WAS CHOSEN? <i>This goal was chosen to strengthen math achievement across grade levels, increase student mastery of grade-level standards, and ensure all students receive rigorous, data-driven math instruction and intervention aligned to their needs.</i>
TIMELY	DATE GOAL WILL BE REACHED: <i>The goal will be reached by May 2027.</i>



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Dwight

Goal 2: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	By spring 2027, Dwight Elementary will increase reading/ELA proficiency by at least 10 percentage points in targeted grades, as measured by K–3 screeners and ATLAS Summative assessments.
MEASURABLE	WE WILL KNOW WE HAVE REACHED THE GOAL WHEN... <i>Targeted grade levels increase reading/ELA proficiency by at least 10 percentage points, while K–3 reading screener benchmark performance is maintained or improved.</i>
ATTAINABLE	Item(s) and Support Needed to achieve this goal. <ol style="list-style-type: none"> 1. <i>Students identified as at risk on K–3 reading screeners and interim ATLAS assessments will be prioritized for literacy support.</i> 2. <i>Teachers and PLC teams will use CFAs, CSAs, screeners, and interim ATLAS data to identify specific reading skill deficits and standards needing reteaching.</i> 3. <i>Teachers will provide targeted Tier I literacy instruction and intervention through strong core instruction, small groups, and Cyclone Scholars support.</i> 4. <i>HQIM, essential standards, and learning targets will be used consistently to ensure instruction is aligned to grade-level expectations.</i> 5. <i>Progress monitoring data will be reviewed regularly by teachers, PLC teams, and the schoolwide assistance team to adjust instruction and interventions based on student needs.</i>
RELEVANT	WHY THIS GOAL WAS CHOSEN? <i>This goal was chosen to build on Dwight’s strong early literacy growth while strengthening reading comprehension, vocabulary, and grade-level rigor so students continue to grow from foundational</i>



2026-2027 SCHOOL IMPROVEMENT PLAN

Dwight

	<i>skills to overall proficiency.</i>
TIMELY	DATE GOAL WILL BE REACHED: <i>The goal will be reached by May 2027.</i>

Goal 3: Tier I Instruction / Instructional Consistency	
Write a SPECIFIC goal <i>Who/What/Where/How/When</i>	By spring 2027, Dwight Elementary will strengthen Tier I instruction across K–4 so that at least 90% of classrooms consistently demonstrate standards-aligned instruction, including clear learning targets, success criteria, HQIM implementation, and intentional intervention/extension planning.
MEASURABLE	WE WILL KNOW WE HAVE REACHED THE GOAL WHEN... <i>At least 90% of classrooms consistently demonstrate strong Tier I instruction as evidenced by walkthroughs, PLC documentation, and administrator observations.</i>
ATTAINABLE	Item(s) and Support Needed to achieve this goal. <ol style="list-style-type: none"> 1. <i>PLC teams will plan instruction aligned to essential standards, learning progressions, and grade-level expectations.</i> 2. <i>Teachers will consistently implement HQIM lessons with clear learning targets and success criteria. ELA: Magnetic Reading Math: HMH Into Math Science: Mystery Science</i> 3. <i>Teachers will use CFAs, CSAs, and interim data to adjust Tier I instruction and plan targeted intervention and extension.</i> 4. Cyclone Scholars <i>time will be used intentionally to support essential standards through intervention and extension, not as a replacement for core instruction.</i> 5. <i>Walkthroughs, observation feedback, and PLC conversations will be used to monitor implementation and make adjustments to instructional practices.</i>



2026-2027 SCHOOL IMPROVEMENT PLAN

Dwight

RELEVANT	WHY THIS GOAL WAS CHOSEN? <i>This goal was chosen to ensure all students have access to strong, consistent, standards-aligned Tier I instruction across classrooms and grade levels, which is essential for sustaining achievement growth at Dwight.</i>
TIMELY	DATE GOAL WILL BE REACHED: <i>The goal will be reached by May 2027.</i>

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - By January 2027

GOAL 1 NARRATIVE WITH DATA

Progress towards meeting Goal 1:

GOAL 2 NARRATIVE WITH DATA

Progress towards meeting Goal 2:

GOAL 3 NARRATIVE WITH DATA

Progress towards meeting Goal 3:



2026-2027 SCHOOL IMPROVEMENT PLAN

Dwight

FINAL EVALUATION OF 2026-27

Goal 1	
<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	<input type="checkbox"/> Continued in YEAR Plan <input type="checkbox"/> Removed
Summary:	
Goal 2	
<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	<input type="checkbox"/> Continued in YEAR Plan <input type="checkbox"/> Removed
Summary:	
Goal 3	
<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	<input type="checkbox"/> Continued in YEAR Plan <input type="checkbox"/> Removed
Summary:	

Dwight Elementary School Russellville School District

School Family and Community Engagement Plan 2026-2027

THIS PLAN IS DIRECTLY CONNECTED TO THE DWIGHT ELEMENTARY SCHOOL LEVEL IMPROVEMENT PLAN WHICH INCLUDES THE TITLE ONE, PART A SCHOOLWIDE PLAN.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*

[A.C.A. § 6-15-1702(a)]

- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

[ESSA § 1116(c)(3)]

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?*

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

To facilitate family and community engagement, Dwight Elementary will...

- encourage parents, family, and the community to participate in district and school planning.
- annually maintain, publish, review the FACE Plan prior to August 1.
 - reviewing of FACE Plan encouraged throughout the academic year
- coordinate FACE Plan with the BIP (Building Improvement Plan).
- host FACE Plan Review Session annually prior to May 1.
 - The 2026-2027 review session was hosted on 4/15/26 at Dwight Elementary.

■ **Attendees:**  [scan_maegan.fetters_2026-04-23-14-14-13.pdf](#)

■ **Agenda:**  [FACE Plan Review Session DW 26-27](#)

- Representatives are described as Parent/Guardians of Dwight students and/or Dwight Staff Members.
 - involve parents in the decision making process in decisions regarding Title 1 FACE expenditures.
 - Family and Community feedback will be gathered with the use of surveys from sources such as Arkansas DESE, Capturing Kids' Heart, and High Reliability Schools.
 - If the Title 1 Plan is not accepted/or is questioned by families, the information will be forwarded to Arkansas DESE, Federal Programs Unit.
- {Responsible parties: Maegan Feters, FACE Coordinator; Krista Malin, Principal}

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: *How does the School distribute an informational packet appropriate for the age and grade of each child annually*

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)?*

2.3: How does the School offer flexible opportunities for meetings with families?

To facilitate family and community engagement, Dwight Elementary will distribute...

- a Family Kit during Open House, New Student Enrollment Meetings, and as requested.
 - Included items such as
 - Tentative Schedule of Events
 - Family Involvement Opportunities
 - FACE Plan
 - Point of Contact for FACE Coordinator and additional RSD Resources
 - Family Kit Receipt Form - encouraged to be returned to Dwight for record
- a Monthly Family Newsletter including topics such as:
 - Principal News
 - Calendar of Events
 - Feedback Opportunity Survey Links
 - Family Academic Support Resources
- notifications of event details
 - on the digital sign outside of the school
 - on social media
 - on the school website: <https://dwight.rsdk12.net/o/dw>
 - with paper letters sent home with students, english and spanish translations
 - electronic messages from School Status Connect
- Family Newsletter
- ESL, Migrant, and Language Academy
 - Interpreters scheduled for meetings at family request
 - Translated event letter and communication
- routinely post on Social Media
 - Facebook: Dwight Elementary School
 - Facebook: Russellville School District
- Points of Contact - interpreters available upon scheduled request
 - Classroom Teacher/Specialist Instructor Contact
 - School Status Connect
 - Call the office to schedule a meeting between 7:45a -3:45p, M-F
 - email following the template of teacher first and last name
 - first.last@rsdk12.net
 - Building Principal
 - we encourage you to contact the classroom teacher for concerns such as academic performance, school events, classroom/playground behaviors
 - Call the office to schedule a meeting 7:45a -3:45p, M-F
 - email following the template of principal first and last name
 - first.last@rsdk12.net
- The Dwight FACE Coordinator, Maegan Feters, can be contacted by
 - phone at 479-968-3967
 - Between 7:45 am. - 3:45 pm., Monday - Friday.

- email at maegan.fetters@rsdk12.net
- The Russellville School District FACE Coordinator, Jenny Barber, can be contacted by
 - phone at 479-968-1306
 - between 7:45 am. - 4:00 pm., Monday - Friday.
 - email at jenny.barber@rsdk12.net

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); A.C.A. § 6-15-1702(b)(5-7)]

3.1: *How does the School build staff capacity to work with parents as equal partners?*

To facilitate family and community engagement, Dwight Elementary encourages an equal partnership of professional relationships and familial support by...

- offering parent teacher conferences
 - See "District Calendar" on rsdk12.net
- encouraging consistent, professional, two-way communication between families and staff.
- hosting family engagement activities.
 - See "Dwight Events" at dwright.rsdk12.net
 - math and literacy nights
 - health and physical education program events

- music education program events
- celebration ceremonies for growth and performance
- provide families with resources for addressing concerns in the handbook
 - [Russellville School Board Policy 6.7R](#)
- providing staff professional development training in family involvement strategies, and any additional requirements for professional development, sourced from the State of Arkansas Department of Education. Training opportunities such as, but not limited to:
 - facilitating familial participation in assisting student learning
 - practices to implement to exhibit the value of familial contributions.
 - facilitating consistent, professional, two-way communication
 - coordination and implementation of family engagement opportunities
 - seeking assistance from families to meet the needs of the student(s).

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)]

To facilitate family and community engagement, Dwight Elementary will...

- communicate monthly school information in the Family Letter sent home electronically, posted in teacher classroom digital forums, and on our social media outlets.
- develop and maintain a Digital Family Center with printable resources.
 - families will have access to items that will address topics such as, but not limited to, learning at home, coping skills, and community resources.
 - access [Arkansas Department of Education's Parent and Family Resources](#)
 - families without digital access are invited to contact the FACE Coordinator
 - The Dwight FACE Coordinator, Maegan Feters, can be contacted by
 - phone at 479-968-3967
 - Between 7:45 am. - 3:45 pm., Monday - Friday.
 - email at maegan.feters@rsdk12.net.
- provide high-quality curriculum and instruction in a supportive and effective learning environment.

- empower students to meet Arkansas's Student Achievement Success Standards.
- follow Arkansas Frameworks for instruction at each grade level
- hold parent-teacher conferences.
 - See "District Calendar" on rsdk12.net
- update families on their students' academic performance with frequent progress reports
 - See "District Calendar" on rsdk12.net

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: *How does the School investigate and utilize community resources in the instructional program?*

5.2: *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs?*

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?*

To facilitate family and community engagement, Dwight Elementary will...

- facilitate relationship building activities between staff, families, and students by providing opportunities for collaboration, service, and socialization.
- collaborate with community partners such as, but not limited to:
 - Farm Bureau - Jeff Carter
 - Kroger of Russellville
 - Junior Auxiliary of Russellville
 - River Valley Food 4 Kids
 - Russellville Downtown Rotary
 - New Life Church
 - First Baptist Church
 - 100 Families
 - Connect Church
 - First State Bank- Clay Moore
- hosting family engagement activities.
 - See “Dwight Events” at dwight.rsdk12.net
 - math and literacy nights
 - health and physical education program events
 - music education program events
 - celebration ceremonies for growth and performance
- develop and maintain a Digital Family Center with printable resources.
 - families will have access to items that will address topics such as, but not limited to, learning at home, coping skills, and community resources.
 - access [Arkansas Department of Education’s Parent and Family Resources](#)
 - families without digital access are invited to contact the FACE Coordinator
 - The Dwight FACE Coordinator, Maegan Feters, can be contacted by
 - phone at 479-968-3967
 - Between 7:45 am. - 3:45 pm., Monday - Friday.
 - email at maegan.feters@rsdk12.net.
- collaborate and coordinate with early childhood providers in order to plan and conduct a variety of transition activities to ensure the smooth transition of children from early childhood programs into early school.
- ensure that families have equal and full access to family involvement through support such as interpreters, translation services, and barrier free conference access.
- provide families with resources for addressing concern in the handbook
 - [Russellville School Board Policy 6.7R](#)
- research and disseminate strategies with the Dwight and District FACE Coordinators to eliminate barriers that may prevent families from being involved in their student’s education.
 - examples such as, but not limited to:
 - families with disabilities
 - flexible scheduling of parent-teacher conferences
 - translation/interpretation services

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)]

6.1: *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the School's participation, and the parents' rights under Title I?*

To facilitate family and community engagement, Dwight Elementary will...

- host the Title I informative meeting with families to fulfill the requirements of Title I.
 - educate families on their protected rights under Title I
 - inform parents of Dwight's participation under Title I
 - provide families with the most current testing results and Title I informative pamphlet
- To facilitate family and community engagement, Dwight Elementary will...
 - host the Title I informative meeting with families to fulfill the requirements of Title I.
 - meeting date will be scheduled between August 1, 2026 to September 30, 2026
 - educate families on their protected rights under Title I
 - inform parents of Dwight's participation under Title I
 - provide families with the most current testing results and Title I informative pamphlet

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)]

Dwight Elementary School and the Families of students participating in Title I funded programs (Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how we will share the responsibility of improved student success and the means by which the school and families will build and develop a partnership that will help students achieve and the means by which the school and parents will build and develop a partnership that will encourage students to achieve Arkansas Standards. Dwight is a School Wide Title I Program: all students enrolled are served by the program.

To facilitate family and community engagement, Dwight Elementary will...

- collaborate with staff, families, and community to develop a clear, concise Family Kit and Informational Compact
 - host FACE Plan Review Session annually prior to May 1.
 - monthly communication of events, resources, and service opportunities in the parent newsletter
 - social media postings of events
 - updated calendar on Dwight School Website
 - current academic calendar on RSDk12.net
 - facilitate relationship building activities between staff, families, and students by providing

- opportunities for collaboration, service, and socialization.
- host the Title I informative meeting with families to fulfill the requirements of Title I.
 - educate families on their protected rights under Title I
 - inform parents of Dwight's participation under Title I
 - provide families with the most current testing results and Title I informative pamphlet
- provide high-quality curriculum and instruction in a supportive and effective learning environment.
 - empower students to meet Arkansas's Student Achievement Success Standards.
 - follow Arkansas Frameworks for instruction at each grade level
 - host parent-teacher conferences.
 - See "District Calendar" on rsdk12.net
 - update families on their students' academic performance with frequent progress reports
 - See "District Calendar" on rsdk12.net
- Points of Contact - interpreters available upon scheduled request
 - Classroom Teacher/Specialist Instructor Contact
 - Digital classroom forum
 - Call the office to schedule a meeting between 7:45a -3:45p, M-F
 - email following the template of teacher first and last name
 - first.last@rsdk12.net
 - Building Principal
 - we encourage you to contact the classroom teacher for concerns such as academic performance, school events, classroom/playground behaviors
 - Call the office to schedule a meeting 7:45a -3:45p, M-F
 - email following the template of principal first and last name
 - first.last@rsdk12.net
- FACE Coordinators Point of Contact
 - The Dwight FACE Coordinator, Maegan Feters, can be contacted by
 - phone at 479-968-3967
 - Between 7:45 am. - 3:45 pm., Monday - Friday.
 - email at maegan.feters@rsdk12.net
 - The Russellville School District FACE Coordinator, Jenny Barber, can be contacted by
 - phone at 479-968-1306
 - between 7:45 am. - 3:45 pm., Monday - Friday.
 - email at jenny.barber@rsdk12.net
- **Link to current parent compact:** [W Dwight Parent Compact.docx](#)
 - Dates to be updated when new school year dates are set for certain events

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)]*

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?*

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?*

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

The District reserves annually at least 1% for Family and Community Engagement Activities. In accordance with federal regulations, at least 90% of the 1% is allocated to the Title I Schools, with priority given to highest-need schools. The free and reduced lunch population count from Cycle 2 of the prior school year is used to assist in equitable distribution of funds to schools.

Dwight Elementary will hold a parent meeting for suggestions of the allocation of Title I funds for the school. This meeting will be held in August each academic year. In this meeting, the budget and innovations to apply expenditures effectively to serve the needs of the school population.

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly. **TYPE IN AN " X "**

Assurances

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]

 x **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]]

 x **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]

 x **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]

 x **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)]

 x **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)]

 x **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)]

 x **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.

School Information

School Name:	Dwight Elementary School
School Engagement Facilitator Name:	Maegan Fetters
Plan Revision/Submission Date:	Apr 16, 2026
District Level Reviewer Name, Title:	Jenny Barber, Federal Programs Supervisor
District Level Approval Date:	

Committee Members, Role

(ADD ROWS IF NEEDED/GOOGLE DOC TABLE)

First Name	Last Name	Role (<i>Teacher, Staff, Parent, Student, or Community Member</i>)
Krista	Malin	Principal
Maegan	Fetters	Parent Engagement Facilitator
		Parent Members to be determined in August 2025
		Community Members to be determined in August 2025

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.

PLEASE ALSO SEE THE SCHOOL IMPROVEMENT PLAN FOLDER ON THE DOCUMENTS/STATE REQUIRED INFORMATION/SCHOOL IMPROVEMENT PLANS

THIS SUMMARY IS PROVIDED FOR STUDENT HANDBOOK/ PARENT, FAMILY AND COMMUNITY ENGAGEMENT PLAN

The Family and Community Engagement Plans may be obtained through the District web site

<https://www.rsdk12.net/> Choose the "State Required Information" button at the top of the web page. Choose the current school year folder, then choose "Family and Community Engagement plans". A plan for each building is included. The District plan is embedded in the "AR App" which is also posted in State Required Information annually.

RUSSELLVILLE SCHOOL DISTRICT
RSD... Achieving Excellence Together.

MISSION: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

<https://www.rsdk12.net/documents/rsd-strategic-plan/531956>

The Russellville School District school board and administration understand the importance of engaging families, parents, and the community as a whole in promoting higher student achievement. The District Family and Community Engagement Plan is reviewed at least annually, and includes goals for improving and continuing parent and community engagement in education:

Russellville School District will:

- promote and support Family and Community Engagement through communication, surveys, written information, the web site and other publications, activities for families, and annual parent meetings.
- assist school buildings in promoting and improving parent-family-community engagement.
- ensure that school principals, teachers, and parents receive information and training in engaging and communicating with one another.
- include parents, students, and the community in evaluating and improving the ways in which the district, schools, and teachers communicate with and involve parents-families-the community.

- include parents in joint review and development of the Title I Plans for Title I Schoolwide buildings and the District Title I Schoolwide Program.

Please contact your school building principal or parent facilitator for additional information and assistance with involvement.

You are asked to let us know that you have received this information in your student handbook by signing the assurance page provided to you each year.



Relationships. Measurement. Collaboration
2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

Russellville School District Mission: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

London Elementary Family and Community Engagement Plan is available on the district's State Required Document.

PLANNING TEAM: The team must include parent(s), community member(s), teacher(s), and student(s) (Secondary Level)

Name	Title
Marcia Correia	Principal
Camille Blaney	Building Learning Coordinator
Hope Cannon	Guiding Coalition Member
Sara Tosch	Parent
Tiff Nance	Parent
Angela Cottrell	Community Member
Kathy Steffy	Staff Member



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2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

2025-2026 ATLAS Winter Interim % Proficient

Grade	Total Number Tested	ELA	Math	Science
K	27	11%	30%	
1st	32	31%	9%	
2nd	37	41%	38%	
3rd	32	22%	19%	47%
4th	31	39%	29%	36%

2025-2026 ATLAS Summative % Proficient

Grade	Total Number Tested	ELA	Math	Science
K				



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2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

1st				
2nd			59%	
3rd				
4th				

2026-27 ATLAS Assessments % Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K			
1st			
2nd			
3rd			



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2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

K-3 Summative			
Grade	Total Number Tested	Reading	Math
K			
1st			
2nd			

2026-27 ATLAS Assessments % Proficient

3rd-4th Fall Interim				
Grade	Total Number Tested	ELA	Math	Science
K				
1st				
2nd				
3rd				



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 2026-2027 SCHOOL IMPROVEMENT PLAN

London Elementary School

4th				
3rd-4th Winter Interim				
Grade	Total Number Tested	ELA	Math	Science
K				
1st				
2nd				
3rd				
4th				
3rd-4th Summative				
Grade	Total Number Tested	ELA	Math	Science
K				
1st				
2nd				
3rd				



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2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

4th				
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2026-2027 NEEDS ASSESSMENT

Narrative Summary

The Winter Interim ATLAS assessment data reveals varied performance across grade levels and content areas, with overall proficiency remaining below desired benchmarks in both ELA and Math.

In ELA, proficiency ranges from a low of 11% in Kindergarten to a high of 41% in 2nd grade. While 1st grade (31%) and 4th grade (39%) show moderate progress, 3rd grade (22%) reflects a notable decline compared to earlier grades, indicating a potential gap in reading comprehension and skill transfer as students transition to more rigorous standards.

In Math, performance is generally lower and less consistent across grade levels. Kindergarten shows relative strength at 30%, but proficiency drops sharply in 1st grade (9%), suggesting foundational gaps in early numeracy. Although 2nd grade (38%) demonstrates improvement, proficiency again declines in 3rd (19%) and 4th grade (29%), indicating challenges with conceptual understanding and application as content complexity increases.



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London Elementary School

Science data, available for grades 3 and 4 only, shows 47% proficiency in 3rd grade and 36% in 4th grade. While 3rd grade performance is comparatively stronger, the drop in 4th grade suggests difficulty maintaining mastery as standards deepen.

Across all grade levels, the data indicates that students are not yet consistently performing at grade-level expectations, with particular concerns in early literacy (K), early numeracy (1st), and upper elementary reading and math (3rd–4th).

2026-2027 Data UPDATE

REASONS TO CELEBRATE

Data

2026-2027 UPDATE



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2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

2026-2027 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	By the Spring 2027 ATLAS assessment, the percentage of students scoring at or above proficiency in ELA will increase at each grade level, with targeted growth in identified areas of need.
MEASURABLE	Kindergarten: increase from 11% → 30% 1st Grade: increase from 31% → 45% 2nd Grade: increase from 41% → 55% 3rd Grade: increase from 22% → 40% 4th Grade: increase from 39% → 50%
ATTAINABLE	Item(s) and Support Needed to achieve this goal. <ul style="list-style-type: none"> ● Implement daily small-group, data-driven literacy instruction ● Focus on phonics and foundational reading skills (K–1) ● Increase emphasis on reading comprehension, vocabulary, and written responses (2–4) ● Utilize progress monitoring every 3–4 weeks to adjust instruction and interventions



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2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

RELEVANT	<p>Instruction: In order for London to be successful, staff must develop and implement programs to promote rigor, critical thinking skills, and a learning environment to meet each student's needs.</p> <p>Early acquisition of foundational reading skills is essential to continue academic progress and success.</p>	
TIMELY	<p>DATE GOAL WILL BE REACHED:</p> <p>Goal will be reached by May 2027</p>	<p>HALFWAY DATE:</p> <p>Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.</p>

Goal 2: Math	
Write a SPECIFIC goal Who/What/Where/How/When	By the Spring 2027 ATLAS assessment, the percentage of students scoring at or above proficiency in Math will increase across all grade levels, with a focus on closing foundational skill gaps and improving problem-solving.
MEASURABLE	<p>Kindergarten: increase from 30% → 45%</p> <p>1st Grade: increase from 9% → 30%</p> <p>2nd Grade: increase from 38% → 50%</p> <p>3rd Grade: increase from 19% → 40%</p>



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2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

	4th Grade: increase from 29% → 45%	
ATTAINABLE	Item(s) and Support Needed to achieve this goal. <ul style="list-style-type: none"> • Strengthen number sense and foundational math skills (K–2) • Implement consistent math discourse and problem-solving routines (all grades) • Use common formative assessments and bi-weekly data meetings • Provide targeted intervention blocks for students below proficiency 	
RELEVANT	<p>Instruction: In order for London to be successful, staff must develop and implement programs to promote rigor, critical thinking skills, and a learning environment to meet each student's needs.</p> <p>Early acquisition of foundational reading skills is essential to continue academic progress and success.</p>	
TIMELY	DATE GOAL WILL BE REACHED: Goal will be reached by May 2027	HALFWAY DATE: Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.

MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - **By January 2027***



Relationships. Measurement. Collaboration
2026-2027 SCHOOL IMPROVEMENT PLAN
London Elementary School

GOAL 1 NARRATIVE WITH DATA

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GOAL 2 NARRATIVE WITH DATA

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FINAL EVALUATION OF 2026-2027

Goal 1

- MET
- NOT MET

- Continued in **YEAR** Plan
- Removed

Summary:



Relationships. Measurement. Collaboration
2026-2027 SCHOOL IMPROVEMENT PLAN

London Elementary School

Goal 2	
<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	<input type="checkbox"/> Continued in YEAR Plan <input type="checkbox"/> Removed
Summary:	



Relationships. Measurement. Collaboration
2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

Russellville School District Mission: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

Oakland Heights Elementary's Family and Community Engagement Plan is available on the district State Required Document.

PLANNING TEAM: The team must include parent(s), community member(s), teacher(s), and student(s) (Secondary Level)

Name	Title
Lynette Ditto	Principal
Matt Kordsmeier	Assistant Principal
Makayla Golden	Building Learning Coordinator/Teacher
Charleen Sawin	Staff
Kayla Miller	Resource Teacher
Heidi Velasquez	ESL Teacher
Kenzie Keeling	Community Member
Marsela Barahona	Parent



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

2024-25 ATLAS Assessments % Exceeding/Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	86	40%	64%
1st	99	38%	57%
2nd	91	14%	65%
3rd	98	6%	n/a
K-2 Summative			
Grade	Total Number Tested	Reading	Math
K	86	75%	44%
1st	97	44%	35%
2nd	93	26%	36%



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

2024-25 ATLAS Assessments % Exceeding/Ready

3rd-4th Fall Interim				
Grade	Total Number Tested	Reading	Math	Science
3rd	97	11%	23%	11%
4th	83	17%	5%	23%
3rd-4th Winter Interim				
Grade	Total Number Tested	Reading	Math	Science
3rd	99	15%	9%	20%
4th	84	28%	28%	24%
3rd-4th Summative				
Grade	Total Number Tested	Reading	Math	Science
3rd	95	23%	21%	28%
4th	84	34%	30%	28%



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

2025-26 ATLAS Assessments % Exceeding/Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	82	43%	61%
1st	79	75%	70%
2nd	99	53%	69%
3rd	89	64%	n/a
K-2 Interim			
Grade	Total Number Tested	Reading	Math
K	78	27%	11%
1	79	38%	25%
2	96	36%	30%
K-2 Summative			
Grade	Total Number Tested	Reading	Math



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

K			
1st			
2nd			

2025-26 ATLAS Assessments % Exceeding/Ready

3rd-4th Fall Interim				
Grade	Total Number Tested	Reading	Math	Science
3rd	89	15%	4%	18%
4th	88	15%	8%	14%
3rd-4th Winter Interim				
Grade	Total Number Tested	Reading	Math	Science
3rd	90	30%	9%	31%
4th	88	19%	11%	25%



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

3rd-4th Summative				
Grade	Total Number Tested	Reading	Math	Science
3rd				
4th				

2025-2026 NEEDS ASSESSMENT

Narrative Summary
<p>2026-27 All grade-level teams will use summative data from the 2025-2026 school year to determine interventions to begin in the first week of the 2026-2027 school year. Teams will continue to meet regularly to analyze data and student work, moving students toward mastery of the standards.</p>
2026-2027 Data UPDATE



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

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REASONS TO CELEBRATE

Data
2026-2027 UPDATE



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

2026-2027 IDENTIFIED GOALS

Goal 1: Literacy	
<p>Write a SPECIFIC goal Who/What/Where/How/When</p>	<p>By June 2027, at least 50% of K-4 students at Oakland Heights Elementary will score at or above proficiency in English Language Arts (ELA) on the ATLAS Assessment. The percentage of students scoring in the “Ready” range will increase by 5% each year until 80% of the students being measured score at or above proficient.</p>
<p>MEASURABLE</p>	<p>Measurement of data and growth will be obtained through reports provided by the state on the screening tool, as well as ongoing data collected through progress monitoring and interim assessments.</p> <p>The 2027 testing season will include interim assessments that will provide data throughout the school year, allowing us to track the progression of learning for each student. Students who are not progressing will receive additional support. We will know we have reached our goal when, either through interim assessments and/or the summative assessment, we see mastery of the skills.</p>
<p>ATTAINABLE</p>	<ul style="list-style-type: none"> ● Students will receive targeted Tier I, Tier II, AND Tier III intervention services to close the learning gaps. ● Science of Reading strategies will be utilized in all literacy instruction. ● Common formative and common summative assessments will be used to monitor mastery of essential standards.



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

	<ul style="list-style-type: none"> ● Students and teachers will be supported and encouraged to use targeted ESL strategies. ● Data will be collected throughout each unit in each grade level and used to measure proficiency and inform targeted interventions. ● Parents will be informed of their child’s progress and provided with the resources, skills, and strategies necessary to enhance literacy at home. This can include Parent/Teacher Conferences, parent involvement nights, homework, and interventionist support. ● Targeted Intervention will be provided through specially trained teachers in dyslexia therapy. Some of these interventions could include Take Flight, Build, and Phonics First, among others. ● Community support will be utilized to provide for the basic needs of students, as well as to establish models for strong literacy, classroom readers, and volunteers to support students, and to fund literacy activities. ● Provide relevant and targeted professional development (PD) for teachers based on identified weaknesses in student data. ● Survey the instructional needs of teachers. ● Using CKH strategies, executive functioning skills, and behavior goals to support focus, motivation, and stamina in reading. ● Utilize district TOSAs and the Building Level Coordinator to support and improve classroom instruction in literacy. 	
RELEVANT	<ul style="list-style-type: none"> ● Our school is currently rated as a ‘C’ on the state report card. ● ATLAS summative data from SY 24-25 showed that only 23% of 3rd grade students and 34% of 4th grade students were at or above proficient in reading/ELA ● Reading comprehension, decoding, and vocabulary continue to impact student success in other subject areas. 	
TIMELY	DATE GOAL WILL BE REACHED: The goal is expected to be reached by June 2027.	HALFWAY DATE: <i>Progress toward meeting the goal will be reviewed by the School Improvement Planning</i>



Relationships. Measurement. Collaboration
2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

		<i>Team quarterly and shared with the Guiding Coalition/School Leadership Team.</i>
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Goal 2: Math/Science	
Write a SPECIFIC goal Who/What/Where/How/When	By June 2027, 50% of students will score in the ready/proficient range or above on the Math/Science ATLAS summative assessment. Students in the ready or above range will increase by 5% each year until they reach 80% proficiency (ready).
MEASURABLE	Measurement of data and growth will be obtained through reports provided by the state on the screening tool, as well as ongoing data collected through progress monitoring and interim assessments. The 2027 testing season will include interim assessments that will provide data throughout the school year, allowing us to track the progression of learning for each student. Students who are not progressing will receive additional support. We will know we have reached our goal when, either through interim assessments and/or the summative assessment, we see mastery of the skills.
ATTAINABLE	<ul style="list-style-type: none"> Students will receive targeted Tier I, Tier II, AND Tier III intervention services to close learning gaps. Common formative and common summative assessments will be used to monitor mastery of essential standards. Students and teachers will be supported and encouraged to use targeted ESL strategies. Data will be collected throughout each unit in each grade level and used to measure proficiency and inform targeted interventions. Parents will be informed of their child’s progress and provided with the resources, skills, and strategies necessary to enhance math at home. This can include Parent/Teacher



Relationships. Measurement. Collaboration
2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

	<p>Conferences, parent involvement nights, homework, and interventionist support.</p> <ul style="list-style-type: none"> ● Targeted Intervention will be provided through specially trained math teachers. ● Provide relevant and targeted professional development (PD) for teachers based on identified weaknesses in student data. ● Survey the instructional needs of teachers. ● Using CKH strategies, executive functioning skills, and behavior goals to support focus, motivation, and stamina. ● Utilize district TOSAs and the Building Level Coordinator to support and improve classroom instruction in math. 	
RELEVANT	<ul style="list-style-type: none"> ● Our school is currently rated as a 'C' on the state report card. ● ATLAS summative data from SY 2024-2025 showed that only 21% of 3rd grade students and 30% of 4th grade students were at or above proficient in math. ● ATLAS summative data from SY 2024-2025 showed that only 28% of 3rd grade students and 28% of 4th grade students were at or above proficient in science. 	
TIMELY	<p>DATE GOAL WILL BE REACHED: The goal is expected to be reached by June 2027.</p>	<p>HALFWAY DATE: <i>Progress toward meeting the goal will be reviewed by the School Improvement Planning Team quarterly and shared with the Guiding Coalition/School Leadership Team.</i></p>



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - By January 2026

GOAL 1 NARRATIVE WITH DATA

Progress towards meeting Goal 1:

GOAL 2 NARRATIVE WITH DATA

Progress towards meeting Goal 2:

FINAL EVALUATION OF 2026-2027

Goal 1



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2026-2027 SCHOOL IMPROVEMENT PLAN
Oakland Heights Elementary School

<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	<input type="checkbox"/> Continued in YEAR Plan <input type="checkbox"/> Removed
Summary:	
Goal 2	
<input type="checkbox"/> MET <input type="checkbox"/> NOT MET	<input type="checkbox"/> Continued in YEAR Plan <input type="checkbox"/> Removed
Summary:	

Oakland Heights Elementary School
Russellville School District
School Family and Community Engagement Plan
2026-2027

THIS PLAN IS DIRECTLY CONNECTED TO THE OAKLAND HEIGHTS ELEMENTARY SCHOOL LEVEL IMPROVEMENT PLAN WHICH INCLUDES THE TITLE ONE, PART A SCHOOLWIDE PLAN.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*

[A.C.A. § 6-15-1702(a)]

- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

[ESSA § 1116(c)(3)]

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?*

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

1.1 and 1.2

OHE Parents will be and have been sent surveys to encourage parents to provide feedback on scheduling times, days, and topics of family involvement activities. When events are scheduled, parents are notified in English and Spanish and interpreters are available when possible. A variety of parent engagement activities are scheduled to meet the requests of parents. Some of these include family nights that reflect needs based on survey results. Other nights are opportunities that staff feel would be beneficial for parents or things that families can enjoy just for fun.

Parent and community review of the OHE Parent Involvement Plan occurred on April 10, 2025.

1. Jointly Developed Expectations and Objectives-

Feedback:

- Questionnaire on paper/google form
- Parent Teacher Conferences- link sent in text msg and dojo
- Text messaging- Thrillshare- Class Dojo

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: *How does the School distribute an informational packet appropriate for the age and grade of each child annually*

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)?*

2.3: *How does the School offer flexible opportunities for meetings with families?*

2.1, 2.2, 2.3

Parents receive a link to the Parent Hub each year with descriptions of the parent involvement plan and other opportunities to get involved. The PTO also has information that is sent out at the beginning of the year describing ways parents can get involved. It is also posted on social media throughout the year. Title I documents clarify the expectations for parents, students, teachers and the school in forming a community of support for students. Monthly parent newsletters are sent out with links to calendars describing various opportunities to get involved with activities at the school during the day and in the evening. Parents are surveyed on interests they may have and ways they can contribute to the school. In addition, information is posted regularly on social media and sent through a text messaging system to families regarding upcoming events. Different kinds of opportunities to participate are offered at different times, some during the day and some during evening hours, throughout the year. According to our survey, evening activities are preferred to daytime activities. The Parent Involvement Coordinator for the 26-27 school year is Talina Tankersley. She can be reached at talina.tankersley@rsdk12.net or 479-968-2084.

3/18/2026 Parent Advisory Committee Meeting Feedback:

- Promote Parent Hub periodically throughout the year

- Get PTO information in Spanish
- Promote the PTO Facebook page
- Focus on advertising school events
- Send out Thrill Shares with link
- Incentivize attendance at parent involvement events (pie admin, etc.)

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: *How does the School build staff capacity to work with parents as equal partners?*

3.1

Teachers receive multiple levels of training in how and why to engage parents as partners in education. Teachers receive yearly training in participating with parents during parent/teacher conferences to ensure a partnership exists to promote best outcomes for students. Parents are given information during Open House about how to resolve conflicts, chain of command to follow with concerns, and how the staff will respond when a concern is expressed. Teachers give all parents opportunities to interact through notes, interactive texting programs (DoJo, etc.) through social media and through email and through phone access. Parents use all of these methods of communication based on what works best for them. Most parents use one of these methods to regularly communicate with the classroom teacher. Office staff receive training each year about the best way to welcome families and parents into the school and help new families feel comfortable with our school. Our school is teaching strategies from Capturing Kids Hearts to parents to help them cope with behaviors at home. We are participating in One Book One School this year which provides a parent night with training on how to support the school-wide reading of a common text at school. Students will take the book home once it has been read at school and parents can continue to use their training at home with the book. When parents have a concern about something happening in the school, they are encouraged to speak first to the classroom teacher. If the issue cannot be resolved there, the principal or assistant principal will get involved to help resolve the matter. If it cannot be resolved at that level, we will work with CO staff to resolve the issue.

3/18/2026 Parent Advisory Committee Meeting Feedback:

- Staff training on transportation spreadsheet for open house
- One specialist or interventionist per grade level for transportation tags in gl pod
- Whole school events (O'Down) and separate grade level nights
- Incorporate an academic element into O'Down (since people are already here, best attended event)

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, 4.2, 4.3, 4.4, 4.5, 4.6

Our school hosts Meet the Teacher at the beginning of the school year. Teachers provide opportunities for parents to learn about curriculum and instruction, assessments, grading systems, state testing, and other relevant topics depending on the grade level. During these events, parents are given specific information in the Report to Patrons to help them understand Title I, test results, curriculum, and instruction for their children. Throughout the year, parents are given opportunities to participate in family nights that support multiple interests and concerns. Opportunities are provided monthly for both family engagement and educational topics. We also host a social emotional learning night to help parents gain insight into how to deal with stress, anxiety, sibling rivalry, etc. We will begin building a parent center for the 2026-27 school year.

3/18/2026 Parent Advisory Committee Meeting Feedback:

- Parent Nights- Add Reading Ideas (Book Bingo—strengthen this event)
- Grade level nights
- Partnering with community organization to build mobile parent center

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: How does the School investigate and utilize community resources in the instructional program?

5.2: How does the School coordinate and integrate programs and activities with other Federal, State, and local programs?

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?

5.1, 5.2, 5.3

We have partnerships with community resources and educational institutions that support student learning. We have a pre-k program on campus that prepares half of the students that enter kindergarten at our school. At least two opportunities are provided to Pre-K families per year at a district level to participate in literacy nights that provide books and experiences for Pre-K children. At least one of those nights is held at Oakland Heights. We also host Camp Kindergarten to introduce parents and students to routines and information about kindergarten that will help them have a smooth kindergarten transition into school. Oakland Heights has a PTO. The leaders of PTO work alongside our parent involvement coordinator to partner with activities throughout the year. Oakland welcomes back graduating seniors at the end of each year to visit the school, reconnect with their elementary teachers, and share their aspirations once they leave RSD.

3/18/2026 Parent Advisory Committee Meeting Feedback:

- Focus on promoting school events/activities

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)]

6.1: *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the School's participation, and the parents' rights under Title I?*

6.1

The Annual Title I meeting was held on October 23-25 during Parent Teacher Conferences. Information that was provided for parents and the agenda are on file. The Parent Involvement Plan was reviewed on March 18, 2026.

[2025-26 Title One Meeting and Sign In Sheets](#)

[2025-26 Title One Brochure](#)

3/18/2026 FACE Plan Review:

[25-26 FACE Plan Review w/Committee](#)

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

Parents are provided a brochure with information such as OHE School Commitments, Chain of Command for Concerns, OHE Mission Statement, parents rights, ways to be involved at school, and ways to stay informed about school and events. Parents are provided with links to the ATLAS portal at parent teacher conferences and informed of the information contained in the portal for them to access. This information is presented in English and Spanish.

[2025-26 School Parent Compact \(English and Spanish\)](#)

[2025-26 Title One Parent Letter \(English and Spanish\)](#)

Parents are informed through the School-Parent Compact, Family Kits, Tier III and SpEd Conferences and through on-line resources about the components of the School-Parent Compact. Parents attend at least two parent/teacher conferences and are invited to attend either virtually or in-person Special Education, 504 and Tier III conferences. Parents receive frequent feedback through communication programs such as Class Dojo, which allows two-way communication between teacher and parent. It also allows for translation to occur between English and other languages. Staff are available to parents during the school day through social media, e-mail, phone calls and face to face or electronic conferences. Parent volunteers work weekly in the school.

3/18/2026 Parent Advisory Committee Meeting Feedback:

- place brochures in foyer
- promote parent hub
- ATLAS portal information provided to parents
- sent PTO volunteer links to work/events via text

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)]

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?*

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?*

8.1

Russellville School District annually receives over \$500,000 in Title I Part A funding, and allocates this according to the recommended formula from AR DESE.

8.2

The District and the school provide opportunities in the form of stakeholder meetings, parent meetings, and surveys.

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly. **TYPE IN AN "X"**

Assurances

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)]

x **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)]

 x **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)]

 x **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)]

 x **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]

 x **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)]

 x **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)]

 x **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)]

x **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)]

 x **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)]

 x **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)]

COPY AND PASTE DISTRICT SUMMARY HERE:

THIS SUMMARY IS PROVIDED FOR STUDENT HANDBOOK/ PARENT, FAMILY AND COMMUNITY ENGAGEMENT PLAN

The full text of the Family and Community Engagement Plan for the District may be obtained through the District web site <https://www.rsdk12.net/> Choose the "State Required Information" button at the top of the web page. Choose the current school year folder, then choose "Parent, Family and Community Engagement plans". A plan for each building and for the District is included.

RUSSELLVILLE SCHOOL DISTRICT
RSD... Achieving Excellence Together.

MISSION: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

The Russellville School District school board and administration understand the importance of engaging families, parents, and the community as a whole in promoting higher student achievement. The District Family and Community Engagement Plan is reviewed at least annually, and includes goals for improving and continuing parent and community engagement in education:

Russellville School District will:

- **promote and support Family and Community Engagement** through communication, surveys, written information, the web site and other publications, activities for families, and annual parent meetings.
- **assist school buildings in promoting and improving** parent-family-community engagement.
- **ensure** that **school principals, teachers, and parents** receive information and training in engaging and communicating with one another.
- **include parents, students, and the community in evaluating and improving** the ways in which the district, schools, and teachers communicate with and involve parents-families-the community.
- **include parents in joint review and development of the Title I Plans** for Title I Schoolwide buildings.

Please contact your school building principal for additional information and assistance with involvement. You are asked to let us know that you have received this information in your student handbook by signing the assurance page provided to you each year.

School Information

School Name:	Oakland Heights Elementary School
School Engagement Facilitator Name:	Talina Tankersley
Plan Revision/Submission Date:	March 25, 2026
District Level Reviewer Name, Title:	Jenny Barber, Federal Programs Supervisor
District Level Approval Date:	

Committee Members, Role

(ADD ROWS IF NEEDED/GOOGLE DOC TABLE)

First Name	Last Name	Role (<i>Teacher, Staff, Parent, Student, or Community Member</i>)
Lynette	Ditto	Principal
Talina	Tankersley	Teacher, Parent Involvement Facilitator
Abigail	Ramirez	Teacher
Heidi	Velasquez	Parent
Lauren	Powers	Parent
Terri	Andrews	Teacher
Susan	Berry	Teacher
Veradenna	Villalobos	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.

PLEASE ALSO SEE THE SCHOOL IMPROVEMENT PLAN FOLDER ON THE DOCUMENTS/STATE REQUIRED INFORMATION/SCHOOL IMPROVEMENT PLANS

THIS SUMMARY IS PROVIDED FOR STUDENT HANDBOOK/ PARENT, FAMILY AND COMMUNITY ENGAGEMENT PLAN

The Family and Community Engagement Plans may be obtained through the District web site

<https://www.rsd12.net/> Choose the "State Required Information" button at the top of the web page. Choose the current school year folder, then choose "Family and Community Engagement plans". A plan for each building is included. The District plan is embedded in the "AR App" which is also posted in State Required Information annually.

RUSSELLVILLE SCHOOL DISTRICT
RSD... Achieving Excellence Together.

MISSION: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

<https://www.rsd12.net/documents/rsd-strategic-plan/531956>

The Russellville School District school board and administration understand the importance of engaging families, parents, and the community as a whole in promoting higher student achievement. The District Family and Community Engagement Plan is reviewed at least annually, and includes goals for improving and continuing parent and community engagement in education:

Russellville School District will:

- promote and support Family and Community Engagement through communication, surveys, written information, the web site and other publications, activities for families, and annual parent meetings.
- assist school buildings in promoting and improving parent-family-community engagement.
- ensure that school principals, teachers, and parents receive information and training in engaging and communicating with one another.
- include parents, students, and the community in evaluating and improving the ways in which the district, schools, and teachers communicate with and involve parents-families-the community.
- include parents in joint review and development of the Title I Plans for Title I Schoolwide buildings and the District Title I Schoolwide Program.

Please contact your school building principal or parent facilitator for additional information and assistance with involvement.

You are asked to let us know that you have received this information in your student handbook by signing the assurance page provided to you each year.



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Russellville School District Mission: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

Sequoyah Elementary's Family and Community Engagement Plan is available on the district's State-Required Documents.

PLANNING TEAM: The team must include parent(s), community member(s), teacher(s), and student(s) (Secondary Level)	
Name	Title
Matt Kordsmeier	Principal
Baylee Baker	Assistant Principal
Melissa Storm	Building Learning Coordinator
Fabiola Morales	K Guiding Coalition Member
TBA ?	1st Guiding Coalition Member
Shelley Ritter	2nd Guiding Coalition Member
Leighann Putnam	3rd Guiding Coalition Member
TBA ?	4th Guiding Coalition Member
Krystal Shipp	Parent
Mallory Cranor	Parent
Alyssa Carter	Community Member
Lisa Breedlove	Community Members
Tamara Estes	Staff Member



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2 Year History ATLAS DATA- Grades 3-4				
2024-25 3rd-4th Fall Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	94	37	13	32
4th	109	32	25	50
2024-25 3rd-4th Winter Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	99	44	29	52
4th	112	41	48	54



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2 Year History ATLAS DATA- Grades 3-4				
2024-25 ATLAS Summative %Proficient				
Grade	Total Number Tested	ELA	Math	Science
3rd	99	48	59	58
4th	109	59	59	55
2025-26 Fall Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	95	28	15	32
4th	111	37	19	50
2025-26 Winter Interim				
Grade	Total Number Tested	ELA	Math	Science



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2 Year History ATLAS DATA- Grades 3-4				
3rd	110	38	28	46
4th	96	49	41	58
2025-26 ATLAS Summative %Proficient				
Grade	Total Number Tested	ELA	Math	Science
3rd	4/21/26-4/24/26	4/21/26-4/24/26	4/21/26-4/24/26	4/21/26-4/24/26
4th	4/27/26-4/30/26	4/27/26-4/30/26	4/27/26-4/30/26	4/27/26-4/30/26



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2 Year Data History			
2024-25 ATLAS Assessments % Proficient			
K-3 Screener Fall 2024			
Grade	Total Number Tested	Reading	Math
K	80	45	83
1st	93	40	69
2nd	116	15	74
3rd	97	16	NA
K-2 Summative 2024-2025			
Grade	Total Number Tested	Reading	Math
K	80	61	56
1st	95	46	58
2nd	117	32	60



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K-2 2025-26 ATLAS			
K-3- Fall 2025			
Grade	Total Number Tested	Reading %Ready	Math % Ready
K	78	83	81
1st	73	73	79
2nd	94	62	68
3rd	114	65	NA
K-2 Interim			
K	77	26	31
1st	74	36	36
2nd	93	33	42



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K-2 2025-26 ATLAS			
Grade	Total Number Tested	Reading	Math
K	4/27/26-5/01/26	4/27/26-5/01/26	4/27/26-5/01/26
1st	4/27/26-5/01/26	4/27/26-5/01/26	4/27/26-5/01/26
2nd	5/05/26-5/06/26	5/05/26-5/06/26	5/05/26-5/06/26



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2026-2027 NEEDS ASSESSMENT

Narrative Summary

Sequoyah Elementary is a public neighborhood school that serves 464 students in grades Kindergarten through 4th in Russellville, Arkansas. According to LEA Insights, student demographics in race/ethnicity are as follows: 64.6% White; 18.9% Hispanic/Latino; 4.2% Black/African-American; 3.1% Asian; 0.9% Hawaiian/Pacific Islander, and 8.4% Two or More Races. We have 35% of the student population identified as Economically Disadvantaged; 15% are English Learners; and 16% are eligible for Special Education Services.

MATH DATA REVIEW (Data Source: ATLAS)

At Sequoyah Elementary, we recognize the importance of quality assessment data aimed at measuring student learning and achievement. These data sources include the ATLAS interim and summative test results in K-4, as well BOY and MOY screeners using iReady assessments; and district CFA's and CSA's utilized to gauge the proficiency of grade level essential standards. We also look at historical data and cohort data to compare students over time. These trends and patterns provide a solid base to guide instructional decisions.

LITERACY DATA REVIEW

At Sequoyah Elementary, we recognize the importance of quality assessment data aimed at measuring student learning and achievement. These data sources include BOY Atlas Screeners, as well as interim assessment results. We also use Acadience, MOY, and EOY data to identify students' needs and growth over time. We do look at historical data and cohort data to compare students over time. These trends and patterns provide a solid base to guide instructional decisions.

2025-2026 Data UPDATE



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REASONS TO CELEBRATE

Data

- Sequoyah Elementary was awarded \$23,372.75 from DESE through the Arkansas School Reward & Recognition Program for being in the top 6-10% of performance of schools in the state of Arkansas on the 2025 ATLAS.
- Our grade-level teams have worked through the PLC process to focus on essential standards and increase instructional rigor using Magnetic Reading (K-2), Benchmark Literacy (3-4), and HMH Math. Data analysis of assessments allows for powerful conversations that help drive instructional growth. Grade-level teams have created quarterly CSAs to calibrate needs and growth across the district.
- Sequoyah Elementary earned the High Reliability Schools Level 2- Highly Effective Instruction in Every Classroom-Designation in February 2026. This certification will remain current for the next 5 years.
- During the 25-26 School Year, support has been provided to new staff members via a group, New Kids on the Block, that meets monthly.
- Sequoyah Elementary was recognized as a "National Showcase School" for Capturing Kids' Hearts and has been nominated for the designation for the 2025-26 school year. We have worked to create consistent school norms and, through the use of social contracts, have common language in our building using CKH processes. This has enhanced our positive school culture.
- Sequoyah Elementary utilizes a behavior matrix for our campus called "The Sequoyah Way" and have put into practice school-wide behavior expectations. One component of this is the use of Positive Office Referrals to identify exemplary behavior from students following "The Sequoyah Way."
- Sequoyah's Behavior Response Team provides support to staff for students needing extra assistance with self regulation. This team meets monthly to provide support to both students and staff by providing resources and ideas.
- Teachers have continued to implement a 30 minute "W.I.N.N." (What I Need Now) intervention block to intervene on grade



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level essential standard skills as well as extend essential standard mastery. This intervention block has also included additional support from interventionists and instructional aides to better address the needs of students, student by student and skill by skill. We have three days for literacy and two days for math.

- Sequoyah's SITE intervention team established and streamlined processes to identify students in need of Tier III support. This team meets weekly. This team consists of math and literacy interventionists, the counselor, resource teachers, and the ELL teacher.
- Grade level teacher teams maintain data walls that include state required screeners along with other data to drive instruction. Literacy data includes interim assessments, MOY screeners and on-going progress monitoring using Acadience. This systematic process involves teams in monitoring data individual student growth toward proficiency. Sequoyah's SITE intervention team utilizes this data to make intervention decisions.
- Sequoyah was awarded the Energy award with the highest energy saving score of 100%.

2025-2026 UPDATE

After analyzing the 2025 ATLAS summative results, we determined that Sequoyah Elementary has maintained a high level of achievement overall, but we identified a drop in our science achievement across all groups- overall achievement, growth of all students, and growth of our lowest quartile. Although our scores were still above the state average, the drop in science scores negatively impacted our school's overall performance grade, moving us from an A school to a B school with 505 points. This drop encompassed 18 points below the 523 points needed to maintain an A status. Our goal for the 2025-26 school year has been to supplement our science curriculum with additional resources and materials to increase the depth of knowledge and rigor of science instruction while increasing engagement. In addition to the drop in science achievement, we also identified students both in our lowest quartile and other quartiles that did not reach their projected growth goal and implemented systems to support on-going growth of all students. These systems included data talks and goal setting with individual students, immediate and targeted instruction for gaps in learning, and on-going work to support improved Tier I and Tier II instruction through a building wide shared Model of Instruction. As a result of these supports, we saw a significant increase in science achievement from our fall to spring interim assessments and increased growth overall for students in all areas.



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2025-2026 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	By May 2027, we will increase the percentage of students reaching their projected growth goal at each grade level by 3%.
MEASURABLE	WE WILL KNOW WE HAVE REACHED THE GOAL WHEN... Students will take the ATLAS summative assessment in April/May of 2027. Each grade will show at least a 3% increase in the number of students meeting their growth goal.
ATTAINABLE	<p>Item(s) and Support Needed to achieve this goal.</p> <ul style="list-style-type: none"> ● Timely identification of students performing at levels 1 and 2 proficiency levels as identified by BOY and MOY screeners (K-3), interim assessments (K-4), and classroom measures including CFA's and teacher assessments (K-4). ● Identified students will be provided tier 2 targeted instructional support via W.I.N.N. and classroom instruction. Teachers will use BOY, MOY, CFAs, and CSAs to diagnose specific skills for support and monitor progress. ● Progress monitoring will occur every 2 weeks, with data being reviewed collaboratively with teacher teams and the instructional support team for each student. ● Modifications in interventions will be made as deemed necessary based on student progress. ● Specific days will be devoted to back to school professional development week to complete content, horizontal, and vertical work on essential standards, including reading. ● We will continue to provide embedded professional development (PD) support in the area of phonics instruction practices and incorporate phonics and reading instruction expectations into the development of our school's Instructional Model.



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	<ul style="list-style-type: none"> ● All K-3 students will be given the Universal Screeners to determine need in the area of literacy via the ATLAS Screener. Students who do not meet the readiness will be placed on an Individual Reading Plan and provided targeted intervention within tier 2 intervention. ● Daily whole group instruction in identified literacy essential standards ● Utilize Russellville School District adopted HQIM curriculum as primary curriculum resources and use other supplemental resources as needed to teach literacy essential standards to mastery ● Tier II intervention as scheduled through PLCs (skill by skill and student by student) on grade level essential standards during dedicated W.I.N.N. time, three days a week. ● Tier III intervention with a literacy interventionist will be provided for students with significant deficits in reading knowledge and skills in previous grade level essential standards. ● Weekly team meetings/collaboration that utilizes a common data protocol to analyze CFA/CSA data, discuss effective teaching strategies, plan instruction, appropriate interventions, and extensions ● Results of progress monitoring will be collected and reviewed collaboratively by the SITE intervention team using the teacher data wall. ● Modifications in intervention will be made as deemed necessary by the SITE intervention team and classroom teacher, based upon student needs. ● Sequoyah will provide a detailed, enriched, and accelerated social emotional curriculum for all students. ● The Sequoyah Family and Community Engagement Plan offers strategies and supports to assist families that desire to assist in improving their child's literacy achievement.
RELEVANT	<p>WHY THIS GOAL WAS CHOSEN?</p> <p>The reading assessment data across Kindergarten through 4th grade shows a need for intensive support for level 1 and 2 learners. Foundational reading skills are key to assuring the success of our students in all content areas, both now and in the future, as they grow to be productive citizens. We must work to ensure that ALL students learn the reading concepts we have identified as being</p>



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	essential.	
TIMELY	DATE GOAL WILL BE REACHED: May 2027	HALFWAY DATE: December 2026 and May 2027

Goal 2: Math	
Write a SPECIFIC goal Who/What/Where/How/When	By May 2027, we will increase the percentage of students reaching their projected growth goal at each grade level by 3%.
MEASURABLE	WE WILL KNOW WE HAVE REACHED THE GOAL WHEN... Students will take the ATLAS summative assessment in April/May of 2027. Each grade will show at least a 3% increase in the number of students meeting their growth goal.
ATTAINABLE	Item(s) and Support Needed to achieve this goal. <ul style="list-style-type: none"> • Timely identification of students performing at levels 1 and 2 proficiency levels using BOY and MOY screeners (K-3), interim assessments (K-4), and classroom measures including CSAs and teacher assessments (K-4). • Daily whole group instruction focused on identified essential math standards • Utilize the district math curriculum as the primary curriculum resource and use other supplemental resources as needed to teach the math essential standards to mastery. • Tier II intervention will be scheduled through PLCs (skill by skill and student by student) on grade level essential standards during dedicated W.I.N.N. time, two days a week. • Tier III intervention with a math interventionist for students with significant deficits in mathematics knowledge and skills in previous grade level essential standards, as determined



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	<p>by the SITE intervention team</p> <ul style="list-style-type: none"> • Weekly team meetings, and collaboration will utilize a common data protocol to analyze CFA/CSA data, discuss effective teaching strategies, and plan instruction utilizing appropriate interventions and extensions • Modifications in TIER II and III interventions will be made as deemed necessary based upon student needs and data. • Sequoyah Elementary will provide a detailed, enriched, and accelerated social emotional curriculum for all students. • The Sequoyah Family and Community Engagement Plan offers strategies and supports to assist families that desire to assist in improving their child's math achievement. 	
RELEVANT	<p>WHY THIS GOAL WAS CHOSEN? This goal was chosen to ensure that all students continue to grow in foundational math skills, equipping them for success in middle school and beyond to become productive citizens.</p>	
TIMELY	<p>DATE GOAL WILL BE REACHED: May 2027</p>	<p>HALFWAY DATE: December 2026 and May 2027</p>

MID-YEAR GOAL MONITORING

*To Be Completed at the end of the first Semester - **December 2026***



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Sequoyah Elementary

GOAL 1 NARRATIVE WITH DATA

Progress towards meeting Goal 1:

GOAL 2 NARRATIVE WITH DATA

Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1

- MET
- NOT MET

- Continued in **YEAR** Plan
- Removed

Summary:

Goal 2



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- MET
- NOT MET

- Continued in **YEAR** Plan
- Removed

Summary:

NAME OF SCHOOL
RUSSELLVILLE SCHOOL DISTRICT
School Family and Community Engagement Plan
2026-2027

SCHOOLS COMPLETE ALL SECTIONS.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*

[A.C.A. § 6-15-1702(a)]

- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

[ESSA § 1116(c)(3)]

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?*

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

1. Parents, alumni, and the community are invited to participate in our building level long range planning.
2. Parents, community members, school staff, and member(s) of the administration review and make recommendations annually prior to the submission of the plan.
3. A diverse group of representatives are invited; mixed genders, races, ages, and ethnicity
4. Written recommendations were submitted to the committee after the annual review was completed.
5. Additional parent meetings and events are included in a schedule made available in print and electronically.
6. An annual review of the plan will be conducted for this school year in person on 5/6/24. All parent committee members were asked to review a specific goal. Parents who were unable to

attend were encouraged to ask questions and then submit any recommendations and feedback.

Links:

[Meeting Invitation 26-27](#)

[Meeting Agenda and Notes 5/6/26](#)

[Parent Engagement Meeting Sign In Sheet](#) (Will go here after meeting on 5/6/26)

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: *How does the School distribute an informational packet appropriate for the age and grade of each child annually*

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)?*

2.3: *How does the School offer flexible opportunities for meetings with families?*

1. The plan is posted on the school website which includes the contact information of the parent facilitator: Haley Jackson, haley.jackson@rsdk12.net, 479.968.2134.
2. The plan is available in a language the parents can understand.
3. Digital parent signatures are obtained when receiving the student handbook.
4. A parent information packet is distributed annually which includes a link to the plan, who is responsible for each goal/task, a variety of opportunities for parents to get involved with a contact name and phone number, and a schedule of activities planned throughout the school year.
5. A parental involvement survey pertaining to student's education will be made available at Fall Parent/Teacher conferences.
6. Two-way meaningful communication is provided by flexible scheduling, parent/teacher conferences offering information in alternate languages, sending take-home folders, using school messenger, posting information on websites and the Sequoyah social media accounts, and academic progress reports.
7. PTO meetings, Awards Assemblies, extra-curricular activities, academic tutoring, and home visits are all offered at various times; morning, afternoon, and evenings.

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: *How does the School build staff capacity to work with parents as equal partners?*

1. Parents will be notified as required regarding teacher licensure and school report card. All teachers at Sequoyah are listed as Highly Qualified, and the school meets all Arkansas standards for accreditation.
2. The designated, certified Family and Community Engagement facilitator (Haley Jackson) shall help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster parental involvement; undertake efforts to ensure that parental participation is recognized as an asset to the school.
3. Sequoyah Elementary staff will ensure that all parents are welcomed in the school. The school strives to provide a warm and welcoming environment and an open invitation for families through multiple activities. (i.e. Grandparents Day, Academic nights, Awards Assemblies, Birthday lunch, guest speaking in a classroom, Tuesday morning helpers, Great Sequoyah Campout, Mental Health Family Night, Decades Night, etc.)
4. Parent surveys from Capturing Kids' Hearts are given at the beginning and end of the school year. The data from these surveys is consistently positive and shows how welcomed and accepted Sequoyah parents and families feel at school.
 See surveys here and scroll to [family survey](#) results:
[CKH Survey Results](#)
[CKH Survey 2 \(End of year survey link will go here for 2026 when we get that back\)](#)
5. Sequoyah Elementary will publish and distribute Parent Packets annually in the fall, prior to October 1. Packets will include a welcome letter from principal, a letter from the counselor, a registration form, medical form, internet policy form, home language survey, agricultural form, homeless survey, ARkids information, bus form, parent acknowledgement/permission form, demographics form, free-reduced lunch form, youngest child receives a calendar, 2 handbooks (the district elementary handbook and Sequoyah handbook), ANO Emergency Evacuation Instructions, and an insurance application.

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)]

1. Parent meetings and events for Sequoyah are included in a schedule/calendar on the district web page. Sequoyah also posts a calendar on the school website and a monthly calendar paper copy of scheduled events goes home with each student at the beginning of each month. Additionally, the school calendar and school information including updates about school activities, celebrations, and important instructional updates are shared each week via the school newsletter. The newsletter is sent electronically using the district's Thrillshare messenger system. Pertinent information about Sequoyah is also shared through the Sequoyah Hub that can be accessed through a QR Code sent home at the beginning of the year on a magnet.
2. Sequoyah teachers will send home curriculum based homework assignments which meet the needs of students. These will be sent home weekly. P.T.O. volunteer coordinator will work with teachers according to the RSD Volunteer policy to provide tutors to students as needed.
3. Sequoyah Elementary staff will provide resources to parents 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 such as district made formative assessments and teacher produced tests will be included in this process.
4. Parents Information Packets contain free-reduced lunch forms along with a medical form to inform school of any food allergies.
5. Home & School Connection information brochures will go out monthly from the Capturing Kids Hearts curriculum which are used to emphasize the importance of education, improve children's behavior and enhance family life, enhance school success, boost academics with fun activities, strengthen the home and school partnership, promote health and safety, and nurture character traits and build social-emotional skills.
6. The school counselor has parenting books and informational material that is available for parents to check out and use at home on a regular basis. Parents and families are made aware of the materials available to check out through the school counseling brochure that is sent home with every student within the first two weeks of school. This information will also be posted on the "Counselor's Corner" section of the Sequoyah weekly family newsletters.
7. The counselor, in coordination with the Behavior Response Team plans on sending out virtual parenting tips and lessons regarding childhood development and mental health topics. Community partners, local therapists, and local medical experts will all create short informational videos that will assist Sequoyah families and parents with helpful parenting tips,

tools, and tricks.

8. Sequoyah Elementary (along with all RSD schools) hosts a Mental Health Week in which local therapists, police officers, and community members speak to parents and families on a variety of topics such as: childhood anxiety, emotional regulation, coping skills, social media awareness, and more. Students are also encouraged to attend and learn various mindfulness strategies with the school counselor and local volunteers. Parents are sent home with information that is relevant to the developmental level of their child and new parenting techniques.

9. For the 2026-2027 school year, Title I funds will be used to purchase books for incoming kindergarten students to use during the pre-k transition camp and to take home to complete a literacy activity with families. Funds will also be used towards the Great Sequoyah Campout, where students and families will participate in literacy and STEAM activities. Will edit this after 5/6/26 committee meeting

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: *How does the School investigate and utilize community resources in the instructional program?*

5.2: *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs?*

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?*

1. Sequoyah is fortunate to benefit from many community resources that impact our instructional programs. These include partnerships with Arkansas Tech University STEM Center, Lake Dardanelle State Park, and several university academic departments. In addition, community members and local experts come to share real world connections to concepts being taught. These include Elmo's crane service, Dr. Anthony Davis, Arkansas beekeeper, Anna Lester, and partnerships with Tyson Foods to name a few.
2. Staff and Kindergarten teachers plan and conduct a variety of transition activities to ensure the smooth transition of children from early childhood programs into school. Sequoyah Kindergarten Camp will be in the beginning of August of 2026. Incoming Kindergarten students will come and learn about the school and participate in a fun learning activity with families.
3. Parents are encouraged to participate in the Parent Teacher Organization and other parent programs, including review of Title One potential programs, and in the School, Parent, and Family Engagement Planning process.
4. Food Backpack Program partners with River Valley Food 4 Kids to provide food assistance for families.
5. The Rotary Club works with the school counselor to provide shoes to any student who may have that need.
6. Junior Auxiliary of Russellville partners with Sequoyah to ensure all students have school supplies. They also provide snacks for the Kindergarten classrooms at the beginning of the school year.

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)]

6.1: *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the School's participation, and the parents' rights under Title I?* **ADD DATE: ADD AGENDA, NOTES, SIGN IN TO THE SHARED DRIVE BY OCTOBER1 ANNUALLY**

Principals responsible for Annual Title 1 Meetings

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.*** **ADD A COPY TO THE DRIVE**

[ESSA § 1116(d)(2)(A)]

Our School-Parent Compact was created and revised by parents and the leadership team collaboratively by outlining school and parent responsibilities. This compact is available on our website and it will be available in paper form for the 2026-2027 school year. Please click the link to view the School-Parent Compact for the 2026-2027 school year: [26-27 School-Parent Compact](#)

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)]

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?*

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?*

1. 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.
2. Funds could be used to support after school programs, family academic/activity nights and enrichment opportunities for kindergarten families through Family Activity Bags that provide Science, Engineering, Art, Literacy, and Music tasks for parents and student to collaboratively complete together.
3. Parents and staff members are asked for input during committee meetings, PTO meetings, and the annual title I meeting regarding these funds and how they are used.
4. For the 2026-2027 school year, Title I funds will be used to purchase books for incoming kindergarten students to use during the pre-k transition camp and to take home to complete a literacy activity with families. Funds will also be used towards the Great Sequoyah Campout, where students and families will participate in literacy and STEAM activities.

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly. **TYPE IN AN "X"**

Assurances

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]

 X **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]]

 X **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]

 X **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]

 X **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)]

 X **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)]

 X **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)]

 X **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)]

 X **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]

 X **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)]

 X **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)]

 X **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:	Sequoyah Elementary School
School Engagement Facilitator Name:	Haley Jackson
Plan Revision/Submission Date:	
District Level Reviewer Name, Title:	Jenny Barber, Federal Programs Supervisor
District Level Approval Date:	

Committee Members, Role

(ADD ROWS IF NEEDED/GOOGLE DOC TABLE)

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Romona	Cheneval	Principal
Baylee	Baker	Assistant Principal
Karin	Cude	Teacher

Kristi	Olson	Teacher
Elizabeth	Collins	Teacher
Amanda	Miller	Parent
Marissa	Cawiezell	Parent
Sarah	Lensing	Parent
Krystal	Shipp	Parent
Katie	Coffman	Parent
Roben	Jacimore	Community Member
Philip	Baker	Community Member

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.

District Reviewer Responses

Section 1 - Jointly Developed

Changes Required

Compliance is Met

Comments:

-Section 2 - Communication

Changes Required

Compliance is Met

Comments:

Section 3 - Building Staff Capacity

Changes Required

Compliance is Met

Comments:

Section 4 - Building Parent Capacity

Changes Required

Compliance is Met

Comments:

Section 5 - Coordination

Changes Required

Compliance is Met

Comments:

Section 6 - Annual Title I Meeting

Changes Required

Compliance is Met

Comments:

Section 7 - School-Parent Compact

Changes Required

Compliance is Met

Comments:

Section 8 - Reservation of Funds

Changes Required

Compliance is Met

Comments:



Relationships. Measurement. Collaboration
2026-2027 SCHOOL IMPROVEMENT PLAN
Russellville Intermediate School

STUDENT PERFORMANCE DATA

2024-25 ATLAS Summative % Proficient						
	ELA		Math		Science	
Total # Tested	426		426		426	
% Proficient	46%		47%		50%	
2025-26 ATLAS Summative % Proficient <small>(released May/June 2026)</small>						
	ELA		Math		Science	
Total # Tested						
% Proficient						
2026-2027 ATLAS Interims % Proficient						
	ELA		Math		Science	
	Fall	Winter	Fall	Winter	Fall	Winter
Total # Tested						
% Proficient						
2026-2027 ATLAS Summative % Proficient						
	ELA		Math		Science	
Total # Tested						
% Proficient						

NEEDS ASSESSMENT/DATA REVIEW
Identified Needs:
<p>Based on 2025–2026 Interim assessment data, the identified focus areas for school improvement in the upcoming year include:</p> <ul style="list-style-type: none"> ● ELA: Improving students’ ability to answer explicit and inferential questions using details and evidence from text. ● Math: Strengthening students’ skills in multiplying and dividing whole numbers. ● Science: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. <p><i>*Goals may be adjusted upon receipt and review of 2025–2026 Summative assessment data.</i></p>

2026-2027 IDENTIFIED GOALS

GOAL 1	
LITERACY	STUDENT NUMBERS:
<p>By the end of the 2026-27 school year, RIS will ensure that at least 60% of students identified in the bottom 25th percentile in English Language Arts (ELA) across Grade 5 demonstrate one year or more of academic growth. This will be monitored by interim assessments and determined by the Arkansas ATLAS Summative assessment.</p> <p>Staff members use HQIM materials as a primary resource: HMH Into Reading <i>*The bottom 25% of students are identified through state selection based on Atlas assessment scores.</i></p>	<p>Based on 2025-26 ATLAS Summative Results (<i>Will be available by May/June 2026. This number will be reviewed when the state releases the official bottom 25% on October 1, 2026</i>)</p> <ul style="list-style-type: none"> ● ELA Bottom 25%: # of students ● Target: % of students
MONITORING & REPORTING STRUCTURE:	TIMELINE:
<ul style="list-style-type: none"> ● Assessment Sources: Interim assessments, building CFA/CSAs, and Arkansas ATLAS ● Review Cadence: Data team meetings via professional development assigned days ● Progress Dashboard: Grade and building-level tracking shared quarterly with district leaders ● Tiered Support Focus: Interventions aligned with HQIM practices, RTI structures, and monitored for effectiveness ● Accountability: Schools and principals set individual targets tied to these growth numbers ● Staff Provided Professional Development: Aligned to the literacy needs of the district, building, and based on the Science of Reading. 	<ul style="list-style-type: none"> ● Final Goal Date: May 2027 Summative Results & Fall 2027 (Letter Grade) ● Progress Reviews: Quarterly, led by the School Improvement Planning Team and shared with the Guiding Coalition/School Leadership Team
MONITORING & PROGRESS CHECKS	
<p><i>Monitoring and progress checks will be developed and refined through ongoing interim and summative data review cycles.</i></p>	

GOAL 2

MATH

STUDENT NUMBERS:

By the end of the 2026-27 school year, RIS will ensure that at least 60% of students identified in the bottom 25th percentile in Math across Grade 5 demonstrate one year or more of academic growth. This will be monitored by interim assessments and determined by the Arkansas ATLAS Summative assessment.

Staff members use HQIM materials as a primary resource: HMH Into Math

**The bottom 25% of students are identified through state selection based on Atlas assessment scores.*

Based on 2025-26 ATLAS Summative Results (*Will be available by May/June 2026. This number will be reviewed when the state releases the official bottom 25% on October 1, 2026*)

- **Math Bottom 25%:** # of students
- **Target:** % of students

MONITORING & REPORTING STRUCTURE:

TIMELINE:

- **Assessment Sources:** Interim assessments, building CFA/CSAs, and Arkansas ATLAS
- **Review Cadence:** Data team meetings via professional development assigned days
- **Progress Dashboard:** Grade and building-level tracking shared quarterly with district leaders
- **Tiered Support Focus:** Interventions aligned with HQIM practices, RTI structures, and monitored for effectiveness
- **Accountability:** Schools and principals set individual targets tied to these growth numbers
- **Staff Provided Professional Development:** Aligned to the math needs of the district and the building.

- **Final Goal Date:** May 2027 Summative Results & Fall 2027 (Letter Grade)
- **Progress Reviews:** Quarterly, led by the School Improvement Planning Team and shared with the Guiding Coalition/School Leadership Team

MONITORING & PROGRESS CHECKS

Monitoring and progress checks will be developed and refined through ongoing interim and summative data review cycles.

Russellville Intermediate School
Russellville School District
School Family and Community Engagement Plan
2026-2027

SCHOOLS COMPLETE ALL SECTIONS.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

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?*

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

The Russellville Intermediate School met on April 22, 2026, to review our parent and family engagement plan. The plan was developed through collaboration with our FACE Review team. This team is composed of Mrs. Callahan, administrator, Sabina Mendez, community member, Mrs. Connerly, Family Engagement Coordinator, many parent representatives, Mrs. Kelley Hongirhan, and Mrs. Rebecca Wiedmaier as teacher representatives. The plan is reviewed by parent and faculty representatives annually to ensure continual improvement and engagement from all stakeholder groups. The RIS PTO is often used as a representative group of parents who offer feedback to school

representatives on things going on in the school.

At the beginning of the school year, our PTO will invite and recruit any and all parents willing to join the PTO. They will set up tables at parents' nights and/or open house nights. There is always an open invitation for any parent to attend a PTO meeting. The PTO sends out meeting reminders to parents on their communication platforms. The PTO utilizes a group me page as well as the PTO Facebook page and emails to engage and communicate with parents. PTO would also like to set up a table at each parent-teacher conference session to engage and invite parent participation as well. Any communication sent home to parents by the school is accessible in multiple languages so that all have the opportunity to engage and stay informed. The PTO and teacher representatives set aside a student need fund so that if any student has a basic need in the school year, students can be taken care of via Mrs. Connerly's counseling office.

Throughout the year, the PTO meets regularly at the school building to discuss engagement, fundraisers, and any other school events or needs as they arise throughout the year.

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, teachers, and the School*
 - *ways for a family to get involved*
 - *survey regarding volunteer interests*
 - *schedule of activities planned throughout the school year*
 - *regular, two-way, and meaningful system for parents/teachers to communicate*
[A.C.A. § 6-15-1702(b)(3)(B)(1)]
- **2.2:** *How will the School ensure information related to school and parent programs, meetings, and other activities is provided to parents in a format and in a language that parents can understand (to the extent practicable)?*
 - *How is relevant information provided in a variety of ways? (For example, paper copies made available, as well as social media posts, website links, parent apps, etc.?)*
[ESSA § 1116(e)(5)]
- **2.3:** *How does the School offer flexible opportunities for meetings with families?*
[ESSA § 1116(c)(2)]

2.1: *How does the School distribute an informational packet appropriate for the age and grade of each child annually*

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)?*

2.3: *How does the School offer flexible opportunities for meetings with families?*

The Russellville Intermediate School family engagement plan will be posted on our school and district websites. The plan will be available to parents in English and Spanish to ensure equal access to the information for all stakeholders. The plan can be translated into other languages upon request as well. RIS will continually communicate with parents throughout the year by using multiple means to invite family and community involvement in the school. RIS encourages all families to be actively involved, openly communicating via social media, the Remind 101 app, Classroom Dojo, the school website, SMS text messages, Apptegy callouts, face-to-face meetings, and Zoom or Google Hangouts. Meetings are held at various times, and virtual meetings or phone conferences are offered at the family's convenience if they are unable to attend the school.

All parents receive family kits at the beginning of each school year. Kits are distributed in English and/or Spanish. These kits provide parents with ways they can be actively involved in their child's education. The Family and Community Engagement plan will be included in the family kit. There is also a yearly calendar of activities included in this kit. It is also accessible through the school website. Parents will sign to indicate their receipt of this information, and a copy will be maintained onsite and electronically. Parents also receive a calendar of events and activities for the year. The parent facilitator for RIS is Sarah Connerly. Mrs. Connerly can be reached at 479-968-2650 or sarah.connerly@rsdk12.net.

To ensure regular, two-way communication regarding each student's progress, teachers communicate with parents using the Remind 101 app as well as school email or phone calls. Information is also provided to parents with instructions for accessing their child's grades online through the Home Access Center in eSchool.

Progress Reports and report cards are sent home regularly throughout the year to inform parents of their child's academic performance. Parent-teacher conferences are held in October and February each year to allow for meaningful discussion between parents and teachers regarding student success in school. Paper notes are also sent home with students each week. Mrs. Callahan sends a newsletter to parents weekly to communicate information that is going on within the school, such as important events and reminders.

3: Building Staff Capacity

Describe activities that will be used with the 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, who 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: *How does the School build staff capacity to work with parents as equal partners?*

All RIS teachers and administrators are required to receive training in parental involvement. The school understands the key role that parents play in their child's academic success. Teachers keep open communication with parents through Remind 101, Classroom Dojo, email, phone calls, and conferences to ensure that all parents are informed of their child's progress and also to learn from parents about the students they serve. Information sent home from the school is provided in English and Spanish to ensure that all parents are able to understand it. The school collaborates with local businesses and with the PTO to host a "Meet the Teacher" night in August to welcome parents and families into the school so that each student and family feels comfortable and prepared to start the school year. The PTO and RIS teachers plan to host a separate orientation family night in the 26-27 school year to help get parents and students set up for success. Teachers will go over homework expectations, communication methods, and answer any questions that parents may have.

To give every student a voice, Mrs. Callahan, principal, allows all students to fill out a survey of things they liked or disliked about RIS, if they felt safe, etc. This information is used to make adjustments for the next year. Parents are always encouraged to share concerns, ideas, or areas where help is needed with our building administration, counseling office, and/or teachers through email or other communication platforms used.

PTO sends out a survey to parents so that they can indicate ways they would like to volunteer in the school. Parents also receive a calendar of events and activities for the year so that they can plan on attending events throughout the year. The parent facilitator for RIS is Sarah Connerly. Mrs. Connerly also sends out a survey for parents to indicate how they would like to volunteer for events that are coordinated through the counseling office, as well as any needs that they have concerning parenting strategies, community resources, etc. Mrs. Connerly can be reached at 479-968-2650 or sarah.connerly@rsdk12.net. RIS will also send out experience surveys to parents and students

throughout the year to review, reflect, and adjust as needed.

RIS staff are trained in the implementation of Social Emotional Learning as we work with families to ensure the complete wellness of the whole child. The school counselor is available to answer any questions that parents or teachers may have and to support our students, families, and staff.

Throughout the year, the school will engage in call-to-action weeks where important topics are focused on, such as Red Ribbon Week, Kindness Week, and Mental Health Awareness Week. The school sends out information and/or resources to parents related to the theme of the week. The school will encourage families to engage in challenges related to the topic of that week. For example, in May, we host Mental Health Awareness week, and we will send out information to parents to encourage them to nurture the whole child by bringing awareness to how mental health impacts learning. When funding is available, we will host a mental health awareness night for parents to participate in workshops or presentations relating to mental health topics that parents indicate are needed.

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)]

RIS understands the integral role that parents play in their child's educational success. The student handbook provides information about school policies and the processes for resolving parent concerns. The family kit provides information about school activities and logistical information such as contact information, office hours, and etc... regarding our school office and support staff. Teachers communicate with parents in multiple ways. They encourage parent involvement in school events and in daily classwork. Parents are welcomed into school each year as we host Meet Your Teacher, an evening event for parents and families to tour our campus, meet teachers, and become involved in our parent organization. Family kits are given to every family at the Meet Your Teacher event. Parents are provided with information on ways they can help their child be more successful in school, as well as tips for helping with homework and school assignments. Parents are encouraged to join the PTO; they are given meeting dates as well as membership forms at the beginning of the school year. The family kit (provided in English and Spanish) also includes a summary of the parent involvement plan with dates for school events and ideas for how parents can

share an active role in our school. The school provides information about our school website, where they can find online videos to help support parents with math instruction/homework. Other online resources are made available as well to support students and families with their learning. Our school offers Remind 101, Thrill Share messaging, social media, and Apptegy callouts to inform parents of resources as well as school events. Other Information in the family kit is provided to families, such as understanding academic standards, understanding state and local assessments, strategies parents can use to help their child's educational progress, and ways to partner with teachers to support their child's academic success. Parents also receive information on assistance with nutritional meal planning, and preparation is included. A link is provided for the ADE website's parent resources.

End-of-year state testing data is now available online, and the school will send home information on how to access the results of state testing and information for understanding the student score reports. Parents may contact the school to schedule a meeting (face-to-face or by phone) at any time to discuss questions or concerns regarding their child. Parent-Teacher conferences provide face-to-face discussions of their child's academic performance and progress. Interpreters are provided to ensure that all parents/guardians have equal access to information and can communicate regarding their child's progress. Information about our school is shared through PTO meetings, the Russellville Intermediate School website, social media, Remind 101, emails, phone calls, Apptegy, and the school newsletter. The school handbook includes the process parents should follow for resolving concerns.

RIS has great partnerships with several community resources that help in providing support for our students. The Russellville Junior Auxiliary provides backpacks, school supplies, clothing, food, doctor visits, and medicine in emergency situations for students. The Joy Tree Project with First Baptist Church and Christmas Mall with New Life Church help struggling parents to give their children Christmas presents and clothing. There are multiple food pantries throughout Russellville, and this information is shared with parents as well in the family kit.

The Stormy Social is a large event hosted by Mrs. Connerly, the school counselor, in conjunction with the PTO. This event is for students to learn etiquette skills and have experiences practicing these skills that they might not otherwise get. Parents are heavily involved in this event. They are encouraged to volunteer by helping set up or take down, by serving students at the actual event, or by taking photographs for the yearbook.

We also host a career fair here at RIS, where parents are asked to volunteer alongside community members to share about their careers with students.

Parents are also encouraged to help support our school's robotics team by volunteering for tournaments that we host for students.

Our school counselor, Mrs. Connerly, works closely with the school social worker or homeless liaison to ensure that all students, regardless of socioeconomic status, have equal opportunities and access to their education by eliminating barriers.

To help promote responsible parenting, Mrs. Connerly will send home tips, information, and resources. The school

nurse will send home health care information and seasonal tips for staying healthy.

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: *How does the School investigate and utilize community resources in the instructional program?*

5.2: *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs?*

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.*

Russellville Intermediate School maintains strong partnerships with our community. One important partnership is with Arkansas Tech University. ATU sends student interns to serve in our classrooms and learn with us as we continually grow professionally in job-embedded training. ATU also partners with our school to host a fifth-grade camp each year. Students and instructors from the Parks and Recreation Department at ATU join us in providing an outdoor educational experience for our students to learn about teamwork and to develop new friendships prior to

their transition to middle school. River Valley Food for Kids is another important partner. This community sponsor makes it possible for us to send home food backpacks to over 40 kids each week. Our community supports our school in multiple ways, ranging from fundraising to guest speakers, volunteering to fill our food pantry or pack backpacks, serving at the Stormy Social, present at the RIS career fair.

Arisa Health, RPI Behavioral Health, Ascent Therapy, and other agencies work with RIS for School-Based Mental Health. Our Parent Teacher Organization (PTO) is extremely helpful in supporting our school programs. They provide funding for field trips and programs to ensure that all of our students have access to enriching experiences. They also help to host the Stormy Social. Parents volunteer to help serve as students demonstrate skills learned through guidance lessons about social etiquette, meeting new people, and connecting with others in positive ways. Students learn about different social settings and the need for different dress, behavior, and speech, and also how to manage anxiety related to social situations. The RIS PTO helps support our yearly camp experience, which utilizes volunteers from ATU and Russellville High School as well as school and district staff.

City Corp comes to RIS each year so that their scientists can talk to students about their jobs and how they work with water to ensure it is safe to consume. They talk to students about this process as well.

PTO members serve on committees and help make decisions about our school programs, such as the family engagement plan. We have many opportunities for family and community to join RIS to celebrate or receive information through awards assemblies, open house, camp meetings, robotics meetings, and transition to RMS. The school media specialist enlists the help of a local bookstore each year to motivate students to read more books. The PTO and local bookstore ensure that all students receive a free book during the school year. RIS participates in Read Across America. We participated in dress-up days, giveaways for trivia, and much more. The school counselor facilitates a food backpack program with generous donations from River Valley Food for Kids. The Junior Auxiliary donates additional items for our program, as well as monetary donations and volunteers for our Stormy Social. Students at RIS have lots of musical opportunities. Through our talent show, students are able to share their talents and skills. In the spring, all students participate in a musical where they showcase their various talents such as dancing, singing, acting, speaking, and other musical abilities. These performances are held at the Performing Arts Center, giving our students the experience of a professional stage and audience. These events are well attended by parents, extended families, and friends. Our physical education teacher, Cherish Holt, organizes the fifth grade's Firefighter Challenge. This is a great connection with our local firefighters as well as our families, who came out to cheer their children on as they compete. At the end of school, we have a school-wide field day that brings parents, the school, and the community together for some fun and celebration. Through the donations and support of our PTO, ATU, River Valley Food for Kids, and other community businesses and organizations, we work to ensure that all students at RIS have equal opportunities. Students and staff are motivated and celebrated throughout the year. The school enlists parent volunteers to come to the school to speak with students about career choices. RIS incorporates a rich curriculum that provides students with multiple experiences to help them connect their learning to future career paths. One example is the robotics module, where all students work together to create a robot that solves real-world type problems. Students learn about the engineering design process and use it as they collaborate in teams to build a robot in their science class. Students are given multiple opportunities to present their learning, to work in teams, and to learn about technology through regular classes and our Input Technologies class that teaches keyboarding and presentation skills.

Mrs. Holt will create a newsletter that contains physical education tips and ideas for students. This will be sent to the

Boys and Girls Club to help ensure a continuation of education even after school.

RIS will host a career fair this year with over 20 community partners and parent volunteers to provide students a unique experience where they can gain hope for their futures and insight into a potential career by connecting with employees from various fields and/or careers.

PTO arranged for businesses in the community to provide a "Happy Wagon" for teachers to help boost morale and overall well-being at RIS. Things were provided like healthy snacks and drinks.

RIS hosts transition day for the 4th graders who are moving up to 5th grade. The 4th graders from each elementary school will travel by bus to the 5th-grade building, where they will meet with their new principals and counselor. They will see a presentation on RIS and what to expect. They then get to tour the school and ask any questions that they may have.

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)]

6.1: *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the School's participation, and the parents' rights under Title I?* **ADD DATE: ADD AGENDA, NOTES, SIGN IN TO THE SHARED DRIVE BY OCTOBER1 ANNUALLY**

This section is not applicable to RIS

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

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

Guiding Questions

- **7.1:** *How does the School jointly develop a School-Parent Compact that 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. **ADD A COPY TO THE DRIVE**

[ESSA § 1116(d)(2)(A)]

This section not applicable to RIS.

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)]

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?

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?

This section is not applicable to RIS.

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly. **TYPE IN AN "X"**

Assurances

 X **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]*

 X **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]]

X **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]*

 X **A.4:**The School understands its obligation to ensure 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]*

 X **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)]*

 X **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)]*

 X **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)]*

 X **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)]*

 X **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]*

 X **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)]

 X **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)]*

 X **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)]*

 X **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)]*

 X **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)]*

 X **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)]*

RUSSELLVILLE SCHOOL DISTRICT

RSD... Achieving Excellence Together.

MISSION: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

The Russellville School District school board and administration understand the importance of engaging families, parents, and the community as a whole in promoting higher student achievement. The District Family and Community Engagement Plan is reviewed at least annually, and includes goals for improving and continuing parent and community engagement in education:

Russellville School District will:

- **promote and support Family and Community Engagement** through communication, surveys, written information, the web site and other publications, activities for families, and annual parent meetings.
- **assist school buildings in promoting and improving** parent-family-community engagement.
- **ensure** that **school principals, teachers, and parents** receive information and training in engaging and communicating with one another.
- **include parents, students, and the community in evaluating and improving** the ways in which the district, schools, and teachers communicate with and involve parents-families-the community.
- **include parents in joint review and development of the Title I Plans** for Title I Schoolwide buildings.

Please contact your school building principal for additional information and assistance with involvement. You are asked to let us know that you have received this information in your student handbook by signing the assurance page provided to you each year.

School Information

School Name:	Russellville Intermediate School
School Engagement Facilitator Name:	Sarah Connerly
Plan Revision/Submission Date:	04/22/2026
District Level Reviewer Name, Title:	Jenny Barber, Federal Programs Supervisor
District Level Approval Date:	

Committee Members, Role

First Name	Last Name	Role (<i>Teacher, Staff, Parent, Student, or Community Member</i>)
Sarah	Connerly	Family Engagement Coordinator
Tearsa	Callahan	Administrator
Kelley	Honghiran	Teacher
Rebecca	Wiedmaier	Teacher
Amy	Rowlette	Parent
Leslie	Black	Parent
Emily	Westcott	Parent
Sabina	Mendez	Community Member

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.



Relationships. Measurement. Collaboration
2026-2027 SCHOOL IMPROVEMENT PLAN
Russellville Middle School

STUDENT PERFORMANCE DATA

2024-2025 ATLAS Summative % Proficient							
Grade	Total # Tested	ELA		Math		Science	
6th	382	34%		41%		37%	
7th	391	32%		38%		39%	
2025-2026 ATLAS Summative % Proficient							
Grade	Total # Tested	ELA		Math		Science	
6th							
7th							
2026-2027 ATLAS Interim % Proficient							
Grade	Total # Tested	ELA		Math		Science	
		Fall	Winter	Fall	Winter	Fall	Winter
6th							
7th							
2025-26 ATLAS Summative Assessment % Proficient							
Grade	Total # Tested	ELA		Math		Science	
6th							
7th							

NEEDS ASSESSMENT/DATA REVIEW

Based on 2025–2026 Interim assessment data, the identified focus areas for school improvement in the upcoming year include:

- Strengthening Tier I instruction through HQIM implementation
- Prioritizing cross-curricular literacy (reading comprehension, vocabulary, writing to explain thinking, evidence-based responses)
- Embedding literacy strategies across all content areas

**Goals may be adjusted upon receipt and review of 2025–2026 Summative assessment data.*

2026-2027 IDENTIFIED GOALS

GOAL 1	
LITERACY	STUDENT NUMBERS:
<p>By May of 2027, RMS will increase the percentage of 6th-7th-grade students scoring proficient in ELA by 8% on the ATLAS Summative from current performance levels. Score distributions in level 1 of the assessment data will decrease overall by 5% May 2027, Summative Data.</p> <p>Staff members use HQIM materials as a primary resource: HMH Into Literature <i>*Level 1 students are identified through state selection based on Atlas assessment scores.</i></p>	<p>Based on 2025-26 ATLAS Summative Results (<i>Will be available by May/June 2026</i>).</p> <ul style="list-style-type: none"> ● ELA Target for 8% proficiency: # of students ● Target for 5% decrease of Level 1: # of students
MONITORING & REPORTING STRUCTURE:	TIMELINE:
<ul style="list-style-type: none"> ● Assessment Sources: Interim assessments, building CFA/CSAs, and Arkansas ATLAS ● Review Cadence: Data team meetings via professional development assigned days ● Progress Dashboard: Grade and building-level tracking shared quarterly with district leaders ● Tiered Support Focus: Interventions aligned with HQIM practices, RTI structures, and monitored for effectiveness ● Accountability: Schools and principals set individual targets tied to these growth numbers ● Staff Provided Professional Development: Aligned to the literacy needs of the district, building, and based on the Science of Reading. 	<ul style="list-style-type: none"> ● Final Goal Date: May 2027 Summative Results ● Progress Reviews: Quarterly, led by the School Improvement Planning Team and shared with the Guiding Coalition/School Leadership Team
MONITORING & PROGRESS CHECKS	
<p><i>Monitoring and progress checks will be developed and refined through ongoing interim and summative data review cycles.</i></p>	

GOAL 2

MATH & SCIENCE	STUDENT NUMBERS:
<p>By May of 2027, RMS will increase the percentage of 6th-7th grade students scoring proficient in Math and Science by 5% on the ATLAS Summative from current performance levels. Score distributions in level 1 of the assessment data will decrease overall by 3% by May 2027, Summative Data.</p> <p>Staff members use HQIM materials as a primary resource: HMH Into Math & Open SciEd <i>*Level 1 students are identified through state selection based on Atlas assessment scores.</i></p>	<p>Based on 2025-26 ATLAS Summative Results (<i>Will be available by May/June 2026</i>).</p> <ul style="list-style-type: none"> ● Math Target for 5% proficiency: # of students ● Math Target for 3% decrease of Level 1: # of students <hr/> <ul style="list-style-type: none"> ● Science Target for 5% proficiency: # of students ● Science Target for 3% decrease of Level 1: # of students
MONITORING & REPORTING STRUCTURE:	TIMELINE:
<ul style="list-style-type: none"> ● Assessment Sources: Interim assessments, building CFA/CSAs, and Arkansas ATLAS ● Review Cadence: Data team meetings via professional development assigned days ● Progress Dashboard: Grade and building-level tracking shared quarterly with district leaders ● Tiered Support Focus: Interventions aligned with HQIM practices, RTI structures, and monitored for effectiveness ● Accountability: Schools and principals set individual targets tied to these growth numbers ● Staff Provided Professional Development: Aligned to the math & science needs of the district and the building. 	<ul style="list-style-type: none"> ● Final Goal Date: May 2027 Summative Results ● Progress Reviews: Quarterly, led by the School Improvement Planning Team and shared with the Guiding Coalition/School Leadership Team
MONITORING & PROGRESS CHECKS	
<p><i>Monitoring and progress checks will be developed and refined through ongoing interim and summative data review cycles.</i></p>	

Russellville Middle School
Russellville School District
School Family and Community Engagement Plan
2026-2027

THIS PLAN IS DIRECTLY CONNECTED TO THE RUSSELLVILLE MIDDLE SCHOOL LEVEL IMPROVEMENT PLAN
SCHOOLS COMPLETE ALL SECTIONS.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

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?*

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

1.1

- RMS will hold an engagement meeting annually to develop, plan, review, improve, and evaluate the school family and community engagement plan (April 20, 2026)
- RMS will maintain, publish, and review the Family and Community Engagement Plan regularly.
- RMS will review and evaluate the Family and Community Engagement Plan annually by August 1st.
- RMS and RMS PTO invited any parents who would like to participate on the committee.
- An Open House with the Report to the Public will be held in August 2026.
- RMS will involve parents, alumni, teachers, and community members in the decision making process and consideration of programs. Parents, alumni, and community will be encouraged to participate in building and district planning. A meeting will be held on April 20, 2026 to involve parents in planning, reviewing, evaluating, and improving the Family and Community Engagement Plan.
- RMS will present the Family and Community Engagement Plan to parents to obtain feedback.

1.2

- RMS and RMS PTO invited any parents who would like to participate on the committee. Parents will be involved in the decision making process and consideration of programs.
- The meeting will take place at RMS annually in April to plan, review, and improve the School Family and Community Engagement Plan.
- PTO meets monthly to help plan and review events and programs. PTO will meet monthly and provide a variety of meeting times if requested.

[RMS Sign-In, Agenda, and Notes](#)

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: How does the School distribute an informational packet appropriate for the age and grade of each child annually

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)?

2.3: How does the School offer flexible opportunities for meetings with families?

2.1

- RMS has a designated Family and Community Engagement facilitator, Melinda Swift. Mrs. Swift may be contacted at melinda.swift@rsdk12.net or through the RMS office at 479-968-2557.
- The parent and family engagement plan will be distributed to parents by posting the policy on our school [website](#) under the state required information link.
- The purpose of the family and community engagement plan is to foster partnerships among students, families, schools, and community assets to minimize barriers.
- To communicate with parents about parent programs, meetings, and other activities, RMS will send out the Gale Gazette, post information on all social media, and the school website events.
- Phone calls will be made to distribute pertinent information as well.
- Letters will be mailed home as needed.
- Two way communication is achieved by phone, email, Remind app, Class Dojo, and Google Classroom.
- The parent center is located in the counselor's office. Important information and valuable resources will be available for parents. Parents also have access to the Department of Education [website](#) tools.

- The [RSD website](#) and [Russellville Middle School website](#) will be used to keep parents informed of any school events and parent programs, meetings, and other activities.
- The back to school informational welcome back packet, includes a survey for parents with the opportunity to volunteer and assume roles within the school. The packet includes updated contact information for parents, the current student handbook, bus rules, public release, field trip consent, medical information, immunization records, student electronic device and internet use agreement, homeless questionnaire, agricultural survey, home language survey, smart core consent form, bus rules, and emergency plans. The PTO also includes an opportunity for parents to join the PTO and a survey with various opportunities to serve and volunteer throughout the year. The district calendar is also distributed. The packet is provided in both English and Spanish. Translation services are available for other languages when requested.
- The Secondary Student [handbook](#) includes a parent friendly summary of the parent and family engagement plan and how to locate the parent and family engagement plan online. Parents sign the assurance page acknowledging the receipt of the handbook which includes a link to the parent and family engagement plan online.
- The Secondary Student [handbook](#) that parents receive includes a schedule of activities planned throughout the school year. Parents sign the assurance page acknowledging the receipt of the handbook which includes the schedule.
- A volunteer form is sent out in the informational Welcome Back packet for any parents who would like to volunteer. The recommended ways for families to get involved and assume roles is included in the survey.
- PTO posts meeting dates and times to the RMS PTO facebook page. It is also posted on the [Russellville Middle School website](#) and sent in the Gaze Gazette. PTO will meet monthly and provide a variety of meeting times if requested.
- RMS website link <https://www.russellvilleschools.net/o/rms>. Follow the events section to access the list of scheduled activities and events.
- A list of scheduled activities and events for RMS and the district can be found on the [district calendar](#).

2.2

- RMS will ensure that parents 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 the support of interpreters and translators and maintenance of a barrier free building and meeting access, flexible scheduling, and other services.
- RMS offers a Hispanic Community Liaison for bridging communication between home and school. The liaison also provides parental resources and translation as needed.
- Adelante Russellville: A Hispanic Parent Center for our RSD parents. Various meetings are planned to help parents understand the programs available to them and their students within the community.
- Interpreters are available for conferences with parents and guardians.
- Translations for forms are available for all teachers and parents when requested.
- Through the Gale Gazette, the Capturing Kids Hearts newsletter is distributed to parents each month in both English and Spanish to inform parents of our monthly focus. The CKH newsletter provides ways parents can encourage their child to apply the monthly focus.

2.3

- Parent Teacher Conferences (October 2026 and February 2027)
 - Parents are encouraged to participate in parent teacher conferences. If a parent is unable to attend, alternative and flexible scheduling is available when requested. The conferences are offered over a three day period both in October

and March to provide more opportunities for parents/guardians to meet with teachers. Teachers have the flexibility to meet with parents/guardians in person, by phone, or video chat at the parents/guardians convenience.

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: *How does the School build staff capacity to work with parents as equal partners?*

3.1

- Teachers receive 2 hours of parental involvement training every 4 years in accordance with DESE.
- Annually, parent communication expectations and best practices are provided in the professional development meetings prior to the beginning of school. Parent communication expectations include how to reach out, communicate with, and work with parents as equal partners in their child's learning. Teachers will understand that parents play an integral role in assisting student learning and that there is a need to get parents to contribute to their child's education and learning. Teachers are

encouraged to include parents as active partners in their child's education through grade and behavior communication through HAC, emails, Remind, Class Dojo, Google Classroom, progress reports, and parent teacher conferences.

- Teachers are also given resources for translation services to use to make certain that information is in a format and language that parents can understand. Teachers will also be given information to schedule an interpreter for any future meetings or phone calls in which translation services are needed.
- Before parent teacher conferences, teachers will receive best practices for communication with parents during parent teacher conferences.
- Parent Teacher Conferences (October 2026 and February 2027)
 - Parents are encouraged to participate in parent teacher conferences. If a parent is unable to attend, alternative and flexible scheduling is available when requested. The conferences are offered over a three day period both in October and March to provide more opportunities for parents/guardians to meet with teachers. Teachers have the flexibility to meet with parents/guardians in person, by phone, or video chat at the parents/guardians convenience.
- The school [handbook](#) includes the school's process for resolving parent concerns.
- Arkansas IDEAS is used to provide professional development in parent involvement.
- Staff meetings and staff handbooks provide additional parent involvement training and best practices to involve parents in their child's education.
- Counselors are a resource for teachers.
- Open House Packet (August 2026)
 - The back to school informational welcome back packet, includes a survey for parents with the opportunity to volunteer and assume roles within the school. The packet includes updated contact information for parents, the current student handbook, bus rules, public release, field trip consent, medical information, immunization records, student electronic device and internet use agreement, homeless questionnaire, agricultural survey, home language survey, smart core consent form, bus rules, and emergency plans. The PTO also includes an opportunity for parents to join the PTO and a survey with various opportunities to serve and volunteer throughout the year. The district calendar is also distributed. The packet is provided in both English and Spanish. Translation services are available for other languages when requested.
- RMS will communicate the calendar of events, pertinent academic and extracurricular information, CKH newsletter, and resources for parents/guardians.
- Teachers have access to the CKH newsletter that provides ways parents can encourage their child to apply the monthly focus.
- The Russellville School District has implemented the Capturing Kids' Hearts as a Social Emotional Learning curriculum. The CKH newsletter provides resources and ways for parents/guardians to implement the monthly focus at home.
- RMS will adequately train teachers on best practices for TAC and the parent/guardian view on HAC to update grades in a timely manner. Teachers will also be trained on the correct codes to use for entering grades.
- RMS will use the weekly summary on Google Classroom to inform parents of assignments.
- RMS has partnered with ATU to offer the GEAR UP program which helps parents and students gain early awareness and readiness for undergraduate programs. This program is designed to work with parents and students to prepare them for success in high school, college, and beyond. Through this program, students will have increased preparation for academic

success, college opportunities, and STEM careers. For parents, they will receive college preparation workshops, college preparation events for the family, and college preparation resources.

- Level 1 students will be referred to the RMS SIT (student intervention team) Committee to evaluate the student's learning needs and hurdles. The SIT team will analyze each student's data and communicate with the student and the family to identify and close out gaps.
- Students that are missing assignments will be referred to our building ICU database. This database will notify guardians of the missing assignments so that they may be made up promptly. Students that remain on the ICU list will begin a working lunch to complete missing work.

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*
 - *assistance with nutritional meal planning*

[A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

4.1, 4.2, 4.3, 4.4, 4.5, 4.6

- Open House (August 2026)
 - During open house, parents and guardians are encouraged to attend open house with their child. Parents and guardians are provided with materials and resources to help support their student's academic success.
- Open House Packet (August 2026)
 - The back to school informational welcome back packet, includes a survey for parents with the opportunity to volunteer and assume roles within the school. The packet includes updated contact information for parents, the current student handbook, bus rules, public release, field trip consent, medical information, immunization records, student electronic device and internet use agreement, homeless questionnaire, agricultural survey, home language survey, smart core

consent form, bus rules, and emergency plans. The PTO also includes an opportunity for parents to join the PTO and a survey with various opportunities to serve and volunteer throughout the year. The district calendar is also distributed. The packet is provided in both English and Spanish. Translation services are available for other languages when requested.

- Assessment results are mailed home to the parents. District screeners are shared with parents/guardians and students. Parents/Guardians are sent a link to access their student's data reports.
- RMS Professional Learning Communities (PLC) meet weekly to analyze student data and make informed decisions based on the student data.
- Level 1 students will be referred to the RMS SIT (student intervention team) Committee to evaluate the student's learning needs and hurdles. The SIT team will analyze each student's data and communicate with the student and the family to identify and close out gaps.
- Students that are missing assignments will be referred to our building ICU database. This database will notify guardians of the missing assignments so that they may be made up promptly. Students that remain on the ICU list will begin a working lunch to complete missing work.

- Parent Teacher Conferences (October 2026 and February 2027)
 - Parents are encouraged to participate in parent teacher conferences. If a parent is unable to attend, alternative and flexible scheduling is available when requested. The conferences are offered over a three day period both in October and March to provide more opportunities for parents/guardians to meet with teachers. Teachers have the flexibility to meet with parents/guardians in person, by phone, or video chat at the parents/guardians convenience.
- The parent center is located in the counselor's office. Important information and valuable resources will be available for parents. Parents also have access to the Department of Education [website](#) tools.
- The [RSD website](#) and [Russellville Middle School website](#) will be used to keep parents informed of any school events and parent programs, meetings, and other activities.
- RSD provides support for language translations of written and verbal communication as well as interpreters at scheduled parent teacher conferences and any other conferences or meetings.
- Home Access Center is available for parents and guardians to access their child's grades and attendance.
- Tutorials and videos for students and parents for technology training and parent resources will be available to parents and students.
- LINQ Connect app for parents and guardians to update school lunch accounts.
- RMS has a PTO that will meet monthly.
- The PTO coordinates with other organizations, businesses, and community partners to provide additional support and resources to families.
- RMS PTO members are included in appropriate decision making during the monthly meetings. During the meeting, the monthly calendar and events are discussed to get feedback as well as any programs and improvements needed. Leaders of the organization, as well as, PTO members will be utilized in appropriate decisions. Parents/guardians also help evaluate the effectiveness and provide feedback of the school-level improvement plan.
- Curriculum and standards are posted on the RSD [website](#).
- RMS teaches and assesses the [Arkansas State Standards](#).

- The Capturing Kids Hearts newsletter is distributed to parents each month in both English and Spanish to inform parents of our monthly focus. The newsletter provides ways parents can encourage their child to apply the monthly focus.
- RMS will communicate the calendar of events, pertinent academic and extracurricular information, CKH newsletter, and resources for parents and guardians.
- RMS has been accepted as a Highly Effective School Cohort with the Division of Elementary and Secondary Education for the state of Arkansas in which training will be provided to help the school involve parents and stakeholders to build and receive parent input in decision making. The Highly Effective Schools Cohort focus is to provide a safe and collaborative culture for parents, students, and the community.
- RMS provides opportunities for parents to give feedback on the handbook and building procedures.
- The SREB has provided feedback to RMS on best practices used to implement and improve our parent and community involvement.
- RMS uses the results from the parent CKH survey to make informed decisions about the school and the parent involvement.
- RMS will educate parents on how to Home Access Center to access their child's grades and attendance.
- RMS has partnered with ATU to offer the GEAR UP program which helps parents and students gain early awareness and readiness for undergraduate programs. This program is designed to work with parents and students to prepare them for success in high school, college, and beyond. Through this program, students will have increased preparation for academic success, college opportunities, and STEM careers. For parents, they will receive college preparation workshops, college preparation events for the family, and college preparation resources.
- We host a quarterly awards ceremony to celebrate the students' accomplishments. Parents are invited to attend.

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: *How does the School investigate and utilize community resources in the instructional program?*

5.2: *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs?*

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?*

5.1 & 5.2

- RMS teachers will inform parents of events at school and of ways to assist their children in learning.
- RMS will distribute Smart Core information in the Welcome Back packets. Smart Core is Arkansas' college and career ready curriculum for high school students. Parents are given the Smart Core curriculum which is the foundation for college and career readiness. Parents must also sign acknowledging that their child is choosing the Smart Core Curriculum or waive the right for their student to participate in Smart Core.
- As a community partnership, RMS has our "Wednesday Wavers" which include local businesses and community members that greet our students at the drop-off areas in the morning.
- The parent resource center is located in the counselor's office. Important information and valuable resources will be available for parents. Parent websites and resources can also be found on the RMS [website](#).
- RMS partners with Arkansas Tech University. ATU sends student interns to serve in our classrooms and learn with us as we continually grow professionally in job-embedded training. Many alumni participate as ATU interns.
- RMS hosts a transition day for upcoming 5th graders to help them transition to middle school. RJHS hosts a transition day for our RMS 7th graders to help them transition to junior high school.
- RMS offers a Hispanic Community Liaison for bridging communication between home and school. The liaison also provides parental resources.
- Adelante Russellville: A Hispanic Parent Center for our RSD parents. RSD offers a parent center to provide resources for parents and their child's education.
- Interpreters are available for conferences with parents and guardians.

- Translations of forms are available for all teachers.
- The Backpack Program sponsored by River Valley Food 4 Kids provides food for students who need assistance.
- Junior Auxiliary provides clothes for the clothes closet and Project Backpack.
- Skye Thompson is our Homeless Liaison to work with parents and guardians who need assistance.
- RSD provides free admission to all school age students in the Russellville School District. This program provides more opportunities for students and their families to be involved and attend school activities.
- RSD hosts family nights for each school in the district at a Cyclone game.
- The informational back to school packet is translated in both English and Spanish. Other translations are available when requested.
- The Family and Community Engagement plan will be incorporated into the school's improvement plan.
- Through the Gale Gazette, the Capturing Kids Hearts newsletter is distributed to parents each month in both English and Spanish to inform parents of our monthly focus. The newsletter provides ways parents can encourage their child to apply the monthly focus.
- Open House (August 2026)
- RMS will communicate the calendar of events, pertinent academic and extracurricular information, CKH newsletter, and resources for parents and guardians.
- RMS has been accepted as a Highly Effective School Cohort with the Division of Elementary and Secondary Education for the state of Arkansas in which training will be provided to help the school involve parents and stakeholders to build and receive parent input in decision making. The Highly Effective Schools Cohort focus is to provide a safe and collaborative culture for parents, students, and the community.
- RMS provides opportunities for parents to give feedback on the handbook and building procedures.
- RMS will provide a Career Awareness course for both 6th and 7th grade students to prepare the students and parents for the 8th grade Student Success Plan.
- RMS will improve our behavioral system within the school using Crisis Prevention Institute (CPI) training.
- RMS is providing a Summer Enrichment Camp to all students who would like to participate.
- RMS hosted a tour for parents of private schools to tour the building and learn about the RMS programs and courses.
- RMS has partnered with ATU to offer the GEAR UP program which helps parents and students gain early awareness and readiness for undergraduate programs. This program is designed to work with parents and students to prepare them for success in high school, college, and beyond. Through this program, students will have increased preparation for academic success, college opportunities, and STEM careers. For parents, they will receive college preparation workshops, college preparation events for the family, and college preparation resources.
- Level 1 students will be referred to the RMS SIT (student intervention team) Committee to evaluate the student's learning needs and hurdles. The SIT team will analyze each student's data and communicate with the student and the family to identify and close out gaps.
- Students that are missing assignments will be referred to our building ICU database. This database will notify guardians of the missing assignments so that they may be made up promptly. Students that remain on the ICU list will begin a working lunch to complete missing work.

5.3

- RMS has a PTO that will meet monthly.
- The PTO coordinates with other organizations, businesses, and community partners to provide additional support and resources to families.
- RMS PTO members are included in appropriate decision making during the monthly meetings. During the meeting, the monthly calendar and events are discussed to get feedback as well as any programs and improvements needed. Leaders of the organization, as well as, PTO members will be utilized in appropriate decisions.
 - Members and various roles are:
 - (Roles not filled will be filled at the beginning of the 2026-2027 school year)
 - President- Kaytee Kelley
 - Vice-President- Kelley George
 - Secretary- Emily McIlwain
 - Treasurer- Melissa South
 - Hospitality Chair- Jaleese Taylor & Katie Coffman
 - Principal Report- David Farr
 - Faculty/Staff Report- Dee Broyles

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)]

6.1: *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the School's participation, and the parents' rights under Title I?*

not applicable: not a SW Title I School

- Russellville Middle School is not identified as a Title One School Wide School.

6.1

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)]

not applicable: not a SW Title I School

- Russellville Middle School is not identified as a Title One School Wide School.

7.1
7.2

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)]

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?*

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?*

not applicable: not a SW Title I School

- Russellville Middle School is not identified as a Title One School Wide School.

8.1
8.2

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly. **TYPE IN AN "X"**

Assurances

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]]

 x **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]

 x **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]

 x **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)]

 x **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)]

 x **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)]

 x **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)]

 x **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]

 x **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)]

 x **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)]

 x **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)]

 x **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)]

x **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)]

 x **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:	Russellville Middle School
School Engagement Facilitator Name:	Melinda Swift
Plan Revision/Submission Date:	April 20, 2026
District Level Reviewer Name, Title:	Jenny Barber, Federal Programs Supervisor
District Level Approval Date:	April 20,2026

Committee Members, Role *(ADD ROWS IF NEEDED/GOOGLE DOC TABLE)*

First Name	Last Name	Role (Teacher, Staff, Parent, Student, or Community Member)
Melinda	Swift	Family and Community Engagement Facilitator
David	Farr	RMS Principal

Kaytee	Kelley	parent
Kristen	Rodriguez	parent
Megan	Ramsey	teacher
Jaylinn	Rodriguez	student
Micah	Kelley	student
Dee	Broyles	Staff

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.

_PLEASE ALSO SEE THE SCHOOL IMPROVEMENT PLAN FOLDER ON THE DOCUMENTS/STATE REQUIRED INFORMATION/SCHOOL IMPROVEMENT PLANS

THIS SUMMARY IS PROVIDED FOR STUDENT HANDBOOK/ PARENT, FAMILY AND COMMUNITY ENGAGEMENT PLAN

The Family and Community Engagement Plans may be obtained through the District web site <https://www.rsdk12.net/> Choose the "State Required Information" button at the top of the web page. Choose the current school year folder, then choose "Family

and Community Engagement plans”. A plan for each building is included. The District plan is embedded in the “AR App” which is also posted in State Required Information annually.

RUSSELLVILLE SCHOOL DISTRICT
RSD... Achieving Excellence Together.

MISSION: The Russellville School District and the greater community will ensure the promise of the RSD Graduate.

<https://www.rsdk12.net/documents/rsd-strategic-plan/531956>

The Russellville School District school board and administration understand the importance of engaging families, parents, and the community as a whole in promoting higher student achievement. The District Family and Community Engagement Plan is reviewed at least annually, and includes goals for improving and continuing parent and community engagement in education:

Russellville School District will:

- promote and support Family and Community Engagement through communication, surveys, written information, the web site and other publications, activities for families, and annual parent meetings.
- assist school buildings in promoting and improving parent-family-community engagement.
- ensure that school principals, teachers, and parents receive information and training in engaging and communicating with one another.
- include parents, students, and the community in evaluating and improving the ways in which the district, schools, and teachers communicate with and involve parents-families-the community.
- include parents in joint review and development of the Title I Plans for Title I Schoolwide buildings and the District Title I Schoolwide Program.

Please contact your school building principal or parent facilitator for additional information and assistance with involvement.

You are asked to let us know that you have received this information in your student handbook by signing the assurance page provided to you each year.

2026-2027 IDENTIFIED GOALS

GOAL 1	
LITERACY	STUDENT NUMBERS:
<p>By the end of the 2026-27 school year, RJHS will ensure that at least 75% of students identified in the bottom 25th percentile in English Language Arts (ELA) across Grades 8-9 demonstrate one year or more of academic growth. This will be monitored by interim assessments and determined by the Arkansas ATLAS Summative assessment.</p> <p>Staff members use HQIM materials as a primary resource: HMH Into Literature <i>*The bottom 25% of students are identified through state selection based on Atlas assessment scores.</i></p>	<p>Based on 2025-26 ATLAS Summative Results (<i>Will be available by May/June 2026. This number will be reviewed when the state releases the official bottom 25% on October 1, 2026</i>)</p> <ul style="list-style-type: none"> ● ELA Bottom 25%: # of students ● Target: % of students
MONITORING & REPORTING STRUCTURE:	TIMELINE:
<ul style="list-style-type: none"> ● Assessment Sources: Interim assessments, building CFA/CSAs, and Arkansas ATLAS ● Review Cadence: Data team meetings via professional development assigned days ● Progress Dashboard: Grade and building-level tracking shared quarterly with district leaders ● Tiered Support Focus: Interventions aligned with HQIM practices, RTI structures, and monitored for effectiveness ● Accountability: Schools and principals set individual targets tied to these growth numbers ● Staff Provided Professional Development: Aligned to the literacy needs of the district, building, and based on the Science of Reading. 	<ul style="list-style-type: none"> ● Final Goal Date: May 2027 Summative Results & Fall 2027 (Letter Grade) ● Progress Reviews: Quarterly, led by the School Improvement Planning Team and shared with the Guiding Coalition/School Leadership Team
MONITORING & PROGRESS CHECKS	
<i>Monitoring and progress checks will be developed and refined through ongoing interim and summative data review cycles.</i>	

GOAL 2

Math

STUDENT NUMBERS:

By the end of the 2026-27 school year, RJHS will ensure that at least 75% of students identified in the bottom 25th percentile in Math across Grades 8-9 will demonstrate one year or more of academic growth. This will be monitored by interim assessments and determined by the Arkansas ATLAS Summative assessment.

Staff members use HQIM materials as a primary resource: HMH Into Math

**The bottom 25% of students are identified through state selection based on Atlas assessment scores.*

Based on 2025-26 ATLAS Summative Results (*Will be available by May/June 2026. This number will be reviewed when the state releases the official bottom 25% on October 1, 2026*)

- **Math Bottom 25%:** # of students
- **Target:** % of students

MONITORING & REPORTING STRUCTURE:

TIMELINE:

- **Assessment Sources:** Interim assessments, building CFA/CSAs, and Arkansas ATLAS
- **Review Cadence:** Data team meetings via professional development assigned days
- **Progress Dashboard:** Grade and building-level tracking shared quarterly with district leaders
- **Tiered Support Focus:** Interventions aligned with HQIM practices, RTI structures, and monitored for effectiveness
- **Accountability:** Schools and principals set individual targets tied to these growth numbers
- **Staff Provided Professional Development:** Aligned to the math needs of the district and the building.

- **Final Goal Date:** May 2027 Summative Results & Fall 2027 (Letter Grade)
- **Progress Reviews:** Quarterly, led by the School Improvement Planning Team and shared with the Guiding Coalition/School Leadership Team

MONITORING & PROGRESS CHECKS

Monitoring and progress checks will be developed and refined through ongoing interim and summative data review cycles.

Russellville Junior High School
Russellville School District
School Family and Community Engagement Plan
2026-2027

SCHOOLS COMPLETE ALL SECTIONS.

1: Jointly Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the School - in collaboration with parents - establish an engagement plan that reflects the specific academic improvement needs of the School, and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

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?*

1.2: *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*

Russellville Junior High School will maintain, publish, and review regularly the Family and Community Engagement Plan. Parents, alumni, and the community will be encouraged to participate in building and district level long-range planning. The Family and Community Engagement plan will be reviewed annually prior to the submission of the School level Improvement Plan, or by August 1st each year.

1.2

Russellville Junior High School will involve parents in the decision-making process and consideration of programs. For the 2026-2027 school year, the plan is being reviewed the week of May 1st, 2026 through email and in-person sessions with teachers and parents in order to involve both groups in the planning, review, and improvements of the parent and family engagement programs.

[Link to RJHS PTO-Sign In for FACE Plan Review/Planning/Creation](#)

[Link to RJHS PTO-Notes for FACE Plan Review/Planning/Creation](#)

[Link to RJHS Student Sign In/Notes for FACE Plan Review/Planning/Creation](#)

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: How does the School distribute an informational packet appropriate for the age and grade of each child annually

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)?

2.3: How does the School offer flexible opportunities for meetings with families?

2.1, 2.2, 2.3

Russellville Junior High School will publish and distribute Parent Packets annually in the fall, prior to October 1. The packet includes: 2026-2027 Faculty; 2026-2027 Bell Schedule; 2026-2027 School Calendar; 2026-2027 PTO Board; Map of School; Important phone numbers; HAC (Home Access Center); Eighth Grade Courses at RJHS; High School Graduation Requirements; Testing Dates; Tips for Developing Organizational Skills in Children; Activities; Emergency Plans for RJHS; Proof of Immunization; Medication Guidelines; FERPA; Bullying; Dress Code; Results of Fighting; Discipline Procedures

[Responsible: Sara Walker, Matt Young: Building Principals

Jessica Baldwin, Certified Family and Community Engagement Facilitator

-August 1st /published annually]

Parents are asked to let the school know that this information has been received in the student handbook by signing the assurance page included in the packet.

Russellville Junior High School will have a designated certified Family and Community Engagement facilitator, Jessica Baldwin, appointed by the building principal. Mrs. Baldwin can be reached through the RJHS office (479- 968-1599) or by email (jessica.baldwin@rsdk12.net). Mrs. Walker and Mrs. Baldwin shall help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster Family and Community Engagement; and undertake efforts to ensure that parental participation is recognized as an asset to the school.

[Responsible: Sara Walker, Matt Young: Building Principals,

Jessica Baldwin, Certified Family and Community Engagement Facilitator

-Annually in August and September]

Russellville Junior High School will annually survey family and parent interest in volunteering at school through a PTO (Parent Teacher Organization) survey sent with student packets in the Fall each year. The responses will be maintained and utilized for contacting parents for volunteering. The school will solicit information about interests, frequency of availability, and options for volunteering from home and engaging in other activities to welcome parents as volunteers. A parent volunteer resource book will be provided to all parents.

**[Responsible: Sara Walker, Matt Young: Building Principals
Jessica Baldwin, Certified Family and Community Engagement Facilitator
-Annually in August and September]**

The full text of the Family and Community Engagement Plan for the District may be obtained through the District website <http://www.rsdk12.net>.

- Please choose the "State Required Information" button. Choose the current school year folder, then choose "Family and Community Engagement Plans". A plan for each building and for the District is included.

An Annual Public meeting shall be scheduled at Russellville Junior High School prior to November 15 for reporting to parents and patrons the school's progress in meeting state and federal standards for achievement. Parent Involvement Meeting/Open House/Report to Patrons will be held in August during the evening. (This same information will be shared in the August and/or September PTO meeting, which meets on the first Monday of the month, at noon.) During this meeting, parents will receive information regarding assessment practices and Smart Core. 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, how the district's and school's curriculum is aligned with the assessments, and how parents can work with the district to improve their child's academic achievement.

Russellville Junior High School: scheduled each year in August,
Annual Public Meeting and Report to Patrons.

**[Responsible: Sara Walker, Matt Young: Building Principals
-prior to November 15 annually]**

*AR Standards for Accreditation of Schools, AR Act 603 2003] Any parents who are not able to attend in-person meetings can access this information online, as mentioned above, or are encouraged to call the school office for alternate times or methods of communication. Parents will be notified as required regarding teacher licensure and school report card.

Additional Parent Meetings and Events for Russellville Junior High School are included in a schedule/calendar on the district and school web page: www.rsdk12.net. Russellville Junior High School will ensure that parents 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 the barrier-free building and meeting access, flexible scheduling, and other services.

**[Responsible: Sara Walker, Matt Young: Building Principals- to notify designated directors, supervisors,
and coordinators
-Ongoing]**

Russellville Junior High School staff will ensure that all parents are welcomed in the school and that policies and procedures are not present that would discourage parental visits to schools or to their child's classroom. Russellville Junior High School website will be maintained with appropriate Family and Community Engagement plans and information annually.

[Responsible: Sara Walker, Matt Young: Building Principals

-Annually by November 1]

*In addition, at Russellville Junior High School, the principals will maintain a building-level website with pertinent information for parents and the community. Most teachers and administrators use online programs such as Remind and Google Classroom to keep both parents and students up-to-date on class assignments and upcoming tests. Jessica Baldwin also maintains a parent newsletter in which parents subscribe to a weekly email update on school events. The school also has a Facebook page.

Russellville Junior High School leadership team, along with the Russellville Junior High School staff and parents, will address any physical safety concerns in and around the building.

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: *How does the School build staff capacity to work with parents as equal partners?*

3.1

In order to ensure professional development requirements are met for each teacher and administrator, Russellville Junior High will provide professional development to all teachers and administrators the week prior to the first day of school in August each year. Teachers will also be provided with ongoing professional development during their planning period and/or after-school meetings throughout the year. Some mandatory professional development is provided through Arkansas IDEAS.

Teachers will regularly include parents as active partners in their child's education through grade communication through eSchool (HAC), emails, Google Classroom summaries, Remind messaging, progress reports, and parent/teacher conferences throughout the year. Parent involvement is always valued in our school. Through all of these methods of communication, parents will play an integral role in assisting their student's learning. All information given is to build ties between the home and the school and is presented in a language and format that parents can understand. All methods provide access to two-way communication so parents can be involved in student learning and provide requests.

Parents are always welcome to the school whenever seeking support and assistance. Our administrators, teachers, nurse, counselors, etc. are always available to assist parents in order to optimize student success.

The Russellville Junior High School handbook includes the school's process for resolving parent concerns.

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, 4.2, 4.3, 4.4, 4.5, 4.6

Russellville Junior High School will ensure the provision of annual training for all teachers and specialists, the principal, and certified Family and Community Engagement facilitator - and will provide the support necessary to enable them to plan and implement effective family and community engagement/parental involvement activities.

[Responsible: Sara Walker, Matt Young: Building Principals, Jessica Baldwin: certified Family and Community Engagement Facilitator -by May 30 annually]

Russellville Junior High School will schedule two Parent Teacher Conferences annually and shall provide alternate or flexible scheduling for those parents who may not be able to attend scheduled dates or times. [Teachers and Building Principals: September 2026 and February 2027]. Russellville Junior High School staff will keep parents

informed about Family and Community Engagement programs, meetings, and other activities they could be involved in. These opportunities for the current school year are listed in an attachment to this plan. All such communication shall be, to the extent practicable, in a language the parents can understand. Parents are requested to contact Sara Walker, Matt Young, Principals, for additional information regarding language and other accommodations needed. Russellville School District provides 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. Russellville Junior High School staff will communicate with parents prior to placing their child in a program that is different from the regular curriculum; the school will ensure that parents of children identified as limited English proficient students are provided with 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. Similar services shall be provided to parents of students who may be identified as disabled under IDEA. Russellville Junior High School staff will provide resources to parents in ensuring that parents receive assistance in understanding such topics as the Arkansas academic content standards and student academic achievement standards as well as state assessments. Locally used assessments, such as common formative and summative assessments for each department, will be included in this process. Parents will receive ongoing information about the standards in Arkansas and the District.

[Responsible: Sara Walker, Matt Young: Building Principals -Ongoing]

To ensure the continued improvement of the District's parental/community involvement program, an annual review of Family and Community Engagement policies/plans will be conducted to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, school staff, and members of the administration.

[Responsible: District School Improvement Plan and Family and Community Engagement Committee -prior to August 1, annually/ School Improvement Plan submission deadline]

Each school in the District receiving Title One, Part A of the Elementary and Secondary Act (ESEA) funding shall at least annually, involve parents in reviewing the Title I program, the policy, and the plan to ensure continued improvement. [Responsible: School Improvement Plan and Family and Community Engagement Committee; prior to the annual September School Board Meeting] The annual review will be utilized to educate district staff, with the assistance of parents, in ways to work and Page 5 of 13 communicate with parents and to know how to implement Family and Community Engagement programs that will promote positive partnerships between the school and parents. Information: the academic impact, increase/decrease in Family and Community Engagement, barriers to Family and Community Engagement. A parent survey will be completed annually by December and the results compiled to be used at both the District and Building level to identify and address barriers to Family and Community Engagement, target areas of need as well as interest for parents, and evaluate activities conducted.

[Responsible: Building and District Family and Community Engagement/School Improvement Plan Committee -by March 1 annually]

The existing Family and Community Engagement policy will be reviewed for compliance with all current federal and state legislation, and a recommendation for any additions, corrections, or deletions will be brought to the School Board Policy Committee for consideration no later than the January annual meeting. The Arkansas School Board

Association Recommended Policies will be utilized in addition to Non-Regulatory Guidance and other relevant resources.

[Responsible:Sara Walker, Matt Young: Building Principals, Jenny Barber: Federal Programs Supervisor/School Improvement Plan Chair -by January 5, annually]

The existing Russellville Junior High School Family and Community Engagement plan will be reviewed annually for the inclusion of appropriate content.

[Responsible: Sara Walker, Matt Young: Building Principals, Jessica Baldwin: certified Family and Community Engagement facilitator, prior to August 1 annually]

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: *How does the School investigate and utilize community resources in the instructional program?*

5.2: *How does the School coordinate and integrate programs and activities with other Federal, State, and local programs?*

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?*

5.1, 5.2, 5.3

Russellville Junior High School will maintain a coordinated Family and Community Engagement program in which the involvement activities enhance the involvement strategies of other programs, including Special Education, English Language Learners, and other programs for students. Russellville Junior High School teachers will keep parents informed of events at school and of ways to assist their children in learning. Russellville Junior High School teachers will work with parents and students to develop individual college and career readiness plans based on the Arkansas Frameworks for all students including those performing below the proficient level. Russellville Junior High School Career Development teachers will work with parents to help facilitate mock interviews and to serve as guest speakers to discuss the importance of career readiness and to inform students on specific job skills. Parents and community leaders volunteer as interviewers in this project. RJHS School Improvement Plan Committee, will research and disseminate strategies to eliminate barriers that may prevent parents from being fully involved in their child's education. Examples are accommodations for parents with disabilities; flexible scheduling of Parent Teacher conferences; provision of information in alternate languages. Staff will work to identify and modify other successful parent and community involvement programs to suit the needs of

Russellville Junior High School families; mentor and train parents to enhance and promote the involvement of other parents; provide support for other family and community engagement and parental involvement activities as parents may reasonably request.

[Responsible: Family and Community Engagement Committee -Ongoing]

Parents are encouraged to participate in Parent Teacher Organization and other parent programs, including review of potential programs, and in the development and revision of the School Improvement Plan. In addition to traditional Parent Teacher Conferences (mentioned in part 7), Russellville Junior High School will provide conferences centered around students' success plans, 4-5 year planning of courses that meet graduation requirements

[Responsible: Teachers and Building Principals -February 2027]

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)]

6.1: *How and when (month/year) does the School conduct the Annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the School's participation, and the parents' rights under Title I?* **ADD**

DATE: ADD AGENDA, NOTES, SIGN IN TO THE SHARED DRIVE BY OCTOBER 1 ANNUALLY

6.1 Russellville Junior High School is not a Title I school.

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. **ADD A COPY TO THE DRIVE**

[ESSA § 1116(d)(2)(A)]

7.1 Russellville Junior High School is not a Title I school.

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)]*

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?*

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?*

8.1, 8.2 Russellville Junior High School is not a Title I school.

Please read the following statements closely. By checking these boxes, the School understands the legal requirements and will meet them accordingly. **TYPE IN AN "X"**

Assurances

A.1:The School understands that annually by August 1, the public School's Engagement Plan shall be developed, or reviewed and updated. **(May 17, 2024 to allow for these to be completed prior to staff leaving for the summer)** [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)]

X **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)]*

X **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)]*

X **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]*

X **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)]

X **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)]*

X **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)]*

X **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)]*

X **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)]

X **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:	Russellville Junior High School
School Engagement Facilitator Name:	Jessica Baldwin
Plan Revision/Submission Date:	4/29
District Level Reviewer Name, Title:	Jenny Barber, Federal Programs Supervisor
District Level Approval Date:	

Committee Members, Role

(ADD ROWS IF NEEDED/GOOGLE DOC TABLE)

ALL CATEGORIES REQUIRED: LIMIT THE USE OF SCHOOL STAFF AS PARENT REPRESENTATIVES

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Jessica	Baldwin	Library Media Specialist (Parent Involvement Coordinator) Building Level Coordinator

Sara	Walker	Principal
Matt	Young	Assistant Principal
Jennifer	Fuller	Counselor
Wendy	Love	Counselor
Cohen	Loop	Student
Khloe	Walker	Student
Aubrey	Howerton	Teacher/ Student Council Sponsor
Kandis	Alley	Parent
Angela	Bonds	Community Member

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.



2026-2027 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

STUDENT PERFORMANCE DATA

2024-2025 ATLAS Summative Assessment % Proficient						
	ELA		Geometry		Biology	
Total # Tested	423		546		411	
% Proficient	43%		12%		46%	
2025-2026 ATLAS Summative Assessment % Proficient						
	ELA		Geometry		Biology	
Total # Tested	304		277		360	
% Proficient	44%		13%		48%	
2026-2027 ATLAS Interim Assessments % Proficient						
	ELA		Geometry		Biology	
	Fall	Winter	Fall	Winter	Fall	Winter
Total # Tested						
% Proficient						
2026-2027 ATLAS Summative Assessment % Proficient						
	ELA		Geometry		Biology	
Total # Tested						
% Proficient						

NEEDS ASSESSMENT/DATA REVIEW
Identified Needs:
<ul style="list-style-type: none"> ● Continue to improve ELA and Geometry performance, with a focus on increasing growth among students in the bottom 25th percentile. <i>*ATLAS assessment data reflect Grade 10 tested content areas; therefore, goals are aligned to Grade 10 performance.</i>

2026-2027 IDENTIFIED GOALS

GOAL 1	
LITERACY	STUDENT NUMBERS:
<p>By the end of the 2026-27 school year, at least 60% of students identified in the bottom 25th percentile in English Language Arts (ELA) across Grade 10 will demonstrate growth. This will be monitored by interim assessments and determined by the ATLAS summative assessment.</p> <p>Staff members use HQIM materials as a primary resource: HMH Into Literature <i>*The bottom 25% of students are identified through state selection based on ATLAS assessment scores.</i></p>	<p>Based on 2025-26 ATLAS Summative Results (<i>Will be available by May/June 2026. This number will be reviewed when the state releases the official bottom 25% on October 1, 2026</i>)</p> <ul style="list-style-type: none"> ● ELA Bottom 25%: # of students ● Target: % of students
MONITORING & REPORTING STRUCTURE:	TIMELINE:
<ul style="list-style-type: none"> ● Assessment Sources: Interim assessments, building CFA/CSAs, and Arkansas ATLAS ● Review Cadence: Data team meetings ● Progress Dashboard: Grade and building-level tracking shared after each interim assessment ● Tiered Support Focus: Interventions aligned with RTI structures (STORM), and monitored for effectiveness ● Accountability: Schools and principals set individual targets tied to these growth numbers ● Staff Provided Professional Development: Aligned to the literacy needs of the district, building, and based on the Science of Reading. 	<ul style="list-style-type: none"> ● Final Goal Date: Summative Results & Fall 2027 (Letter Grade) ● Progress Reviews: Reviewed after each interim assessment by the Guiding Coalition/School Leadership Team.
MONITORING & PROGRESS CHECKS	
<i>Monitoring and progress checks will be developed and refined through ongoing interim and summative data review cycles.</i>	

GOAL 2	
MATH	STUDENT NUMBERS:
<p>By the end of the 2026-27 school year, at least 60% of students identified in the bottom 25th percentile in Geometry will demonstrate growth. This will be monitored by interim assessments and determined by the ATLAS summative assessment.</p> <p>Staff members use HQIM materials as a primary resource: HMH Into Math <i>*The bottom 25% of students are identified through state selection based on ATLAS assessment scores.</i></p>	<p>Based on 2025-26 ATLAS Summative Results (<i>Will be available by May/June 2026. This number will be reviewed when the state releases the official bottom 25% on October 1, 2026</i>)</p> <ul style="list-style-type: none"> • Math Bottom 25%: # of students • Target: % of students
MONITORING & REPORTING STRUCTURE:	TIMELINE:
<ul style="list-style-type: none"> • Assessment Sources: Interim assessments, building CFA/CSAs, and Arkansas ATLAS • Review Cadence: Data team meetings • Progress Dashboard: Grade and building-level tracking shared after each interim assessment • Tiered Support Focus: Interventions and remediation provided through STORM and T3 Geometry • Accountability: Schools and principals set targets tied to these growth numbers • Staff Provided Professional Development: Aligned to the math needs of the district and the building. 	<ul style="list-style-type: none"> • Final Goal Date: Summative Results & Fall 2027 (Letter Grade) • Progress Reviews: Reviewed after each interim assessment by the Guiding Coalition/School Leadership Team.
MONITORING & PROGRESS CHECKS	
<i>Monitoring and progress checks will be developed and refined through ongoing interim and summative data review cycles.</i>	

Russellville High School
RUSSELLVILLE SCHOOL DISTRICT
School Family and Community Engagement Plan
2026-2027

*THIS PLAN IS DIRECTLY CONNECTED TO THE
RUSSELLVILLE HIGH SCHOOL SCHOOL IMPROVEMENT PLAN*

SCHOOLS COMPLETE ALL SECTIONS.

1: Jointly-Developed Expectations and Objectives

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

Guiding Questions

- **1.1:** *How does the school, in collaboration with parents, establish an engagement plan that reflects the specific academic improvement needs of the school and that includes programs and practices that enhance engagement and address the specific engagement needs of students and their families?*
[A.C.A. § 6-15-1702(a)]
- **1.2:** *What efforts have been made to ensure adequate representation of parents and families of participating children in the process (Title I families)?*
[ESSA § 1116(c)(3)]

An annual public meeting shall be scheduled at Russellville High School prior to November 15, for reporting to parents and patrons the school's progress in meeting state and federal standards for achievement. Family and Community Engagement Meeting/Open House/Report to Patrons will be held in August 2026. At this meeting, parents will receive information regarding assessment practices. 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, how the district's and school's curriculum is aligned with the assessments, and how parents can work with the district to improve their child's academic achievement.

Last Date Modified: **4/28/2026**

The school's curriculum will be made accessible to parents and guardians online. This curriculum includes foundational skills, essential standards, and required texts. Important events and dates will be distributed weekly via the school newsletter, Cyclone Scoop. Parental involvement coordinator Amanda Kittle creates this and sends it to all students, staff, and parents.

Cyclone Scoop, RHS's weekly newsletter, provides information in one place for all stakeholders who have submitted their emails or have a school email address. This newsletter is sent out each Sunday evening during the entirety of the academic school year.

1.2

Parents and stakeholders are encouraged to be involved in an annual review of the engagement plan. The annual review will consist of survey feedback and possible improvements to ensure students' needs are met. A Google Form with all this information will be sent out using Thrillshare that offers this opportunity to all who provided their emails at the start of the year, but parents can (and are encouraged to) request an in person meeting or a zoom meeting and will be accommodated if they request it through email to Amanda as stated at the top of each week's newsletter.

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)?

o 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)]

2.1 and 2.2

Russellville High School teachers will keep parents, families, and the community informed of events at school and ways to assist their children in learning. Teachers will communicate through email, HAC, Google Classroom, and the school Facebook page to notify parents of:

1. missed assignments/tests,
2. incomplete, pending, and/or missing assignments,
3. special upcoming events,
4. positive messages (positive postcards), and
5. other achievements and/or concerns

Russellville High School distributes the parent and family engagement policy through the Russellville School District website. A printed copy can be requested. These are the emails uploaded to Thrillshare for parental communication during the academic school year.

Amanda Kittle creates and distributes a weekly newsletter called the Cyclone Scoop, which includes links to resources, a schedule of events for the week, flyers for clubs and events, awards and achievements, and any other information needed for students, parents, and community members. All viewers have a notice at the top of the newsletter each week notifying them to contact Amanda through email with suggestions, submissions, and concerns. This newsletter is sent using Thrillshare, which provides an automatic translator for several languages.

Contact information for Parental Involvement Coordinator:

Amanda L. Kittle, [M.Ed.](#)

English Teacher | ESOL Certified

RHS Room 104

(479) 968-3151 | amanda.kittle@rsdk12.net

Last Date Modified: **4/28/2026**

2.3: *How does the School offer flexible opportunities for meetings with families? [ESSA § 1116(c)(2)]*

2.2 and 2.3

Parent teacher conferences are offered across a three-day time period to allow more opportunities for parents/guardians to meet with teachers. Additionally, teachers make accommodations to meet with parents/guardians in person or via video chat/phone.

Parents/guardians responsible for parent/guardian groups (ex: After Prom, Academic Booster Club, etc.) will utilize the school's newsletter and social media to share information about events. Additionally, parents/guardians responsible for the groups will be informed about how communication can be translated.

Information about home language will be included on the parent involvement contact form. This will help give a better idea about how information needs to be communicated. Resources for online translations will also be investigated and shared with staff & parents/guardians.

Additional information ESL (English as a Second Language), Migrant, and Language academy services can be found on the district website: <https://www.rsd12.net/o/rsa/page/english-as-a-second-language>

Adelante Russellville is an organization that was created to serve as a Latino family resource center. The center provides resources such as monthly calendars, assistance with accessing grades, information about loans, and illness guidelines in Spanish. Enlace Comunitario De RSD Adelante Russellville is a communication group on Facebook for the parents of the school district and the community. Parents and students can join the group to stay

informed of the events of the district and the community.) Other resources that are offered include interpreters for conferences and translation of school forms.

Danielle Stewart can be contacted for more information. E-mail danielle.stewart@rsd12.net

A summary of the plan will be placed in the student handbook. A summary will also be emailed to parents on the parental email contact list. Signatures will be obtained from each parent acknowledging the receipt of the School Parent and Family Engagement Plan. The form will be located in the parent packet given to students at the beginning of the year. Given that parents will not be able to submit a signature on paper, a Google Form will be used in place of a signature if necessary.

Career coaches work with students to ensure success after high school. The career coaches work with students to apply for college, scholarships & FAFSA, find internships/apprenticeships, and enlist in various

branches of the military. Parents and guardians can view additional information that the career coaches share on their Google Classroom page. For more information, contact erin.aylor@rsdk12.net or rachel.clark@rsdk12.net.

The Russellville School District and Russellville High School communicate with the community in multiple ways

Examples include:

- The RSD website <https://www.russellvilleschools.net/>
- RSD Facebook page and Russellville High School Facebook page
- School messenger/thrillshare/text messages
- Parental Involvement Coordinator weekly newsletter and monthly calendar • Award presentations on school
 - district social media pages
 - Youtube Sports Channel
 - Career Coaches' Google Classroom
 - Cyclone Broadcasting

Additional services offered by Adelante:

- Back to School Supplies Distribution
- Hygiene and Cleaning Supplies Parent Fair
- Coat Drive
- College Information Night
- Financial Aid Information Night
- Internet Safety Night
- Newcomer Center
- DACA Recipients' documentation for former/current RSD students
- New Newcomer Center!

Bilingual services and assistance for registration at RSD. Immigration assistance with academic records and recommendation/character letters. Access to a mini-store that has FREE supplies available like laundry detergent, hygiene items, and more for those who qualify. Assistance navigating and finding FREE health services such as essential health and dental. Tutoring in English for our parents during the day and at night through Adult Education. English level screening for school-age children entering RSD.

Access to FREE bilingual library books and parenting help books.

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

Before the school year begins, parents are provided the opportunity to meet with teachers during open house. Additionally, administrators and counselors provide a sophomore orientation in order to become acclimated to the environment at Russellville High School.

Russellville High School will ensure the provision of annual training for all teachers and specialists, the principal, and certified Family and Community Engagement facilitator - and will provide the support necessary to enable them to plan and implement effective Family and Community Engagement activities by the end of May annually.

1. Russellville High School will schedule two Parent Teacher Conferences annually. [Teachers and Building Principals: October 2026 and February 2027]
2. Russellville High School teachers will work with the community, families, parents, and students to develop and implement individualized plans for students based on the Arkansas standards to promote college and career readiness for all students, including those performing below grade/skill level. Career coaches will work with parents/guardians to determine the best options for their child. Career coaches will provide assistance with college, scholarship, and FASA applications. Information about career & military opportunities will also

be available.

Teachers will assist underclassmen in planning schedules for the next school year. Counselors will be available to meet with parents/guardians to discuss course planning and options.

3. RSD utilizes Adelante Russellville as an organization that provides resources to parents in order to assist students. Examples of resource nights include: welcome back, assistance with checking grades, school lunch application assistance, and more. Additionally, interpretations of important forms can be found on the Adelante Russellville Facebook page.

4. Information about parent/teacher communication and the family engagement plan is located in the school handbook. The handbook is located online and printed versions can be requested. The proper chain of command for parents to address concerns is as follows: discussion with teacher, principal, assistant superintendent, superintendent, and then the school board.

5. Russellville High School teachers and administrators will encourage parent involvement in student learning by communicating through The Cyclone Scoop, Google Classroom, HAC, and/or email as a way to notify parents of:

(1) missing assignments/tests,

(2) incomplete assignments,

(3) special upcoming events,

(4) positive messages (positive postcards)

6. Parents will be welcomed each school year at an open house. Coordinator will provide information about access to volunteer opportunities in the back to school packet and school social media pages and/or the weekly newsletter.

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)]

4.1

1. Russellville High School will schedule two Parent Teacher Conferences annually, and shall provide alternate or flexible scheduling for those parents who may not be able to attend scheduled dates or times. [Teachers and Building Principals: October 2026 and February 2027]

Parents/guardians/community members/students/staff will meet with the Parental Involvement Coordinator to evaluate the current engagement plan, and provide suggestions about how engagement can be improved. Additionally, stakeholders will have the opportunity to complete in Survey in order to give their input about the plan. [This will take place by end of May of each academic year]

An Annual Public meeting shall be scheduled at Russellville High School prior to November 15, annually for reporting to parents and patrons the school's progress in meeting state and federal standards for achievement. Family and Community Engagement Meeting/Open House/Report to Patrons will be held in August 2026. At this meeting, parents will receive information regarding assessment practices. 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, how the district's and school's curriculum is aligned with the assessments, and how parents can work with the district to improve their child's academic achievement. Teachers will incorporate essential standards & goals in their course syllabus. Additionally, Professional Learning Community (PLC) work from the previous year will be made accessible to parents & guardians

online. All educators at RHS created essential standards within their PLC. Essential standards are learning standards that are most essential because they possess qualities of endurance, leverage, and readiness for success at the next level.

- **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)]*
- **4.5:** *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)]

4.2 , 4.3, 4.5

Parents are encouraged to participate in Academic Booster Club and other parent programs, including review of potential programs, and in School Improvement Planning

Russellville High School teachers will work with the community, families, parents and students to develop and implement individualized plans for students based on the Arkansas standards to promote college and career readiness for all students, including those performing below the proficient level.

Career coaches, administrators, counselors, and teachers will be available to meet with parents/guardians during P/T conferences. During that time parents/guardians can discuss future plans and opportunities with the career coaches, administrators, counselors, and teachers. Additionally, students are provided with application for the ATU Career Center, internship, or AP courses during this

time (underclassmen). Parents/guardians & seniors can discuss plans after high school and opportunities with the careers coaches. Additionally, parents can receive assistance with financial aid forms and college applications.

Russellville High School Family and Community Engagement Committee, in collaboration with the District Family and Community Engagement and School Improvement Committee will research and disseminate strategies to eliminate barriers that may prevent parents from being fully involved in their child's education. Examples are: accommodations for parents with disabilities; flexible scheduling of Parent Teacher conferences; resources in parent newsletter, provision of information in alternate languages. Staff will work to identify and modify other successful family and community engagement programs to suit the needs of Russellville High School families; mentor and train parents to enhance and promote the involvement of other parents; provide support for other family and community engagement activities as parents may reasonably request.

Responsible Party: [Family and Community Engagement Committee: Pending August 2026]

Additional Parent Resources: Interpreters for conferences, translations for forms using Thrillshare, Hispanic Community Liaison for bridging communication and parental resources, and Adelante Russellville: A Hispanic Parent Center for our RSD parents.

Russellville High School teachers will work with the community, families, parents and students to develop and implement individualized plans for students based on Arkansas standards to promote college and career readiness for all students, including those performing below grade level.

Content teams will work together to identify students who need tier two interventions or who are performing above grade-level, providing extensions/interventions during class or STORM sessions as needed. Strategic Reading courses exist to provide Tier III interventions. These courses can change at semester depending on student growth and achievement.

- **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]

- **4.6:** *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)]

4.4 and 4.6

At Russellville High School, principals and/or teachers review and discuss ATLAS scores, I-Ready scores, and growth rates with students to develop individual plans for improvement or extension moving forward. Students are given the results from their assessments in both reading and math. Parents receive these results at parent/teacher conferences or through mail (digital or paper). Students in the bottom 25% for combined scores receive intensive and differentiated instruction during STORM sessions. Parents and students can meet with math and English teachers to see what specific skills need improvement or extension using platforms like I-Ready.

Evaluation of plan will take place in many ways: staff discussions, surveys, and/or requested parent meetings. Parents/guardians/community members/students/staff can also email the parental involvement coordinator directly to provide suggestions about how engagement can be improved using a link provided in the weekly newsletter sent to all stakeholders.

Additionally, stakeholders will have the opportunity to complete a survey in order to give their input about the plan. [This will take place in April of each year]

Student needs, as far as home environment, are addressed on an individual, case-by-case basis with counselors, career coaches, and administrators involving nutrition, developmental expectations, and a healthy home environment.

VOLUNTEER OPPORTUNITIES AT RHS:

- Help with fundraising events. Money goes directly into classrooms to enrich learning for students. Parents will contact each sponsor directly.
- Career Days- Community members and business owners have booths and present career pathways.
- Help with hospitality events and donations. This includes providing food for parent/teacher conferences or academic competitions and/or achievement.
- Sponsor and work at the annual Back to School Breakfast for Seniors
- Help with ID badges and the distribution of computers
- Chaperone school sponsored field trips.
- Available for occasional special events such as vision/hearing screening, book fairs, etc.
- Guest speakers
- Assist with Prom Crash and Senior Day
- After Prom
- Mock Interviews
- Parade Float Building
- STORM the Stage Decorating
- Internships

5: Coordination

Describe how the school will coordinate with other organizations, businesses, and community partners, including alumni, to provide additional support, services, and resources to families..

Guiding Questions

- **5.1:** *How does the school investigate and utilize community resources in the instructional program?*
[ADE Rules Governing Parental Involvement Section 5.06]

5.1

Russellville High School will maintain a coordinated Family and Community Engagement program in which we partner with organizations, businesses, and community partners to provide additional support to resources and families. The previous information is also included in the school improvement plan. During the spring semester, counselors, teachers, and administrators work with sophomores and juniors to discuss plans and future opportunities. Additionally, students are provided with applications for the ATU Career Center, internship, work program, or AP courses during this time and through STORM sessions.

STORM Sessions: senior parents/guardians can receive assistance with financial aid forms and college applications with the help of Mrs. Aylor, RHS's career coach, or Mrs. Clark, RJHS's career coach.

The Clothing Closet - exists to provide students with clothing in case of emergency or need. National Honors Society runs this under the sponsorship of Divinia Finch.

Prom & Clothing Closet - Contact Jannetta.Carney@rsdk12.net (donations of up-to-date formal and business casual wear may also be donated by contacting Ms. Carney)

Weekly study nights are offered to the students in the areas of AP exams and ACT practice. Students may also receive additional help during STORM sessions.

The Library - RHS Media Specialist Alecia Nodurft holds activities monthly that involve the students, staff, and community. For example, she has a Library Christmas party-a local music artist performed and all schools were invited. She does some holiday treat each month, and she aligns her book talks to those, making sure everyone knows what genres or ideas she wants students to come Book Talk to her. These activities are often shared in our weekly newsletters.

Adelante Russellville is an organization that was created to serve as a Latino family resource center. The center provides resources such as monthly calendars, assistance with accessing grades, information about loans, and illness guidelines in Spanish.

The Russellville School district also works with a Hispanic Community Liaison for bridging communication and parental resources.

Parents will report if they have a business/other outlet that can provide resources and or time to Russellville High School by emailing Mrs. Kittle or the individual teacher directly. For example, National Guards serve as guest speakers, guests from various local businesses conduct mock interviews, and guest speakers from Arkansas Tech University come to share information about various degree programs).

- **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)]

5.2

Russellville High School has Cyclone Achiever, Student and Staff of the Month, and the Kindness Award in which assemblies are held to honor these students; parents and community members are encouraged to attend. RHS also has programs such as the backpack program and the clothing closet to provide essential needs to students and their families. Each week, bags of food go home with students who need a little extra support when it comes to meals.

Amber Masculli provides access to referral forms for the backpack and clothing closet outside of her classroom door. Additionally, the front office can be contacted if there is a need for accessing the backpack program or clothing closet. Links to these forms are digitally accessible in both English and Spanish on the weekly newsletter, which goes out through Thrillshare, a program that offers multiple language translation services.

- **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)]

5.3

The parent engagement committee will meet annually to discuss ideas to engage parents and community members. The Cyclone Scoop, a weekly newsletter sent to all stakeholders, includes links to videos, surveys, and announcements to encourage parents to be involved.

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*

o the parents' rights under Title I (The Right to Know Teacher Qualifications, Right to Request Meetings)

[ESSA § 1116(c)(1)]

6.1: How and when (month/year) does the school conduct the annual Title I meeting, ensuring that parents are informed of the requirements of Title I and the school's participation, and the parents' rights under Title I?

6.1

RHS is not a Title I School and, therefore, is not required to have an annual parent meeting. We have parent meetings when required by law (IEPs/504s) or any other time we feel parent involvement is needed for student success. Academic Booster Club meets regularly, which involves parents while After Prom also involves parents, etc.

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

RHS is not a Title I School (See 6.1)

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)]

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?*

8.1

RHS is not a Title I School

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?*

8.2

Please read the following statements closely. By checking these boxes, the school understands the legal requirements and will meet them accordingly. **TYPE IN AN "X"**

Assurances

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 1:

- 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]*

x **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]

x **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]

x **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)]

x **A.6:** The school principal understands his/her obligation to designate and pay a licensed staff member to serve as parent facilitator:

- 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)]

x **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)]

x **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)]

x**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]

x**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)]*

x**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)]

x**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)]

x**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)]

x**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)]

x 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

- A10 - The public has access to all essential standards, curriculum, syllabi, and volunteer opportunities on the school website and teacher help desk.
- A11 - Mrs. Aylor send out mass emails weekly about career and college opportunitis while our counselors send information regarding course selections and requirements.
- A15 - By the end of the academic year, Mrs. Kittle will send out a [survey](#) based on this plan to ask parents for feedback, suggestions, and clarification on their understanding of all educational opportunities.

School Name: Russellville High School

School Engagement Facilitator Name:

Amanda L. Kittle, M.Ed.
English Teacher | ESOL Certified
RHS Room 104
(479) 968-3151 | amanda.kittle@rsdk12.net

Plan Revision/Submission Date: April, 30 2026

District Level Reviewer Name:

Jenny Barber

Title:

Federal Programs Supervisor

District Level Approval Date: ... pending August updates**Committee Members, Role Academic Booster Club***(ADD ROWS IF NEEDED/GOOGLE DOC TABLE)*

First Name	Last Name	Role (Teacher, Staff, Parent, Student, orCommunity Member)
Gina	Skelton	President/Parent

Amanda	Brent	Vice President/Parent
Christy	Renfro	Secretary/Parent
Kathleen	Stingley	Treasurer/Parent
Luisa	Munoz	Fundraising/Parent
Shandy	Toland	Hospitality/Parent
Kelly	Narveson	Membership/Parent
Kelsey	Dollar	Tenth Grade Rep/Staff

Kristy	Freyaldenhoven	Eleventh Grade Rep/Parent
Breanne	Davis	Twelfth Grade Rep/Parent
Jasmine	Vasquez	Square & Social Media/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.

PLEASE ALSO SEE THE SCHOOL IMPROVEMENT PLAN FOLDER ON THE DOCUMENTS/STATE REQUIRED INFORMATION/SCHOOL IMPROVEMENT PLANS

THIS SUMMARY IS PROVIDED FOR STUDENT HANDBOOK/ PARENT, FAMILY AND COMMUNITY ENGAGEMENT PLAN

The Family and Community Engagement Plans may be obtained through the District web site <https://www.rsdk12.net/> Choose the “State Required Information” button at the top of the web page. Choose the current school year folder, then choose “Family and Community Engagement plans”. A plan for each building is included. The District plan is embedded in the “AR App” which is also posted in State Required Information annually.

RUSSELLVILLE SCHOOL DISTRICT

MISSION: The Russellville School District and the greater community will ensure the promise of the RSD graduate.

Last Date Modified: **4/28/2026**

The Russellville School District school board and administration understand the importance of engaging families, parents, and the community as a whole in promoting higher student achievement. The District Family and Community Engagement Plan is reviewed at least annually, and includes goals for improving and continuing parent and community engagement in education:

Russellville School District, including its high school, will do the following things to adhere to RSD's mission:

- communicate digitally with stakeholders using weekly newsletters, calendars, and/or flyers to promote and support Family and Community Engagement. Further communication will be provided during the school year through surveys, letters, district and building web sites and other publications, events for families, and/or annual parent meetings.
- assist school buildings in promoting and improving parent-family-community engagement: sports, clubs, achievements, announcements, etc.
- include parents, students, and the community in evaluating and improving the ways in which the district, schools, and teachers communicate with and involve all stakeholders.
- include parents in joint review and development of the Title I Plans for Title I Schoolwide buildings and the District Title I Schoolwide Program if applicable (***the high school is not Title I***).



3115 West 2nd Court
Russellville, AR 72801

479.968.1306

www.rsd12.net

PUBLIC NOTICE:

Russellville School Board - Interim Board Member Appointment, At-Large

The Russellville Board of Education will appoint an interim board member to fill the remaining term for the At-Large position previously held by Joe Sitkowski.

“A Public Notice will be made at least 30 days before a board member appointment. The Notice must be published in the local newspaper, on the District’s homepage, and proof of notice must be filed with the County Clerk.” - Act 726 of 2025

To be considered for the interim appointment, candidates must:

- Reside in Russellville, AR and
- Submit a signed petition containing the signatures of at least 20 qualified electors from Russellville, AR.

Petitions must be submitted to the district 10 days before the appointment meeting. The appointment meeting date will be forthcoming. Only timely petitions will be considered.

A summary of Act 726 of 2025 and petitions forms are available:

- Online at: www.rsd12.net
- In Person at:
Russellville School District Administration Building
3115 W 2nd Court
Russellville, AR 72801

For additional information, please contact the Russellville School District 968-1306.

Summary of Act 726 of 2025 – Filling School Board Vacancies

1. Filling Vacancies

- Vacancies must be filled by a qualified elector who lives in the district (and same zone, if applicable).
- The seat can be filled by:
 - A majority vote of the remaining board members within 90 days, or
 - The county quorum court, if:
 - The board fails to act within 90 days, or
 - Too many seats are vacant for a board majority to remain.

2. Public Notice

- At least 30 days before an appointment, the district must publish notice:
 - In a local newspaper,
 - On the District's homepage (with required forms provided),
 - Through normal parent communication systems (texts, calls, emails) if you typically use such mediums for announcement.
- Proof of notice must be filed with the county clerk.

3. Candidate Requirements

- To be considered, a person must submit a petition signed by at least 20 qualified electors of the district/zone.
- Petitions are due 10 days before the appointment meeting.
- Only timely and valid petitions may be considered.

4. Candidate Presentations

- Each qualified candidate must be given at least 5 minutes to present at a public meeting.
- Boards may request additional written information before the vote.

5. Board Options

- The board may vote not to fill the vacancy. In that case, the quorum court makes the appointment.
- All deliberations and decisions must be made in open session.

6. Other Requirements

- If no valid petitions are received, the board or quorum court may use an alternative process.
- If the vacancy leaves an officer position empty, the board must elect a new officer at its next regular meeting.
- The board secretary must notify the county clerk within 5 days of an appointment.
- The appointed member must take the oath of office and serves the remainder of the unexpired term.
- If no one runs for the position when an appointee's term ends, the appointee shall continue to serve as a holdover for a full term without any additional action being required by the board.

RETURN TO RUSSELLVILLE SCHOOL DISTRICT
3115 W 2nd Court, Russellville, AR 72801
(Petitions due 10 days prior to appointment meeting.)

School Board Candidate Appointment

FOR OFFICE USE ONLY
Date Received: _____
Received by: _____

TO: The Russellville Board of Education of _____ Pope _____ County
 We, the undersigned qualified electors, propose that _____
 (Name/Title as proposed for Appointment)

whose address is _____, Arkansas, be considered as a Candidate for Appointment to the Board of Directors of the Russellville School District, At-Large position. Each of us for himself or herself says: I have personally signed this petition; I am a registered voter of the State of Arkansas and a resident of the school district to be represented, and my printed name, date of birth, residence, city or town of residence, and date of signing are correctly written after my signature.

	Signature	Printed Name	Date of Birth	Residence (Street Address)	City/Town of Residence	Date of Signing
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

This example of a form of petition is provided as a convenience to potential candidates. No form of petition for this office is set out in the Arkansas Code, nor is the Secretary of State, State Board of Election Commissioners, or Ethics Commission authorized to promulgate a form of petition. This petition is an example of a form of petition that may be accepted by the county clerk or the Secretary of State. The Secretary of State, State Board of Election Commissioners, Ethics Commission, and the county clerks do not warrant that this form of petition would be found sufficient by a court of law if subjected to a legal challenge.

RETURN TO RUSSELLVILLE SCHOOL DISTRICT
3115 W 2nd Court, Russellville, AR 72801
(Petitions due 10 days prior to appointment meeting.)

School Board Candidate Appointment

FOR OFFICE USE ONLY Date Received: _____ Received by: _____
--

TO: The Russellville Board of Education of _____ Pope _____ County
 We, the undersigned qualified electors, propose that _____
(Name/Title as proposed for Appointment)
 whose address is _____, Arkansas, be considered as a Candidate for Appointment to the Board of Directors of the Russellville School District, At-Large Position. Each of us for himself or herself says: I have personally signed this petition; I am a registered voter of the State of Arkansas and a resident of the school district to be represented, and my printed name, date of birth, residence, city or town of residence, and date of signing are correctly written after my signature.

	Signature	Printed Name	Date of Birth	Residence (Street Address)	City/Town of Residence	Date of Signing
1						
2						
3						
4						
5						
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7						
8						
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This example of a form of petition is provided as a convenience to potential candidates. No form of petition for this office is set out in the Arkansas Code, nor is the Secretary of State, State Board of Election Commissioners, or Ethics Commission authorized to promulgate a form of petition. This petition is an example of a form of petition that may be accepted by the county clerk or the Secretary of State. The Secretary of State, State Board of Election Commissioners, Ethics Commission, and the county clerks do not warrant that this form of petition would be found sufficient by a court of law if subjected to a legal challenge.



RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026
Item Title: Financial Reports for Period 10
Responsible Administrator: Justin Robertson
Strategic Plan Priority: Financial Stability

Background:

Financial Reports will be information only.

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:06:34

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIOD 10 OF 26

PAGE NUMBER: 1
 MODULE NUM: STATM9EAR

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
1000	TEACHER SALARY FUND	-18,598,925.78	.00	.00	.00	2,179,399.43	-20,778,325.21
1001	OTHER TEACHER SALARY	-34,828.38	.00	.00	.00	3,869.82	-38,698.20
1004	PREK SALARY	.00	.00	.00	.00	.00	.00
1005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
1006	PRRSC PRIVATE PAY	-33,533.36	.00	.00	.00	4,191.67	-37,725.03
1014	PERFM ARTS TCH SALAR	.00	.00	.00	.00	.00	.00
1201	AUDULT ED {ABE} TEAC	-122,450.22	.00	.00	.00	14,853.57	-137,303.79
1202	ADULT ED {GAE} TEACH	-71,432.42	.00	.00	.00	7,937.99	-79,370.41
1214	MERIT TEACHER INCENT	.00	.00	.00	.00	.00	.00
1217	STUDENT GROWTH FUND	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1220	ADE NBC SALARY	.00	.00	.00	.00	.00	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1227	CCRPP	.00	.00	.00	.00	.00	.00
1229	NAT'L BOARD	.00	.00	.00	.00	.00	.00
1232	AR SCHOOL RECOGNITIO	.00	.00	.00	.00	.00	.00
1240	SUPV GRANT	-62,072.22	.00	.00	.00	8,867.46	-70,939.68
1244	ESY	-90.00	.00	.00	.00	.00	-90.00
1246	PATHWISE	.00	.00	.00	.00	.00	.00
1260	STATE EARLY CHILD SP	-142,315.14	.00	.00	.00	17,711.63	-160,026.77
1262	EIDT TEACHER FUND	.00	.00	.00	.00	.00	.00
1271	GT - ADVANCED PLACEM	.00	.00	.00	.00	.00	.00
1275	ALE	-170,159.65	.00	.00	.00	21,171.05	-191,330.70
1276	ELL ENG LAN	-115,322.43	.00	.00	.00	12,761.42	-128,083.85
1281	ESA	-686,767.48	.00	.00	.00	84,653.15	-771,420.63
1282	NSLA MATCH GRANT	-42,533.36	.00	.00	.00	5,316.67	-47,850.03
1293	SEC WORKFORCE	.00	.00	.00	.00	.00	.00
1365	ABC	-304,622.79	.00	.00	.00	37,402.44	-342,025.23
1382	SMART START - MATH	.00	.00	.00	.00	.00	.00
1941	ADE COMP SCI SALARY	.00	.00	.00	.00	.00	.00
TOTAL	TEACHER SALARY FUND	-20,385,053.23	.00	.00	.00	2,398,136.30	-22,783,189.53
2000	OPERATING FUND	-14,226,119.98	.00	.00	.00	1,605,989.53	-15,832,109.51
2001	OTHER OP FUND	51,216,920.22	10,762,725.59	.00	.00	973,815.37	61,005,830.44
2002	ASBOA	.00	.00	.00	.00	.00	.00
2004	QUALITY PRESCHOOL VO	.00	.00	.00	.00	.00	.00
2005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
2006	PRESCHOOL PRIVATE PA	136,272.56	9,510.00	.00	.00	7,833.66	137,948.90
2007	ABC ENHANCEMENT GRAN	.00	.00	.00	.00	.00	.00
2008	PRE-K SNACK	.00	.00	.00	.00	.00	.00
2011	SREB GRANT	.00	.00	.00	.00	.00	.00
2014	PERFORMING ARTS CENT	121,427.65	-4,540.81	.00	.00	-3,354.20	120,241.04
2201	ADULT BASIC EDUCATION	60,528.45	25,087.10	.00	.00	12,895.98	72,719.57
2202	ADULT GENERAL ED	39,976.57	.00	.00	.00	16,046.53	23,930.04
2205	OTHER ADULT EDUCATIO	-1,602.90	.00	.00	.00	4,495.51	-6,098.41
2214	MERIT INCENTIVE OPER	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH FUNDI	.00	.00	.00	.00	.00	.00
2218	DECLINING ENROLLMENT	329,582.00	.00	.00	.00	.00	329,582.00
2220	ADE NBC BENEFITS	45,993.75	.00	.00	.00	.00	45,993.75
2223	PROFESSIONAL DEVELOP	165,771.22	.00	.00	.00	1,094.96	164,676.26

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIOD 10 OF 26

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2227	CCRPP	.00	.00	.00	.00	.00	.00
2229	NATIONAL BOARD NBPTS	.00	.00	.00	.00	.00	.00
2232	AR SCHOOL RECOGNITIO	78,181.03	.00	.00	.00	481.40	77,699.63
2234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
2239	RISE ACADEMIES	9,337.68	.00	.00	.00	.00	9,337.68
2240	SP ED SUP	48,579.41	.00	.00	.00	2,328.16	46,251.25
2244	ESY	13,693.24	.00	.00	.00	.00	13,693.24
2246	TRAVELING TEACHER PG	189.51	.00	.00	.00	.00	189.51
2247	PROFESSIONAL LEARNIN	.75	.00	.00	.00	.00	.75
2255	CHILDREN W/ DISABILI	.00	.00	.00	.00	.00	.00
2260	STATE EARLY CHILD SP	206,516.51	27,188.62	.00	.00	4,841.55	228,863.58
2262	EIDT	.00	.00	.00	.00	.00	.00
2265	CATASTROPHIC LOSS FN	256,973.86	.00	.00	.00	16,377.20	240,596.66
2271	GT-ADVANCED PLACEMEN	37,640.56	.00	.00	.00	2,279.35	35,361.21
2272	AP STATISTICS	.00	.00	.00	.00	.00	.00
2275	ALE	218,581.16	.00	.00	.00	5,761.28	212,819.88
2276	ELL	287,259.72	.00	.00	.00	19,136.93	268,122.79
2281	ESA	1,148,571.03	175,869.00	.00	.00	88,564.71	1,235,875.32
2282	NSL MATCH GRANT	83,169.96	.00	.00	.00	4,718.51	78,451.45
2293	SECONDARY WORKFORCE	.00	.00	.00	.00	.00	.00
2340	CAREER NEW PROG STAR	.00	.00	.00	.00	.00	.00
2341	CAREER MODERNIZATION	.00	.00	.00	.00	.00	.00
2365	ABC	529,200.22	88,827.00	.00	.00	36,955.01	581,072.21
2366	CHILDCARE BLOCK GRAN	13,337.42	.00	.00	.00	1,563.70	11,773.72
2382	SMART START - MATH	.00	.00	.00	.00	.00	.00
2390	PHONE FREE SCHOOL	.00	.00	.00	.00	.00	.00
2397	SCHOOL SAFETY GRANT	-16,670.90	.00	.00	.00	.00	-16,670.90
2398	AR GAME & FISH COMMI	2,527.51	.00	.00	.00	.00	2,527.51
2902	RUSSELLVILLE SBHC	-179,782.00	.00	.00	.00	.00	-179,782.00
2903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
2931	BROADBAND	.00	.00	.00	.00	.00	.00
2940	CAREER PATHWAY	.00	.00	.00	.00	.00	.00
2941	AP COMPUTER SCIENCE	1,015.01	2,453.00	.00	.00	.00	3,468.01
2946	COMP SCI INITIATI	2,725.50	.00	.00	.00	.00	2,725.50
TOTAL	OPERATING FUND	40,629,796.72	11,087,119.50	.00	.00	2,801,825.14	48,915,091.08
4000	DEBT SERVICE FUND	-4,564,402.31	.00	.00	.00	.00	-4,564,402.31
TOTAL	DEBT SERVICE FUND	-4,564,402.31	.00	.00	.00	.00	-4,564,402.31
TOTAL		15,680,341.18	11,087,119.50	.00	.00	5,199,961.44	21,567,499.24

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:06:51

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIOD 10 OF 26

PAGE NUMBER: 1
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '3%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3001	BUILDING FUND 2	.00	.00	.00	.00	.00	.00
3002	BUILDING FUND 3	.00	.00	.00	.00	.00	.00
3003	BUILDING FUND 4	.00	.00	.00	.00	.00	.00
3004	INDOOR PRACTICE FACI	.00	.00	.00	.00	.00	.00
3005	RMS ROOFING PROJECT	.00	.00	.00	.00	.00	.00
3006	BOND ATHLETIC ARENA	.00	.00	.00	.00	.00	.00
3007	BOND SUMMER PROJECTS	.00	.00	.00	.00	.00	.00
3008	FUTURE PROJECTS	8,151,765.91	22,436.62	.00	.00	8,800.00	8,165,402.53
3099	QSCB	872,672.03	.00	.00	.00	.00	872,672.03
3198	QSCB	.00	.00	.00	.00	.00	.00
3200	FUTURE PROJECTS	.00	.00	.00	.00	.00	.00
TOTAL	BUILDING FUND	9,024,437.94	22,436.62	.00	.00	8,800.00	9,038,074.56
TOTAL		9,024,437.94	22,436.62	.00	.00	8,800.00	9,038,074.56

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 05/04/2026
TIME: 10:07:02

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 26

PAGE NUMBER: 1
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '5%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
5000	CAPITAL OUTLAY FUND	1,422,044.13	337,504.63	.00	.00	56,982.02	1,702,566.74
	TOTAL CAPITAL OUTLAY FUND	1,422,044.13	337,504.63	.00	.00	56,982.02	1,702,566.74
	TOTAL	1,422,044.13	337,504.63	.00	.00	56,982.02	1,702,566.74

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIOD 10 OF 26

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6201	CHILDCARE BLOCK GRAN	6,000.00	.00	.00	.00	.00	6,000.00
6203	CHILDCARE BLOCK GRAN	455,348.34	23,119.00	.00	.00	7,600.15	470,867.19
6430	JROTC	-282.62	6,687.70	.00	.00	12,471.76	-6,066.68
6465	FEMA SAFE ROOM PROJE	.00	.00	.00	.00	.00	.00
6467	HURRICAN RELIEF	.00	.00	.00	.00	.00	.00
6501	ESEA TITLE I	-504.37	600.93	.00	.00	116,749.86	-116,653.30
6502	ESEA MIGRANT	.00	.00	.00	.00	.00	.00
6511	ARRA-ESEA STBL	.00	.00	.00	.00	.00	.00
6516	ARRA/TITEL/A	.00	.00	.00	.00	.00	.00
6519	EDUCATION JOBS FUND	.00	.00	.00	.00	.00	.00
6520	TITLE V	.00	.00	.00	.00	.00	.00
6521	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6522	TITLE VI CSR	.00	.00	.00	.00	.00	.00
6530	HOMELESS CHILDREN	.00	.00	.00	.00	3,134.27	-3,134.27
6535	CHARTER GRANT	.00	.00	.00	.00	.00	.00
6540	JTPA	.00	.00	.00	.00	.00	.00
6556	HEALTHY SCHOOLS	.00	.00	.00	.00	.00	.00
6560	CARES PREK	51,741.37	.00	.00	.00	1,454.30	50,287.07
6562	AR DHS CCD (VOUCHER)	38,810.26	.00	.00	.00	9,519.06	29,291.20
6563	DHS/BETTER BEGINNING	45,291.00	.00	.00	.00	.00	45,291.00
6570	VOC.FEDERAL/CARL PER	-25,396.49	.00	.00	.00	1,981.12	-27,377.61
6571	LEADERSHIP PROJECTS	.00	.00	.00	.00	.00	.00
6573	CTE MODERNIZATION GR	.00	.00	.00	.00	.00	.00
6577	CTE CERTIFICATION GR	.00	.00	.00	.00	.00	.00
6578	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6595	TITLE IID	.00	.00	.00	.00	.00	.00
6596	ENHANCING ED/TECHNOL	.00	.00	.00	.00	.00	.00
6600	DIRECT & EQUITABLE	-9,781.17	.00	.00	.00	11,491.71	-21,272.88
6601	EL/CIVICS AWARD	.00	.00	.00	.00	.00	.00
6606	GEER GRANT	.00	.00	.00	.00	.00	.00
6608	ESSER ADULT ED	.00	.00	.00	.00	.00	.00
6610	CORRECTIONAL AD ED	.00	.00	.00	.00	.00	.00
6630	E & T PROGRAM	.00	.00	.00	.00	.00	.00
6636	ADULT ED EL CIVICS	.00	.00	.00	.00	.00	.00
6700	VI-6 PASSTHROUGH	.00	.00	.00	.00	.00	.00
6701	TITLE VI-B AREA SERV	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B PASSTHROU	-2,572.00	9,400.57	.00	.00	105,174.82	-98,346.25
6703	ARP	.00	.00	.00	.00	.00	.00
6704	ARP EARLY CHILDHOOD	.00	.00	.00	.00	.00	.00
6710	FED. EARLY CHILD SPE	-31.66	31.66	.00	.00	5,649.11	-5,649.11
6719	ESSER	.00	.00	.00	.00	.00	.00
6720	SLIVER GRANT	.00	.00	.00	.00	.00	.00
6721	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6722	ARRA/IDEA/CEIS	.00	.00	.00	.00	.00	.00
6750	MEDICAID SP ED	156,979.64	116,896.38	.00	.00	145,054.15	128,821.87
6751	MEDICAID REGULAR	.00	.00	.00	.00	.00	.00
6752	MEDICAID ADMIN CLAIM	584,932.45	84,349.80	.00	.00	17,367.58	651,914.67
6754	IMMIGRANTSUB-GRANT	.00	.00	.00	.00	.00	.00
6755	MATH & SCIENCE EISEN	.00	.00	.00	.00	.00	.00
6756	TITLE IIA IMPR TEACH	.00	.00	.00	.00	14,016.89	-14,016.89

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIOD 10 OF 26

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6758	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00
6761	TITLE III ENG LANGUA	.00	1,275.75	.00	.00	8,618.98	-7,343.23
6765	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6766	SAFE SCH/HEALTHY STU	.00	.00	.00	.00	.00	.00
6767	ALCOHOL ABUSE REDUCT	.00	.00	.00	.00	.00	.00
6768	ARP	.00	.00	.00	.00	.00	.00
6774	COVID EMERGENCY LEAV	.00	.00	.00	.00	.00	.00
6778	AR AWARE ADVANCED MI	.00	.00	.00	.00	.00	.00
6779	STRONGER CONNECTION	-716.56	20,550.82	.00	.00	19,834.26	.00
6780	CARES/ESSER I	.00	.00	.00	.00	.00	.00
6781	CARES/ESSER II	.00	.00	.00	.00	.00	.00
6784	TITLE V	.00	.00	.00	.00	.00	.00
6786	TITLE IV	.00	17,309.16	.00	.00	17,309.16	.00
6787	SEL GRANT	.00	.00	.00	.00	.00	.00
6788	PRESCHOOL DEVELOPMEN	30,732.06	.00	.00	.00	9,055.51	21,676.55
6791	S.O.A.R. GRANT	.00	.00	.00	.00	.00	.00
6795	ARP ESSER	-21,233.55	16,371.89	.00	.00	.00	-4,861.66
6797	EARLY HEAD START	.00	.00	.00	.00	.00	.00
6802	MODERNIZATION STBL	.00	.00	.00	.00	.00	.00
6803	ARRA/RENOV STBL	.00	.00	.00	.00	.00	.00
6804	ARRA/REPAIR STBL	.00	.00	.00	.00	.00	.00
6805	SOF	.00	.00	.00	.00	.00	.00
6807	ARRA/INNV GRTS	.00	.00	.00	.00	.00	.00
6809	ARP ESSER ABC STIPEN	36.75	.00	.00	36.75	.00	.00
6811	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
6815	CLEAN DIESEL GNT GO	.00	.00	.00	.00	.00	.00
6819	SCHOOL HEALTH SERVIC	.00	.00	.00	.00	.00	.00
6834	PHONE FREE SCHOOL GR	.00	.00	.00	.00	.00	.00
6852	NAEP PARTICIPATION G	200.00	.00	.00	.00	200.00	.00
6861	PRESCHOOL DEVELOPMEN	-18,644.21	.00	.00	.00	111.18	-18,755.39
6903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	1,290,909.24	296,593.66	.00	36.75	506,793.87	1,080,672.28
TOTAL		1,290,909.24	296,593.66	.00	36.75	506,793.87	1,080,672.28

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:07:30

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIOD 10 OF 26

PAGE NUMBER: 1
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '8%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8000	FOOD SERVICE FUND	355,882.23	423,315.75	.00	.00	332,416.36	446,781.62
8004	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
8017	FOOD SERVICE CRAWFOR	.00	.00	.00	.00	.00	.00
8018	FOOD SERVICE DWIGHT	.00	.00	.00	.00	.00	.00
8019	FOOD SERVICE LONDON	.00	.00	.00	.00	.00	.00
8020	FOOD SERVICE OAKLAND	.00	.00	.00	.00	.00	.00
8021	FOOD SERVICE SEQUOYA	.00	.00	.00	.00	.00	.00
8022	FOOD SERVICE RMS	.00	.00	.00	.00	.00	.00
8023	FOOD SERVICE RJHS	.00	.00	.00	.00	.00	.00
8024	FOOD SERVICE RHS	.00	.00	.00	.00	.00	.00
8025	FOOD SERVICE CENTER	.00	.00	.00	.00	.00	.00
8026	FOOD SERVICE UE5	.00	.00	.00	.00	.00	.00
8028	FOOD SERVICE GARDNER	.00	.00	.00	.00	.00	.00
8056	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
8058	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8059	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8060	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8061	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8657	FFVP	5,458.44	12,513.25	.00	.00	5,801.67	12,170.02
8672	ARRA-SCHL LUNCH EQUI	.00	.00	.00	.00	.00	.00
TOTAL	FOOD SERVICE FUND	361,340.67	435,829.00	.00	.00	338,218.03	458,951.64
TOTAL		361,340.67	435,829.00	.00	.00	338,218.03	458,951.64

SELECTION CRITERIA: orgn.fund like '[124]%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAXES-CURRENT	26,000,000.00	.00	.00	25,948,361.81	51,638.19	99.80
11115	PROPERTY TAX RELIEF	48,000.00	.00	.00	76,429.77	-28,429.77	159.23
11120	PROPERTY TAX-JAN-JUNE	17,300,000.00	9,383,781.26	.00	11,624,470.51	5,675,529.49	67.19
11125	TAX RELIEF - JAN-JUNE	3,175,000.00	.00	.00	2,920,513.70	254,486.30	91.98
11140	PROPERTY TAXES DELINQUENT	650,000.00	107,133.13	.00	873,129.90	-223,129.90	134.33
11150	EXCESS COMMISSION	1,700,000.00	.00	.00	1,715,919.45	-15,919.45	100.94
11160	LAND REDEMP-IN STATE SALE	60,000.00	7,409.40	.00	62,387.71	-2,387.71	103.98
11200	SALES AND USE TAX	.00	.00	.00	.00	.00	.00
11500	INT ON PROPERTY TAXES	80,000.00	.00	.00	74,432.09	5,567.91	93.04
12800	REV IN LIEU OF TAXES	45,000.00	.00	.00	54,455.54	-9,455.54	121.01
13100	FROM INDIVIDUALS	.00	.00	.00	.00	.00	.00
13110	REGULAR DAY SCHOOL	.00	.00	.00	.00	.00	.00
13120	SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
13140	PRE-K PRIVATE PAY	90,000.00	9,510.00	.00	75,330.00	14,670.00	83.70
13211	TUITION-LEAS VOC.CENTER	.00	.00	.00	.00	.00	.00
13220	SUMMER SCHOOL OTHER LEA	.00	.00	.00	.00	.00	.00
13290	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
14110	REGULAR DAY SCHOOLS	12,000.00	2,057.10	.00	14,865.16	-2,865.16	123.88
14211	TRANS - LEAS VOC	.00	.00	.00	.00	.00	.00
14290	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
14900	TRANS FEES-OTHER SOURCES	.00	.00	.00	.00	.00	.00
15100	INTEREST ON INVESTMENTS	553,500.00	61,804.95	.00	755,960.12	-202,460.12	136.58
15901	SALE OF EQUIP	.00	.00	.00	.00	.00	.00
15902	SALE OF VEHICLES	.00	.00	.00	.00	.00	.00
17120	OTHER SCH SPONSORED EVENT	.00	.00	.00	.00	.00	.00
19120	OTHER RENT-LAND OWNED LEA	.00	1,000.00	.00	6,000.00	-6,000.00	.00
19130	LEA BUILDGS & FACILITIES	100,000.00	53,192.24	.00	78,498.73	21,501.27	78.50
19140	RENTAL EQUIP & VEHICLES	2,000.00	.00	.00	.00	2,000.00	.00
19200	PRIVATE CONTRIBUTIONS	.00	1,646.00	.00	1,746.00	-1,746.00	.00
19201	*GRANTS - ARCH FORD	.00	.00	.00	.00	.00	.00
19202	*GRANTS - AR COMMUNITY FO	.00	.00	.00	.00	.00	.00
19203	*GRANTS -ENTERGY COMMUNIT	.00	.00	.00	.00	.00	.00
19204	AR HUMANITIES	.00	.00	.00	.00	.00	.00
19205	*JUNIOR AUXILIARY	.00	.00	.00	.00	.00	.00
19207	*AASCD/LEADERSHIP	.00	.00	.00	.00	.00	.00
19208	*GR INTERNATIONAL PAPER	.00	.00	.00	.00	.00	.00
19209	EXXONMOBIL FOUNDATION	.00	.00	.00	.00	.00	.00
19210	*GRANT-WAL MART	.00	.00	.00	.00	.00	.00
19211	*ASBOA	.00	.00	.00	.00	.00	.00
19212	GRANT-PARENT INSTITUTE	.00	.00	.00	.00	.00	.00
19213	*GRANT-REGION 5 CAREER	.00	.00	.00	.00	.00	.00
19300	GAIN/LOSS SALE CAP ASSEST	.00	.00	.00	.00	.00	.00
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
19511	TEST SCORING	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	30,000.00	.00	.00	14,706.64	15,293.36	49.02
19900	MISC REV FR LOCAL SOURCES	20,000.00	3,132.20	.00	13,349.39	6,650.61	66.75
19910	SALE OF MISC ITEMS	1,000.00	.00	.00	7,700.78	-6,700.78	770.08
19911	PARA TEST/BACKGROUND CHKS	.00	.00	.00	495.00	-495.00	.00
19912	FUEL REIMBURSEMENT	.00	.00	.00	.00	.00	.00
19913	PURCHASING REWARDS	6,500.00	7,998.68	.00	11,995.30	-5,495.30	184.54
19914	COLLEGE BOARD REBATE	.00	.00	.00	1,500.00	-1,500.00	.00
21100	CNTY GENERAL APPORTIONMNT	.00	.00	.00	.00	.00	.00
21200	SEVERANCE TAX	2,500.00	492.82	.00	2,946.72	-446.72	117.87
21900	OTHER REV FR COUNTY	.00	.00	.00	.00	.00	.00

SELECTION CRITERIA: orgn.fund like '[124]%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
22000	RESTRICTED GRANTS	.00	.00	.00	4,710.00	-4,710.00	.00
31101	STATE FOUNDATION FUNDS	12,606,536.00	1,045,609.00	.00	10,490,644.00	2,115,892.00	83.22
31102	ENHANCED EDUC FUNDING	.00	.00	.00	.00	.00	.00
31103	98% GUARANTEE	.00	.00	.00	.00	.00	.00
31450	STUDENT GROWTH	.00	.00	.00	.00	.00	.00
31460	DECLINING ENROLLMENT FUND	329,582.00	.00	.00	329,582.00	.00	100.00
31600	INCENTIVE FUNDING	.00	.00	.00	.00	.00	.00
31900	OTHER STATE REVENUE	.00	.00	.00	.00	.00	.00
32110	ABE ADULT BASIC EDUCATION	376,348.86	25,087.10	.00	230,058.30	146,290.56	61.13
32120	ADULT GENERAL EDUCATION	213,579.19	.00	.00	136,568.98	77,010.21	63.94
32140	ADULT ED SPECIAL PROJECTS	51,893.01	.00	.00	35,613.13	16,279.88	68.63
32204	TEACHER SAL EQUALIZATION	995,139.00	82,928.00	.00	829,280.00	165,859.00	83.33
32205	LEARNS TCHR SAL/RAISE FN	1,196,839.00	.00	.00	1,196,839.00	.00	100.00
32211	READING PROGRAMS	.00	.00	.00	.00	.00	.00
32214	MERIT TEACHER INCENTIVE	.00	.00	.00	.00	.00	.00
32220	NBC ADE/SUPPLEMENTAL SAL	.00	.00	.00	45,993.75	-45,993.75	.00
32221	CS INITIATIVE SUPPORT	2,000.00	2,453.00	.00	2,453.00	-453.00	122.65
32227	CS SPECIALIST FUNDING	.00	.00	.00	.00	.00	.00
32229	CS INTIATIVE STU SUPPORT	.00	.00	.00	.00	.00	.00
32232	AR SCHOOL RECOGNITION PRO	.00	.00	.00	64,354.42	-64,354.42	.00
32234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
32239	RISE ACADEMIES	.00	.00	.00	.00	.00	.00
32250	PROF QUALITY ENHANCEMENT	.00	.00	.00	.00	.00	.00
32251	PROFESSIONAL LEARNING GNT	.00	.00	.00	.00	.00	.00
32253	INVESTING & SECURITIES	.00	.00	.00	.00	.00	.00
32256	PROFESSIONAL DEVELOPMENT	218,942.00	.00	.00	218,942.00	.00	100.00
32260	AR GAME & FISH	.00	.00	.00	.00	.00	.00
32290	OTHER GRANTS AND AID	.00	.00	.00	.00	.00	.00
32310	CHILDREN W/ DISABILITIES	20,000.00	.00	.00	.00	20,000.00	.00
32314	SPED EXTENDED SCHOOL YEAR	2,000.00	.00	.00	222.00	1,778.00	11.10
32330	CHILDREN W/OUT DISABILITY	.00	.00	.00	.00	.00	.00
32340	CWD RESIDENT TREATMENT	.00	.00	.00	.00	.00	.00
32350	EARLY CHILDHOOD SPED	348,333.09	27,188.62	.00	217,897.34	130,435.75	62.55
32351	YOUTH SHELTER STUDENTS	.00	.00	.00	.00	.00	.00
32352	EIDT	.00	.00	.00	.00	.00	.00
32355	SPEC ED CATASTROPHIC LOSS	185,000.00	.00	.00	.00	185,000.00	.00
32360	G&T AEGIS/GOVENORS	.00	.00	.00	.00	.00	.00
32361	G&T ADVANCED PLACEMENT	33,100.00	.00	.00	23,730.00	9,370.00	71.69
32370	ALE ALTERNATIVE LEARN ENV	308,300.00	.00	.00	246,640.00	61,660.00	80.00
32371	ELL ENGLISH LANGUAGE LEAR	367,000.00	.00	.00	392,250.00	-25,250.00	106.88
32381	ESA ENHANCED STU ACHIEVE	1,934,561.00	175,869.00	.00	1,582,821.00	351,740.00	81.82
32382	ESA MATCH GRANT	93,000.00	.00	.00	68,077.67	24,922.33	73.20
32410	CTE COORDINATORS	.00	.00	.00	.00	.00	.00
32415	SECONDARY CAREER CENTERS	.00	.00	.00	.00	.00	.00
32420	CAREER COACHES	.00	.00	.00	.00	.00	.00
32430	COORDINATED CAREER ED SER	.00	.00	.00	.00	.00	.00
32445	WORKPLACE READINESS	.00	.00	.00	.00	.00	.00
32450	WORKFORCE COUNSELING	.00	.00	.00	.00	.00	.00
32460	YOUTH APPRENTICESHIP	.00	.00	.00	.00	.00	.00
32470	TRADITIONAL APPRENTICESHIP	.00	.00	.00	.00	.00	.00
32480	DCTE CAREER NEW PRO START	.00	.00	.00	.00	.00	.00
32481	CAREER MODERNIZATION GRNT	.00	.00	.00	.00	.00	.00
32611	COOP DISTANCE LEARN OP GR	.00	.00	.00	.00	.00	.00
32710	AR BETTER CHANCE(ABC)GRNT	888,270.00	88,827.00	.00	886,228.00	2,042.00	99.77

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
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RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 3
 REVSTA11

SELECTION CRITERIA: orgn.fund like '[124]%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
32711	ADE CHILDCARE BLOCK GRNT	5,000.00	.00	.00	.00	5,000.00	.00
32715	POVERTY INDEX GRANT	.00	.00	.00	.00	.00	.00
32720	K-3 AT RISK	.00	.00	.00	.00	.00	.00
32725	K-3 MATH/SCIENCE	.00	.00	.00	.00	.00	.00
32735	*GR PARENT INVOLVEMENT	.00	.00	.00	.00	.00	.00
32750	SMART START - MATH	.00	.00	.00	.00	.00	.00
32755	SMART START LITERACY	.00	.00	.00	.00	.00	.00
32790	OTHER (PRESCHOOL)	.00	.00	.00	.00	.00	.00
32902	RUSSELLVILLE SBHC	.00	.00	.00	.00	.00	.00
32903	PLTW & STEM GRANT	31,968.04	.00	.00	52,947.30	-20,979.26	165.63
32906	PHONE FREE SCHOOL	.00	.00	.00	.00	.00	.00
32907	STATE SCHOOL SAFETY GRANT	215,500.00	.00	.00	280,957.33	-65,457.33	130.37
32910	WORKER'S COMP INSURANCE	.00	.00	.00	.00	.00	.00
32913	GROWTH FACILITIES FUNDING	.00	.00	.00	.00	.00	.00
32916	DHS HUMAN SVC. WORKER	.00	.00	.00	.00	.00	.00
32920	AR GAME & FISH COMMISSION	.00	.00	.00	1,120.00	-1,120.00	.00
32931	BROADBAND PROJECT	.00	.00	.00	.00	.00	.00
32940	BLOOMBOARD TRAININGS	.00	.00	.00	.00	.00	.00
32941	GOVERNOR'S COMP SCI GRANT	.00	.00	.00	.00	.00	.00
32950	PROPERTY INS PRE OFFSET	.00	.00	.00	.00	.00	.00
32990	OTHER STATE AID	.00	.00	.00	.00	.00	.00
41300	REV IN LIEU OF TAXES	.00	.00	.00	.00	.00	.00
42200	FLOOD CONTROL	2,000.00	.00	.00	3,285.62	-1,285.62	164.28
42300	MINERAL LEASES	.00	.00	.00	.00	.00	.00
43980	INTEREST REBATE	43,000.00	.00	.00	.00	43,000.00	.00
45541	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
51800	REFUNDING SAVINGS	.00	.00	.00	.00	.00	.00
51999	AUDIT ADJUSTMENT PRIOR YE	.00	.00	.00	.00	.00	.00
52100	TRANS FROM SALARY FUND	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	33,119,254.95	.00	.00	.00	33,119,254.95	.00
52201	TRANSFER FROM 2001	43,585,569.72	.00	.00	.00	43,585,569.72	.00
52202	TRANS INTO 2000 FROM 2001	3,271,561.35	.00	.00	.00	3,271,561.35	.00
52204	TRANSFER ADE BONUS SAL	995,139.00	.00	.00	.00	995,139.00	.00
52205	LEARNS TRANSFER FROM 2001	1,196,839.00	.00	.00	.00	1,196,839.00	.00
52207	TRANS IN FROM PROG	.00	.00	.00	18,150.00	-18,150.00	.00
52208	TRANSFER ADE NBC BENEFITS	.00	.00	.00	.00	.00	.00
52300	TRANS FROM BUILDING FUND	.00	.00	.00	.00	.00	.00
52600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
52700	TRANS FROM STUDENT ACTVY	.00	.00	.00	204.23	-204.23	.00
52900	INDIRECT COST REIMB	169,000.00	.00	.00	.00	169,000.00	.00
53100	SALE OF EQUIPMENT	.00	.00	.00	.00	.00	.00
53200	SALE OF BUILD & GROUNDS	.00	.00	.00	.00	.00	.00
53400	COMPEN-LOSS FIXED ASSETS	.00	.00	.00	.00	.00	.00
56400	EXTRAORDINARY ITEM	.00	.00	.00	24,660.00	-24,660.00	.00
TOTAL REPORT		152,680,755.21	11,087,119.50	.00	61,719,423.39	90,961,331.82	40.42

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
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RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 1
 REVSTA11

SELECTION CRITERIA: orgn.fund like '3%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
15100	INTEREST ON INVESTMENTS	250,000.00	22,436.62	.00	187,670.18	62,329.82	75.07
19200	PRIVATE CONTRIBUTIONS	40,000.00	.00	.00	30,000.00	10,000.00	75.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	.00	.00	.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	.00	.00	.00
32990	OTHER STATE AID	.00	.00	.00	.00	.00	.00
51100	BONDED INDEBTEDNESS	2,705,000.00	.00	.00	2,704,085.13	914.87	99.97
51102	GOOD FAITH/BONDED INDEBT	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	.00	.00	.00	.00	.00	.00
52300	TRANS FROM BUILDING FUND	.00	.00	.00	3,826.04	-3,826.04	.00
52400	TRANS FROM DEBT SERV FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		2,995,000.00	22,436.62	.00	2,925,581.35	69,418.65	97.68

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
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RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 1
 REVSTA11

SELECTION CRITERIA: orgn.fund like '5%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAXES-CURRENT	900,000.00	.00	.00	896,306.84	3,693.16	99.59
11115	PROPERTY TAX RELIEF	1,700.00	.00	.00	2,712.27	-1,012.27	159.55
11120	PROPERTY TAX-JAN-JUNE	579,000.00	333,433.87	.00	438,768.46	140,231.54	75.78
11125	TAX RELIEF - JAN-JUNE	110,000.00	.00	.00	103,773.58	6,226.42	94.34
11140	PROPERTY TAXES DELINQUENT	20,000.00	3,810.28	.00	31,057.33	-11,057.33	155.29
11150	EXCESS COMMISSION	61,000.00	.00	.00	60,801.70	198.30	99.67
11160	LAND REDEMP-IN STATE SALE	2,000.00	260.48	.00	2,208.47	-208.47	110.42
11500	INT ON PROPERTY TAXES	3,000.00	.00	.00	2,644.80	355.20	88.16
11900	OTHER TAXES	.00	.00	.00	.00	.00	.00
12800	REV IN LIEU OF TAXES	2,000.00	.00	.00	1,190.42	809.58	59.52
15100	INTEREST ON INVESTMENTS	.00	.00	.00	.00	.00	.00
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	.00	.00	.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	.00	.00	.00
TOTAL REPORT		1,678,700.00	337,504.63	.00	1,539,463.87	139,236.13	91.71

SELECTION CRITERIA: orgn.fund like '6%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
32253	INVESTING & SECURITIES	.00	.00	.00	.00	.00	.00
43160	ROTC	72,000.00	6,687.70	.00	53,501.60	18,498.40	74.31
43920	FEMA STORM SHELTER PROJEC	.00	.00	.00	.00	.00	.00
43921	HURRICANE RELIEF	.00	.00	.00	.00	.00	.00
43922	HOMELESS YOUTH	.00	.00	.00	.00	.00	.00
45110	ESEA CH1 COMP(R) 100-297	1,927,378.10	600.93	.00	970,226.06	957,152.04	50.34
45111	ESEA CH1 MIGNT-MOBILE LIF	.00	.00	.00	.00	.00	.00
45113	ESEA CH1 STATE PGM IMPROV	.00	.00	.00	.00	.00	.00
45129	EJFP	.00	.00	.00	.00	.00	.00
45140	SBMHAA HOMELESS ASSIS ACT	39,225.43	.00	.00	30,093.89	9,131.54	76.72
45166	PROMOTING ADOLESCENT HEAL	.00	.00	.00	.00	.00	.00
45170	DHS/BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
45172	AR DHS ECE GRANT	.00	.00	.00	.00	.00	.00
45173	DHS/BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
45310	CARL PERKINS	87,790.32	.00	.00	107,931.85	-20,141.53	122.94
45311	VOC-LEADERSHIP PROJECT	.00	.00	.00	.00	.00	.00
45313	VOC-SEX EQUITY	.00	.00	.00	.00	.00	.00
45317	VOC-TECH PREP ED	1,077.50	.00	.00	1,077.50	.00	100.00
45318	VOC-SUPP GRNTS-IMPROV ACT	.00	.00	.00	.00	.00	.00
45325	TITLE IID	.00	.00	.00	.00	.00	.00
45326	ENHANCING ED/TECHNOLOGY	.00	.00	.00	.00	.00	.00
45406	GEER GRANT	.00	.00	.00	.00	.00	.00
45410	DIRECT & EQUIT-SECT 322A	135,909.16	.00	.00	91,615.28	44,293.88	67.41
45411	EL CIVICS GRANT	.00	.00	.00	.00	.00	.00
45430	CORRECTIONAL ADULT ED PGN	.00	.00	.00	.00	.00	.00
45470	ADULT BASIC EDUCATION	.00	.00	.00	.00	.00	.00
45591	S.O.A.R.	.00	.00	.00	.00	.00	.00
45603	ARP IDEA PART B	.00	.00	.00	.00	.00	.00
45604	ARP IDEA PART B	.00	.00	.00	.00	.00	.00
45612	TITLE VI-B AREA SERVICES	.00	.00	.00	.00	.00	.00
45613	TITLE VIB PASSTHROUGH	1,757,242.98	9,400.57	.00	759,445.53	997,797.45	43.22
45630	EARLY CHILD-DISAD INDIVID	73,994.20	31.66	.00	44,791.59	29,202.61	60.53
45650	MEDICAID	650,000.00	116,896.38	.00	523,950.22	126,049.78	80.61
45701	CHILDCARE QUALITY IMPROVE	6,000.00	.00	.00	.00	6,000.00	.00
45703	CHILDCARE DIRECT SERVICES	280,000.00	23,119.00	.00	254,405.00	25,595.00	90.86
45802	ARRA/MODERN STAB	.00	.00	.00	.00	.00	.00
45805	ARRA/EDU FOR HOMELESS CHL	.00	.00	.00	.00	.00	.00
45809	ABC STIPENDS INCENTIVE	.00	.00	.00	.00	.00	.00
45812	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
45815	CLEAN DIESEL GNT GO RED	.00	.00	.00	.00	.00	.00
45819	SCHOOL HEALTH SERVICES	.00	.00	.00	.00	.00	.00
45852	NAEP PARTICIPATION GRANT	.00	.00	.00	200.00	-200.00	.00
45910	MEDICARE CATASTROPHIC COV	.00	.00	.00	.00	.00	.00
45911	MEDICAID/DISTRICT	.00	.00	.00	.00	.00	.00
45913	ARMAC	350,000.00	78,372.00	.00	147,907.65	202,092.35	42.26
45914	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00
45916	MEDICAID/PERSONAL CARE	.00	2,211.84	.00	3,768.32	-3,768.32	.00
45917	MEDICAID VISION & HEARING	.00	3,765.96	.00	6,586.82	-6,586.82	.00
45918	AUDIOLOGY	.00	.00	.00	285.46	-285.46	.00
45920	EISENHOWER MATH/SCI PROJ	.00	.00	.00	.00	.00	.00
45925	TEACHER/PRIN TRA	326,500.00	.00	.00	84,066.10	242,433.90	25.75
45928	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00
45935	TITLE III ENG LANGUAGE	89,476.07	1,275.75	.00	31,660.28	57,815.79	35.38

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:20:20

RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 2
 REVSTAI1

SELECTION CRITERIA: orgn.fund like '6%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
45938	AWARE ARKNASAS	.00	.00	.00	.00	.00	.00
45945	SAFE SCH/HEALTHY STUDENTS	.00	.00	.00	.00	.00	.00
45946	ALCOHOL ABUSE REDUCTION	.00	.00	.00	.00	.00	.00
45958	TITLE III SUB GRANT	329.67	.00	.00	329.67	.00	100.00
45967	ARP HOMELESS II	.00	.00	.00	.00	.00	.00
45968	ARP HOMELESS	.00	.00	.00	.00	.00	.00
45971	TITLE IVA SAFE & DRUG FRE	.00	.00	.00	.00	.00	.00
45974	COVID EMERGENCY LEAVE P2	.00	.00	.00	.00	.00	.00
45977	REAP	.00	.00	.00	.00	.00	.00
45979	TITLE IV STRONGER CNCTNS	82,771.34	20,550.82	.00	82,771.34	.00	100.00
45980	AIDS EDUCATION ACT	.00	.00	.00	.00	.00	.00
45981	ESSER II	.00	.00	.00	.00	.00	.00
45986	TITLE IV	149,496.30	17,309.16	.00	120,683.12	28,813.18	80.73
45987	SEL / COVID SUPP	.00	.00	.00	.00	.00	.00
45988	PRESCHOOL DEV GRANT	165,551.36	.00	.00	75,515.44	90,035.92	45.61
45991	AR COMP LITERACY GRANT	.00	.00	.00	.00	.00	.00
45995	CONNECTED MATH PROJECT	.00	16,371.89	.00	16,371.89	-16,371.89	.00
52200	TRANS FROM OPERATING FUND	.00	.00	.00	.00	.00	.00
52600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
52930	GRANT REV PASS THRU	.00	.00	.00	.00	.00	.00
TOTAL REPORT		6,194,742.43	296,593.66	.00	3,407,184.61	2,787,557.82	55.00

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:20:28

RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 1
 REVSTA11

SELECTION CRITERIA: orgn.fund like '8%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
15100	INTEREST ON INVESTMENTS	20,000.00	2,300.63	.00	23,016.86	-3,016.86	115.08
16210	STUDENT	40,000.00	8,647.05	.00	43,249.13	-3,249.13	108.12
16215	A LA CARTE INCOME	22,500.00	2,149.60	.00	17,607.74	4,892.26	78.26
16220	ADULT	25,600.00	1,646.55	.00	19,824.81	5,775.19	77.44
16400	6 CENT REIMBURSEMENT	.00	.00	.00	.00	.00	.00
16900	OTHER FOOD SVS REVENUE	395,000.00	40,496.90	.00	288,256.41	106,743.59	72.98
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	.00	.00	.00
32520	MATCHING (STATE)	18,700.00	.00	.00	19,738.18	-1,038.18	105.55
32530	ST FUND COPAY REDUCE MEAL	68,000.00	.00	.00	21,101.40	46,898.60	31.03
32541	PAID BREAKFAST MEALS	.00	.00	.00	143,689.84	-143,689.84	.00
43974	COMMODITIES	.00	.00	.00	.00	.00	.00
45500	FEDERAL REIMBURSEMENT	.00	.00	.00	.00	.00	.00
45510	REIMB LUNCH	2,050,000.00	237,684.88	.00	1,557,337.20	492,662.80	75.97
45512	8 CENT REIMBURSEMENT	51,500.00	5,656.68	.00	-20,098.90	71,598.90	-39.03
45519	SN LUNCH	.00	.00	.00	.00	.00	.00
45520	REIMB BREAKFAST	1,050,000.00	124,665.42	.00	896,122.86	153,877.14	85.35
45529	SEV BRKFST	.00	.00	.00	.00	.00	.00
45540	REIMB SNACK	500.00	68.04	.00	351.54	148.46	70.31
45541	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
45542	FFV GRANT	60,000.00	12,513.25	.00	52,871.54	7,128.46	88.12
45549	SUPPLY CHAIN ASSISTANCE 3	.00	.00	.00	.00	.00	.00
45554	SUPPLY CHAIN ASSISTANCE 4	.00	.00	.00	.00	.00	.00
45556	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
45558	SUPPLY CHAIN ASSISTANCE	.00	.00	.00	.00	.00	.00
45559	SUPPLY CHAIN ASSISTANCE 2	.00	.00	.00	.00	.00	.00
45561	REG COMM (THROUGH DHS)	.00	.00	.00	.00	.00	.00
45562	FFV	.00	.00	.00	.00	.00	.00
45586	ARRA EQUIPMENT GRANT	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	.00	.00	.00	.00	.00	.00
52700	TRANS FROM STUDENT ACTVTY	.00	.00	.00	.00	.00	.00
52800	TRANS FROM FOOD SERVICE	.00	.00	.00	.00	.00	.00
TOTAL REPORT		3,801,800.00	435,829.00	.00	3,063,068.61	738,731.39	80.57

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 05/04/2026
TIME: 10:08:09

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 26

PAGE NUMBER: 1
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund='2014'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2014	PERFORMING ARTS CENT	121,427.65	-4,540.81	.00	.00	-3,354.20	120,241.04
	TOTAL OPERATING FUND	121,427.65	-4,540.81	.00	.00	-3,354.20	120,241.04
TOTAL		121,427.65	-4,540.81	.00	.00	-3,354.20	120,241.04

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 05/04/2026
TIME: 10:07:57

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 26

PAGE NUMBER: 1
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund='7999'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7999	ATH ACCT	6,241.19	9,083.00	.00	.00	7,882.75	7,441.44
	TOTAL ACTIVITY FUND	6,241.19	9,083.00	.00	.00	7,882.75	7,441.44
	TOTAL	6,241.19	9,083.00	.00	.00	7,882.75	7,441.44

SELECTION CRITERIA: exp]edgr.key_orgn like '[124]%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	SALARY-CERTIFIED	29,941,760.10	2,397,456.08	.00	22,289,042.03	7,652,718.07	74.44
61120	SLRY-CLS	9,549,552.71	767,269.55	.00	7,318,236.67	2,231,316.04	76.63
61210	TEMP-CERTIFIED	.00	.00	.00	.00	.00	.00
61220	TEMP-CLASSIFIED	22,324.80	2,261.86	.00	19,094.89	3,229.91	85.53
61320	OVERTIME PAY	170,970.79	11,543.22	.00	130,195.91	40,774.88	76.15
61500	TCHR WKSHOP	.00	-265.78	.00	.00	.00	.00
61510	BONUS/CERTIFIED	.00	.00	.00	486,500.00	-486,500.00	.00
61520	BONUS/CLASSIFIED	45,900.00	.00	.00	305,000.00	-259,100.00	664.49
61600	WORKSHOPS	.00	.00	.00	.00	.00	.00
61610	ONSITE DIR STIPEND	.00	.00	.00	.00	.00	.00
61620	WORKSHOPS/CLASSIFIED	.00	.00	.00	.00	.00	.00
61710	SUBSTITUTES-CERTIFIED	.00	.00	.00	.00	.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
61810	UNUSED SICK-CERTIFIED	.00	-522.50	.00	7,647.50	-7,647.50	.00
61819	CERT UNUSED SICK LV	9,917.16	.00	.00	.00	9,917.16	.00
61820	UNUSED SICK-CLASSIFIED	.00	522.50	.00	522.50	-522.50	.00
61829	CLS UNUSED SICK LV	.00	.00	.00	.00	.00	.00
61839	CERT UNUSED VACATION LV	36,493.69	.00	.00	.00	36,493.69	.00
61840	UNUSED VAC PAY CLASS	.00	.00	.00	.00	.00	.00
61849	CLS UNUSED VACATION LV	.00	.00	.00	.00	.00	.00
61960	CRT UNUSED VAC	.00	.00	.00	.00	.00	.00
61961	UNUSED VACATION CLS	.00	.00	.00	.00	.00	.00
62100	GRP INSURANCE	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	28,690.18	387.37	.00	3,504.92	25,185.26	12.22
62120	GRP INS-CLS	4,137.90	199.30	.00	1,864.80	2,273.10	45.07
62200	SOC SEC	.00	.00	.00	.00	.00	.00
62210	SOC SEC-CERTIFIED	1,820,563.73	140,821.66	.00	1,343,645.19	476,918.54	73.80
62220	SOC SEC-CLS	576,681.28	46,045.45	.00	460,555.66	116,125.62	79.86
62260	MEDICARE-CERTIFIED	431,991.88	32,934.10	.00	314,239.67	117,752.21	72.74
62270	MEDCARE-CLS	134,535.44	10,768.76	.00	107,711.12	26,824.32	80.06
62310	TCH RET CONT-CERTIFIED	4,525,030.28	357,975.94	.00	3,403,770.64	1,121,259.64	75.22
62320	TCH RET CONT-CLS	1,456,626.91	118,764.32	.00	1,180,023.32	276,603.59	81.01
62321	ATRS SURCHARGE	87,709.01	6,421.50	.00	61,791.66	25,917.35	70.45
62510	UNEMPLY COMP-CERT	.00	.00	.00	123,034.60	-123,034.60	.00
62520	UNEMPLY COMP-CLS	602,296.95	.00	.00	69,565.40	532,731.55	11.55
62610	WK'S COMP-CERTIFIED	20,193.65	.00	.00	.00	20,193.65	.00
62620	WK'S COMP-CLS	5,901.29	.00	.00	.00	5,901.29	.00
62710	HLTH BENEF.CERTIFIED	2,101,043.63	126,492.38	.00	925,442.13	1,175,601.50	44.05
62711	CRT PREMIUM ASSISTNCE EBD	81,147.81	5,464.11	.00	47,898.84	33,248.97	59.03
62720	HLTH BENE.CLS	605,290.82	62,865.80	.00	472,389.49	132,901.33	78.04
62721	CLS PREM ASSISTANCE EBD	23,442.13	1,788.05	.00	15,141.71	8,300.42	64.59
62820	PUB RET.CONTR-CLS	.00	.00	.00	.00	.00	.00
62910	OTHER BENEFITS-CERTIFIED	.00	.00	.00	.00	.00	.00
62920	OTHER BENEFITS-CLASSIFIED	.00	.00	.00	.00	.00	.00
63120	MANAGEMENT SERVICES	.00	.00	.00	.00	.00	.00
63130	BOARD OF ED SERVICES	.00	.00	.00	.00	.00	.00
63200	PROFESSIONAL-EDUCATIONAL	.00	.00	.00	.00	.00	.00
63210	PS/CONSLT	610,677.00	10,297.50	.00	90,084.54	520,592.46	14.75
63220	PUR SERV	980,600.00	119,225.84	.00	678,934.90	301,665.10	69.24
63221	GAE PS GRAD	.00	.00	.00	.00	.00	.00
63230	COUNSULTING/EDUCATIONAL	40,000.00	.00	4,500.00	64,200.00	-24,200.00	160.50
63240	STUDENT ASSESSMENT	.00	235.00	.00	1,330.60	-1,330.60	.00
63300	OTHER PROFESSIONAL	.00	.00	.00	.00	.00	.00
63310	CERTIFIED	118,000.00	4,424.00	1,250.00	70,342.65	47,657.35	59.61

SELECTION CRITERIA: exp|edgr.key_orgn like '[124]%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/BUD
63320	CLASSIFIED	22,820.00	1,485.73	3,955.00	21,598.54	1,221.46	94.65
63410	PUPIL SERVICES	3,550.00	309.02	.00	634.77	2,915.23	17.88
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63430	ACCOUNTING	.00	.00	.00	.00	.00	.00
63431	FINANCIAL AUDITS	.00	4,650.00	.00	15,500.00	-15,500.00	.00
63441	LEGAL-LITIGATION-DEFENSE	.00	.00	.00	2,650.59	-2,650.59	.00
63445	LEGAL-RESEARCH/OPINION	70,500.00	981.50	.00	31,700.70	38,799.30	44.97
63450	OTHER PROF/MEDICAL	164,000.00	1,070.00	.00	9,383.10	154,616.90	5.72
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63480	SECURITY	218,000.00	66,490.81	.00	151,095.26	66,904.74	69.31
63490	OTHER PROF SERV	.00	.00	.00	80.00	-80.00	.00
63491	PROFESSIONAL ADVERTISING	.00	.00	.00	.00	.00	.00
63510	DATA ENTRY/PROCESSING	3,000.00	.00	.00	.00	3,000.00	.00
63511	DOCUMENT SHREDDING	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	147,966.00	588.83	5,207.83	30,376.66	117,589.34	20.53
63550	SOFTWARE LICENSE RENEWAL	.00	.00	.00	.00	.00	.00
63590	OTHER TECHNICAL SERVICES	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	32,650.00	963.56	.00	4,516.27	28,133.73	13.83
63902	EVENT SUPPORT	15,000.00	80.00	.00	3,967.50	11,032.50	26.45
63903	FMLA ADIMINSTRATION	2,400.00	.00	.00	400.00	2,000.00	16.67
63910	PROFESSIONAL AND TECHNICA	195,283.00	24,926.70	.00	208,534.43	-13,251.43	106.79
63911	INSTRUMENT REPAIRS	59,844.00	5,772.59	.00	29,054.33	30,789.67	48.55
64110	WATER/SEWER	150,000.00	11,456.18	.00	111,037.35	38,962.65	74.02
64210	DISPOSAL/SANITATION	.00	.00	.00	.00	.00	.00
64220	PURCHASE SERV/PROP	.00	.00	.00	.00	.00	.00
64230	CUSTODIAL	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	1,340.00	.00	.00	.00	1,340.00	.00
64300	REPAIR & MAINTENANCE SVS	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	987,121.00	117,659.84	22,549.08	1,927,136.40	-940,015.40	195.23
64320	PUR SVS EQP	37,000.00	906.88	4,357.82	25,682.58	11,317.42	69.41
64400	RENTALS	.00	.00	.00	.00	.00	.00
64410	LND/BDLG RENT	39,600.00	.00	.00	8,400.00	31,200.00	21.21
64420	RENT VEH/EQP	43,636.00	1,188.90	.00	23,729.94	19,906.06	54.38
64430	RENT TECH RELATED EQUIP	.00	.00	.00	.00	.00	.00
64440	TEMPORARY RENTALS	.00	.00	.00	2,227.80	-2,227.80	.00
64490	OTHER RENTALS	.00	.00	.00	.00	.00	.00
64500	CONST SERV/PROPERTY	.00	.00	.00	.00	.00	.00
64900	OTHER PURC PROPERTY SVS	.00	581.66	.00	6,024.20	-6,024.20	.00
65190	FROM OTHER SOURCES	.00	.00	.00	.00	.00	.00
65210	PROPERTY INSURANCE	772,000.00	.00	.00	771,254.56	745.44	99.90
65220	LIABILITY INSURANCE	45,000.00	.00	.00	.00	45,000.00	.00
65240	FLEET INSURANCE	69,000.00	-127.83	.00	68,987.90	12.10	99.98
65250	ACCIDENT INS FOR STUDENTS	28,500.00	.00	.00	.00	28,500.00	.00
65290	OTHER INSURANCE	.00	191,479.00	.00	1,352.00	-1,352.00	.00
65310	TELEPHONE	70,010.00	4,526.64	.00	49,738.77	20,271.23	71.05
65320	POSTAGE	115,906.72	518.31	2,479.00	32,980.77	82,925.95	28.45
65330	NETWORK/INTERNET SERVICES	3,300.00	44.14	.00	2,581.44	718.56	78.23
65331	BROADBAND	123,300.00	8,483.25	.00	97,835.24	25,464.76	79.35
65400	ADVERTISING	66,825.00	10,696.37	.00	52,740.37	14,084.63	78.92
65500	PRINTING & BINDING	29,015.00	.00	.00	4,556.98	24,458.02	15.71
65501	PRINTING AND BINDING	.00	.00	.00	.00	.00	.00
65650	INTERM AGNCY-OUT OF STATE	.00	.00	.00	.00	.00	.00
65690	OTHER TUITION	11,000.00	.00	.00	.00	11,000.00	.00
65810	TRVL-CERT-IN DISTRICT	23,376.00	1,526.91	.00	12,866.41	10,509.59	55.04

SELECTION CRITERIA: exp|edgr.key_orgn like '[124]%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/BUD
65820	TRVL-CLS IN DISTRICT	13,800.00	676.97	.00	5,573.05	8,226.95	40.38
65830	TRVL CERT-OUT DISTRICT	62,655.92	1,306.22	.00	20,626.31	42,029.61	32.92
65840	TRVL CLS OUT DISTRICT	4,600.00	152.88	.00	2,176.51	2,423.49	47.32
65850	TRVL CERT OUT STATE	13,150.00	52.88	.00	1,634.45	11,515.55	12.43
65860	TRVL CLS OUT STATE	1,500.00	.00	.00	1,019.61	480.39	67.97
65870	NON-EMPLOYEE TRAVEL	51,191.84	1,161.28	.00	5,845.58	45,346.26	11.42
65880	MEALS	32,330.00	1,434.29	2,648.14	10,587.22	21,742.78	32.75
65890	LODGING	119,530.96	25,949.27	12,312.74	88,437.59	31,093.37	73.99
65900	MISC PURC SVS	.00	.00	.00	.00	.00	.00
65910	SVS PURCHASED LOCALLY	.00	.00	.00	.00	.00	.00
65911	SVR PUR FROM ADE	310,000.00	66,022.55	.00	195,993.08	114,006.92	63.22
65920	PURC-OTHER LEA IN STATE	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	3,154,830.29	190,820.80	209,677.14	2,164,188.25	990,642.04	68.60
66110	OTHER SUPPLIES	.00	.00	.00	.00	.00	.00
66111	GAE TEACH/SUP	5,671.72	.00	.00	.00	5,671.72	.00
66120	GRAD SUP	.00	.00	.00	.00	.00	.00
66160	CUSTODIAL SUPPLY	.00	.00	.00	.00	.00	.00
66210	NAT.GAS	190,500.00	12,872.83	.00	168,692.07	21,807.93	88.55
66220	ELECTRICITY	1,161,984.00	84,247.33	.00	1,003,728.92	158,255.08	86.38
66230	BOTTLED GAS	.00	.00	.00	.00	.00	.00
66260	GASOLINE/DIESEL	30,000.00	5,534.70	.00	30,872.08	-872.08	102.91
66261	BUS OIL/FLUIDS	.00	.00	.00	.00	.00	.00
66265	DIESEL FUEL	170,000.00	36,010.10	.00	166,341.92	3,658.08	97.85
66267	NATURAL GAS	20,000.00	2,851.59	.00	16,770.07	3,229.93	83.85
66268	PROPANE	.00	.00	.00	.00	.00	.00
66269	OIL FOR BUSES/VEHICLES	9,000.00	749.16	.00	8,814.42	185.58	97.94
66410	TEXTBOOKS	64,790.00	.00	5,920.52	42,891.85	21,898.15	66.20
66411	E TEXTBOOKS	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	72,297.60	15,231.23	3,398.39	66,669.03	5,628.57	92.21
66421	E LIBRARY BOOKS	3,500.00	.00	.00	5,000.00	-1,500.00	142.86
66430	PERIODICALS	1,100.00	346.50	.00	1,574.15	-474.15	143.10
66431	E-PUBLICATIONS	.00	.00	.00	.00	.00	.00
66440	AUDIOVISUAL MATERIALS	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	158,410.00	.00	8,529.61	36,003.70	122,406.30	22.73
66510	SOFTWARE, LICENSE OR MAIN	1,124,957.48	33,400.18	200,047.48	617,940.50	507,016.98	54.93
66511	TECHNOLOGY APPS	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	1,100.00	.00	.00	.00	1,100.00	.00
66520	TECH DEVICE SUPPLIES	123,650.00	6,556.69	5,532.74	118,137.46	5,512.54	95.54
66521	TED SUPPLY	132,500.00	19,009.06	146,603.73	266,902.51	-134,402.51	201.44
66523	NON INSTRUCTIONAL TECH	1,500.00	.00	.00	1,416.82	83.18	94.45
66527	LOW VALUE TECH SUPPLY	1,000.00	.00	1,202.00	1,202.00	-202.00	120.20
66910	TIRES	.00	1,262.78	.00	2,372.53	-2,372.53	.00
67200	BUILDINGS	.00	.00	.00	.00	.00	.00
67211	VO-TECH HSE	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67310	MACHINERY	2,500.00	.00	.00	.00	2,500.00	.00
67320	VEHICLES	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	4,000.00	.00	1,090.00	2,180.00	1,820.00	54.50
67340	SP EQUIP	211,825.00	3,715.00	35,858.94	371,465.03	-159,640.03	175.36
67341	HAND-HELD COMPUTING DEVIC	200,000.00	2,900.00	15,950.00	144,686.72	55,313.28	72.34
67343	TLC NON INSTRUCTION	10,000.00	2,421.54	624.08	10,587.84	-587.84	105.88
67350	TECHNOLOGY SOFTWARE	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	4,000.00	.00	1,695.00	6,688.02	-2,688.02	167.20
67390	OTHER EQUIPMENT	1,098.63	.00	.00	.00	1,098.63	.00

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
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RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 4
 EXPSTA11

SELECTION CRITERIA: exp|edgr.key_orgn like '[124]%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
68100	DUES AND FEES	177,702.13	5,285.61	6,784.80	179,363.92	-1,661.79	100.94
68101	LICENSE RENEWAL/TEACHERS	5,243.38	75.00	1,000.00	3,400.00	1,843.38	64.84
68102	CRIMINAL BACKGROUND CHECK	11,200.00	280.00	.00	4,828.00	6,372.00	43.11
68110	DUES & FEES	.00	.00	.00	123.60	-123.60	.00
68112	STUDENT DUES & FEES	.00	.00	.00	.00	.00	.00
68300	INTEREST/FEES	1,476,729.00	.00	.00	739,634.39	737,094.61	50.09
68610	PENALTY OR INTEREST	.00	.00	.00	58,983.12	-58,983.12	.00
68700	OUT OF COURT SETTLEMENT	.00	.00	.00	.00	.00	.00
68830	PROPERTY TAX	.00	.00	.00	.00	.00	.00
68900	MISCELLANEOUS EXPENDITURE	.00	.00	.00	.00	.00	.00
68999	ALLOCATED CHARGES	.00	.00	.00	.00	.00	.00
69100	REDEMPTION OF PRINCIPAL	3,882,333.00	.00	.00	3,820,000.00	62,333.00	98.39
69310	TO SALARY FUND	27,796,192.95	.00	.00	.00	27,796,192.95	.00
69314	TRANSFER TO 1000 NBCT	995,139.00	.00	.00	.00	995,139.00	.00
69315	LEARNS TRANSFER TO 1000	1,196,839.00	.00	.00	.00	1,196,839.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69321	TRANSFER TO 2000	43,585,569.72	.00	.00	.00	43,585,569.72	.00
69322	ADDITIONAL TRANS TO 2000	3,271,561.35	.00	.00	.00	3,271,561.35	.00
69324	TRANSFER TO 2000 NBCT	.00	.00	.00	.00	.00	.00
69327	TRANS FOR PROG EXPEND	.00	.00	.00	18,150.00	-18,150.00	.00
69330	TO BUILDING FUND	.00	.00	.00	.00	.00	.00
69340	TO DEBT SERVICE FUND	5,323,062.00	.00	.00	.00	5,323,062.00	.00
69350	TO CAPITAL OUTLAY FUND	.00	.00	.00	.00	.00	.00
69360	TO FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
69370	TO STUDENT ACTIVITY FUND	.00	.00	.00	.00	.00	.00
69380	TO FOOD SERVICE FUND	.00	.00	.00	.00	.00	.00
69400	PROGRAM FUNDING RETURN	.00	.00	.00	29,137.61	-29,137.61	.00
69401	MEDICAID MATCHING	.00	.00	.00	.00	.00	.00
69690	ADULT/EMPLOYEE MEAL	.00	.00	.00	.00	.00	.00
TOTAL REPORT		152,772,966.83	5,199,961.44	703,174.04	54,140,976.13	98,631,990.70	35.44

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
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RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 1
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SELECTION CRITERIA: exp|edgr.key_orgn like '3%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63230	COUNSULTING/EDUCATIONAL	.00	.00	.00	.00	.00	.00
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63490	OTHER PROF SERV	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	8,800.00	.00	1,076,155.31	-1,076,155.31	.00
64420	RENT VEH/EQP	.00	.00	.00	.00	.00	.00
64500	CONST SERV/PROPERTY	.00	.00	.00	.00	.00	.00
64901	PRE-DESIGN CONSTR SERV	.00	.00	.00	.00	.00	.00
65210	PROPERTY INSURANCE	.00	.00	.00	.00	.00	.00
65220	LIABILITY INSURANCE	.00	.00	.00	.00	.00	.00
65290	OTHER INSURANCE	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
65500	PRINTING & BINDING	.00	.00	.00	.00	.00	.00
65870	NON-EMPLOYEE TRAVEL	.00	.00	.00	.00	.00	.00
65890	LODGING	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE, LICENSE OR MAIN	.00	.00	.00	.00	.00	.00
66520	TECH DEVICE SUPPLIES	.00	.00	.00	.00	.00	.00
67100	LAND & IMPROVEMENTS	.00	.00	.00	.00	.00	.00
67200	BUILDINGS	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
67340	SP EQUIP	.00	.00	.00	.00	.00	.00
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	.00	.00	.00	.00	.00	.00
68900	MISCELLANEOUS EXPENDITURE	.00	.00	.00	.00	.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69330	TO BUILDING FUND	.00	.00	.00	3,826.04	-3,826.04	.00
69340	TO DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		.00	8,800.00	.00	1,079,981.35	-1,079,981.35	.00

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
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RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 1
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SELECTION CRITERIA: exp|edgr.key_orgn like '5%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/BUD
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	.00	.00	.00	13,028.36	-13,028.36	.00
63912	ATHL EVENT PURCHASE SERVI	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	17,940.00	88,120.74	531,830.40	-531,830.40	.00
64500	CONST SERV/PROPERTY	.00	.00	.00	.00	.00	.00
64900	OTHER PURC PROPERTY SVS	.00	.00	.00	.00	.00	.00
65330	NETWORK/INTERNET SERVICES	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	133,500.00	16,405.84	12,751.29	159,430.36	-25,930.36	119.42
66109	EQUIP LESS THAN \$500	.00	.00	.00	.00	.00	.00
66261	BUS OIL/FLUIDS	.00	.00	.00	.00	.00	.00
66440	AUDIOVISUAL MATERIALS	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE, LICENSE OR MAIN	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	.00	.00	.00	.00	.00	.00
66520	TECH DEVICE SUPPLIES	.00	.00	.00	.00	.00	.00
66521	TED SUPPLY	300,000.00	.00	.00	.00	300,000.00	.00
66527	LOW VALUE TECH SUPPLY	.00	.00	.00	.00	.00	.00
67100	LAND & IMPROVEMENTS	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67320	VEHICLES	1,100,000.00	.00	.00	695,502.00	404,498.00	63.23
67330	FURNITURE & FIXTURES	.00	2,084.75	1,000.00	217,568.27	-217,568.27	.00
67340	SP EQUIP	25,000.00	9,336.43	.00	58,886.67	-33,886.67	235.55
67343	TLC NON INSTRUCTION	.00	.00	.00	.00	.00	.00
67350	TECHNOLOGY SOFTWARE	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	25,000.00	.00	8,047.40	53,384.91	-28,384.91	213.54
67361	MUSICAL INSTRUMENTS	105,000.00	11,215.00	106,269.56	174,989.20	-69,989.20	166.66
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
67391	EQUIP OTHER LEAS	.00	.00	.00	.00	.00	.00
TOTAL REPORT		1,688,500.00	56,982.02	216,188.99	1,904,620.17	-216,120.17	112.80

SELECTION CRITERIA: exp|edgr.key_orgn like '6%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/BUD
61100	REG EMPLOYEES	.00	.00	.00	.00	.00	.00
61110	SALARY-CERTIFIED	2,001,962.00	149,555.25	.00	1,366,563.83	635,398.17	68.26
61120	SLRY-CLS	1,199,826.43	86,416.22	.00	682,217.86	517,608.57	56.86
61210	TEMP-CERTIFIED	.00	.00	.00	.00	.00	.00
61220	TEMP-CLASSIFIED	.00	.00	.00	.00	.00	.00
61510	BONUS/CERTIFIED	.00	.00	.00	.00	.00	.00
61520	BONUS/CLASSIFIED	8,850.00	.00	.00	.00	8,850.00	.00
61610	ONSITE DIR STIPEND	.00	.00	.00	.00	.00	.00
61620	WORKSHOPS/CLASSIFIED	1,000.00	.00	.00	.00	1,000.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	2,841.18	23.97	.00	211.84	2,629.34	7.46
62120	GRP INS-CLS	3,274.36	28.18	.00	240.86	3,033.50	7.36
62210	SOC SEC-CERTIFIED	126,222.47	8,664.28	.00	79,815.16	46,407.31	63.23
62220	SOC SEC-CLS	77,215.03	5,028.75	.00	39,430.75	37,784.28	51.07
62260	MEDICARE-CERTIFIED	29,669.38	2,026.34	.00	18,611.69	11,057.69	62.73
62270	MEDCARE-CLS	18,386.31	1,176.06	.00	9,221.66	9,164.65	50.16
62310	TCH RET CONT-CERTIFIED	300,650.24	22,433.30	.00	204,984.72	95,665.52	68.18
62320	TCH RET CONT-CLS	179,677.22	12,962.50	.00	102,357.68	77,319.54	56.97
62520	UNEMPLY COMP-CLS	.00	.00	.00	.00	.00	.00
62610	WK'S COMP-CERTIFIED	6,333.34	.00	.00	.00	6,333.34	.00
62620	WK'S COMP-CLS	2,457.71	.00	.00	.00	2,457.71	.00
62710	HLTH BENEF.CERTIFIED	102,734.00	7,907.62	.00	57,656.22	45,077.78	56.12
62711	CRT PREMIUM ASSISTNCE EBD	13,060.00	429.05	.00	3,508.68	9,551.32	26.87
62720	HLTH BENE.CLS	115,074.00	7,647.50	.00	55,880.74	59,193.26	48.56
62721	CLS PREM ASSISTANCE EBD	14,400.00	243.44	.00	2,212.22	12,187.78	15.36
62820	PUB RET.CONTR-CLS	.00	.00	.00	.00	.00	.00
63120	MANAGEMENT SERVICES	.00	.00	.00	.00	.00	.00
63210	PS/CONSLT	1,545,425.07	137,526.00	5,000.00	1,002,841.18	542,583.89	64.89
63220	PUR SERV	163,600.00	3,017.25	.00	14,982.10	148,617.90	9.16
63230	COUNSULTING/EDUCATIONAL	120,500.00	.00	.00	59,704.00	60,796.00	49.55
63240	STUDENT ASSESSMENT	1,077.50	1,761.00	1,480.00	16,224.00	-15,146.50	1505.71
63310	CERTIFIED	150,485.00	143.40	13,212.00	26,698.00	123,787.00	17.74
63320	CLASSIFIED	11,000.00	.00	.00	720.00	10,280.00	6.55
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63441	LEGAL-LITIGATION-DEFENSE	.00	.00	.00	.00	.00	.00
63450	OTHER PROF/MEDICAL	2,783.39	.00	.00	.00	2,783.39	.00
63480	SECURITY	190,771.34	37,143.42	.00	195,454.46	-4,683.12	102.45
63490	OTHER PROF SERV	.00	.00	.00	.00	.00	.00
63491	PROFESSIONAL ADVERTISING	6,000.00	.00	.00	5,436.51	563.49	90.61
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	10,000.00	351.00	.00	695.25	9,304.75	6.95
63910	PROFESSIONAL AND TECHNICA	76,270.00	.00	.00	13,713.60	62,556.40	17.98
63915	PROFESSIONAL CATERING SER	.00	.00	.00	.00	.00	.00
64220	PURCHASE SERV/PROP	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	.00	.00	.00	.00	.00
64410	LND/BDLG RENT	.00	.00	.00	.00	.00	.00
64900	OTHER PURC PROPERTY SVS	.00	.00	.00	.00	.00	.00
65190	FROM OTHER SOURCES	.00	.00	.00	.00	.00	.00
65300	COMMUNICATIONS	.00	.00	.00	.00	.00	.00
65310	TELEPHONE	.00	.00	.00	.00	.00	.00
65320	POSTAGE	2,000.00	.00	.00	16.72	1,983.28	.84
65400	ADVERTISING	500.00	.00	.00	75.26	424.74	15.05
65500	PRINTING & BINDING	2,500.00	.00	.00	.00	2,500.00	.00
65501	PRINTING AND BINDING	.00	.00	.00	.00	.00	.00

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:16:33

RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 2
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SELECTION CRITERIA: exp!edgr.key_orgn like '6%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
65810	TRVL-CERT-IN DISTRICT	22,100.00	457.18	.00	3,869.53	18,230.47	17.51
65820	TRVL-CLS IN DISTRICT	3,700.00	.00	.00	33.28	3,666.72	.90
65830	TRVL CERT-OUT DISTRICT	32,500.00	451.36	.00	3,074.73	29,425.27	9.46
65840	TRVL CLS OUT DISTRICT	7,100.00	90.58	.00	300.66	6,799.34	4.23
65850	TRVL CERT OUT STATE	31,250.00	.00	.00	555.28	30,694.72	1.78
65870	NON-EMPLOYEE TRAVEL	4,250.00	283.92	.00	500.95	3,749.05	11.79
65880	MEALS	22,300.00	28.00	.00	1,125.00	21,175.00	5.04
65890	LODGING	64,850.00	111.00	832.42	5,988.22	58,861.78	9.23
65910	SVS PURCHASED LOCALLY	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	498,774.95	6,365.41	30,401.53	135,915.05	362,859.90	27.25
66107	EQ SUPPLIES	.00	.00	.00	7,896.00	-7,896.00	.00
66111	GAE TEACH/SUP	1,451.69	.00	.00	.00	1,451.69	.00
66210	NAT.GAS	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	.00	.00	.00	.00	.00	.00
66430	PERIODICALS	3,610.73	.00	.00	.00	3,610.73	.00
66500	TECHNOLOGY SUPPLIES	30,000.00	.00	.00	.00	30,000.00	.00
66510	SOFTWARE, LICENSE OR MAIN	261,550.50	14,521.89	946.85	116,833.51	144,716.99	44.67
66511	TECHNOLOGY APPS	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	150.00	.00	.00	.00	150.00	.00
66520	TECH DEVICE SUPPLIES	7,500.00	.00	.00	.00	7,500.00	.00
66521	TED SUPPLY	11,450.00	.00	.00	57,950.00	-46,500.00	506.11
66527	LOW VALUE TECH SUPPLY	27,889.08	.00	.00	.00	27,889.08	.00
66900	OTHER SUPPLIES & MATERIAL	.00	.00	.00	.00	.00	.00
67210	LIBRARY BOOKS-NEW LEBRARY	.00	.00	.00	.00	.00	.00
67211	VO-TECH HSE	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67310	MACHINERY	7,000.00	.00	.00	.00	7,000.00	.00
67320	VEHICLES	11,000.00	.00	.00	.00	11,000.00	.00
67330	FURNITURE & FIXTURES	81,500.00	.00	.00	.00	81,500.00	.00
67340	SP EQUIP	5,000.00	.00	.00	.00	5,000.00	.00
67341	HAND-HELD COMPUTING DEVIC	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	60,000.00	.00	7,798.84	20,126.68	39,873.32	33.54
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	6,100.00	.00	.00	880.50	5,219.50	14.43
68101	LICENSE RENEWAL/TEACHERS	5,202.22	.00	1,500.00	1,062.30	4,139.92	20.42
68102	CRIMINAL BACKGROUND CHECK	1,100.00	.00	500.00	586.40	513.60	53.31
68112	STUDENT DUES & FEES	.00	.00	.00	.00	.00	.00
68400	INDIRECT COST	72,500.00	.00	.00	.00	72,500.00	.00
69310	TO SALARY FUND	.00	.00	.00	.00	.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69360	TO FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
69400	PROGRAM FUNDING RETURN	10,000.00	36.75	.00	9,158.92	841.08	91.59
TOTAL REPORT		7,776,375.14	506,830.62	61,671.64	4,325,332.00	3,451,043.14	55.62

SELECTION CRITERIA: exp1edgr.key_orgn like '8%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/BUD
61110	SALARY-CERTIFIED	.00	.00	.00	.00	.00	.00
61120	SLRY-CLS	41,000.00	3,385.50	.00	48,989.39	-7,989.39	119.49
61220	TEMP-CLASSIFIED	.00	.00	.00	.00	.00	.00
61320	OVERTIME PAY	.00	.00	.00	.00	.00	.00
61520	BONUS/CLASSIFIED	.00	.00	.00	1,000.00	-1,000.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
61820	UNUSED SICK-CLASSIFIED	.00	.00	.00	.00	.00	.00
61840	UNUSED VAC PAY CLASS	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	.00	.00	.00	.00	.00	.00
62120	GRP INS-CLS	11.00	.85	.00	8.50	2.50	77.27
62210	SOC SEC-CERTIFIED	.00	.00	.00	.00	.00	.00
62220	SOC SEC-CLS	2,500.00	188.92	.00	2,890.81	-390.81	115.63
62260	MEDICARE-CERTIFIED	.00	.00	.00	.00	.00	.00
62270	MEDCARE-CLS	600.00	44.18	.00	676.04	-76.04	112.67
62310	TCH RET CONT-CERTIFIED	.00	.00	.00	.00	.00	.00
62320	TCH RET CONT-CLS	7,000.00	507.83	.00	7,498.47	-498.47	107.12
62321	ATRS SURCHARGE	.00	.00	.00	.00	.00	.00
62610	WK'S COMP-CERTIFIED	.00	.00	.00	.00	.00	.00
62620	WK'S COMP-CLS	.00	.00	.00	.00	.00	.00
62700	HLT BENEFITS	.00	.00	.00	.00	.00	.00
62720	HLTH BENE.CLS	3,000.00	350.00	.00	2,807.00	193.00	93.57
62721	CLS PREM ASSISTANCE EBD	100.00	6.76	.00	67.60	32.40	67.60
62820	PUB RET.CONTR-CLS	.00	.00	.00	.00	.00	.00
63220	PUR SERV	.00	.00	.00	.00	.00	.00
63310	CERTIFIED	.00	.00	.00	.00	.00	.00
63320	CLASSIFIED	.00	.00	.00	.00	.00	.00
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63540	CAFE NON-EMPLOYEE SUB	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	20,000.00	3,506.45	1,533.88	31,862.89	-11,862.89	159.31
64210	DISPOSAL/SANITATION	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	3,500.00	.00	.00	.00	3,500.00	.00
65310	TELEPHONE	950.00	159.18	.00	1,158.45	-208.45	121.94
65320	POSTAGE	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
65500	PRINTING & BINDING	.00	.00	.00	.00	.00	.00
65700	FOOD SVS MANAGEMENT	.00	.00	.00	.00	.00	.00
65710	FSMC - FOOD	1,654,000.00	130,498.99	.00	1,329,991.33	324,008.67	80.41
65720	FSMC - LABOR	1,605,500.00	159,055.72	.00	1,380,156.78	225,343.22	85.96
65730	FSMC - SUPPLIES & EQUIP	100,500.00	3,608.15	.00	56,340.67	44,159.33	56.06
65780	FSM - DUES & FEES	300,000.00	29,778.25	.00	268,200.67	31,799.33	89.40
65810	TRVL-CERT-IN DISTRICT	.00	.00	.00	.00	.00	.00
65820	TRVL-CLS IN DISTRICT	100.00	.00	.00	120.54	-20.54	120.54
65830	TRVL CERT-OUT DISTRICT	.00	.00	.00	.00	.00	.00
65840	TRVL CLS OUT DISTRICT	500.00	.00	.00	125.58	374.42	25.12
65880	MEALS	100.00	.00	.00	.00	100.00	.00
65890	LODGING	500.00	.00	.00	.00	500.00	.00
66100	GEN SUPPLIES	17,189.00	363.64	32,914.00	44,532.11	-27,343.11	259.07
66300	FOOD	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE, LICENSE OR MAIN	.00	1,546.22	.00	13,982.90	-13,982.90	.00
66520	TECH DEVICE SUPPLIES	3,000.00	.00	.00	.00	3,000.00	.00
66523	NON INSTRUCTIONAL TECH	.00	.00	.00	.00	.00	.00

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:17:03

RUSSELLVILLE SCHOOL DISTRICT
 SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

PAGE NUMBER: 2
 EXPSTA11

SELECTION CRITERIA: exp|edgr.key_orgn like '8%'
 ACCOUNTING PERIOD: 10/26

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/BUD
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
67340	SP EQUIP	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	.00	-114.62	21,311.82	64,316.51	-64,316.51	.00
67390	OTHER EQUIPMENT	.00	5,332.01	5,840.37	11,172.38	-11,172.38	.00
68100	DUES AND FEES	.00	.00	.00	.00	.00	.00
68400	INDIRECT COST	100,000.00	.00	.00	.00	100,000.00	.00
69380	TO FOOD SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		3,860,050.00	338,218.03	61,600.07	3,265,898.62	594,151.38	84.61

Russellville School District

Legal Balance History: Period 10 (April) of FY 2026

	BALANCE FYE 17	BALANCE FYE 18	BALANCE FYE 19	BALANCE FYE 20	BALANCE FYE 21	BALANCE FYE 22	BALANCE FYE 23	BALANCE FYE 24	BALANCE FYE 25	BALANCE FYE 26	CHANGE 24 TO 25
JULY 31	8,425,570	8,683,139	7,629,703	8,028,707	9,762,524	10,959,660	10,757,691	11,173,371	11,600,578	12,632,741	1,032,163
AUGUST 31	6,800,605	6,809,166	5,137,094	5,417,502	7,776,115	7,513,485	8,095,979	9,264,004	10,351,045	10,205,469	(145,576)
SEPTEMBER 30	10,456,996	11,525,860	9,726,575	9,941,494	13,045,950	6,357,356	14,096,579	8,016,588	8,847,064	8,452,531	(394,533)
OCTOBER 31	16,910,866	17,924,127	15,868,798	16,164,844	18,541,533	19,172,024	20,348,128	22,638,203	23,983,774	23,068,212	(915,562)
NOVEMBER 30	15,394,110	15,783,508	14,676,918	14,461,570	17,901,148	17,892,299	18,862,717	21,491,084	22,770,298	21,929,032	(841,266)
DECEMBER 31	13,881,806	14,337,100	12,747,600	13,750,420	16,733,901	17,527,100	18,754,413	21,297,052	24,504,240	23,705,910	(798,329)
JANUARY 31	10,828,400	11,222,263	10,789,860	11,712,743	14,103,208	14,867,061	14,424,247	18,027,040	19,589,992	19,388,529	(201,462)
FEBRUARY 28	9,122,584	9,140,944	8,381,776	9,428,855	12,031,210	12,529,745	11,515,923	15,445,220	16,383,142	16,990,967	607,825
MARCH 31	8,214,661	8,146,344	7,240,019	7,975,333	10,725,528	11,809,981	10,804,614	13,908,285	15,169,011	15,680,236	511,226
APRIL 30	11,625,747	10,432,093	9,635,703	13,129,641	17,541,692	18,204,664	17,274,031	20,237,050	17,537,501	21,567,499	4,029,998
MAY 31	12,019,967	11,874,104	10,577,580	12,623,675	15,809,217	15,944,645	15,137,871	17,276,238	18,707,911		
JUNE 30	11,005,124	8,827,355	8,933,131	10,450,270	11,781,025	13,333,591	13,139,111	13,128,886	13,213,602		
AVERAGE	11,223,870	11,225,500	10,112,063	11,090,421	13,812,754	13,842,634	14,434,275	15,991,918	16,888,180	17,362,113	

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:11:15

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 10 OF 26

PAGE NUMBER: 1
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
1000	TEACHER SALARY FUND	.00	.00	.00	.00	20,778,325.21	-20,778,325.21
1001	OTHER TEACHER SALARY	.00	.00	.00	.00	38,698.20	-38,698.20
1004	PREK SALARY	.00	.00	.00	.00	.00	.00
1005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
1006	PRRESC PRIVATE PAY	.00	.00	.00	.00	37,725.03	-37,725.03
1014	PERFM ARTS TCH SALAR	.00	.00	.00	.00	.00	.00
1201	AUDULT ED {ABE} TEAC	.00	.00	.00	.00	137,303.79	-137,303.79
1202	ADULT ED {GAE} TEACH	.00	.00	.00	.00	79,370.41	-79,370.41
1214	MERIT TEACHER INCENT	.00	.00	.00	.00	.00	.00
1217	STUDENT GROWTH FUND	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1220	ADE NBC SALARY	.00	.00	.00	.00	.00	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1227	CCRPP	.00	.00	.00	.00	.00	.00
1229	NAT'L BOARD	.00	.00	.00	.00	.00	.00
1232	AR SCHOOL RECOGNITIO	.00	.00	.00	.00	.00	.00
1240	SUPV GRANT	.00	.00	.00	.00	70,939.68	-70,939.68
1244	ESY	.00	.00	.00	.00	90.00	-90.00
1246	PATHWISE	.00	.00	.00	.00	.00	.00
1260	STATE EARLY CHILD SP	.00	.00	.00	.00	160,026.77	-160,026.77
1262	EIDT TEACHER FUND	.00	.00	.00	.00	.00	.00
1271	GT - ADVANCED PLACEM	.00	.00	.00	.00	.00	.00
1275	ALE	.00	.00	.00	.00	191,330.70	-191,330.70
1276	ELL ENG LAN	.00	.00	.00	.00	128,083.85	-128,083.85
1281	ESA	.00	.00	.00	.00	771,420.63	-771,420.63
1282	NSLA MATCH GRANT	.00	.00	.00	.00	47,850.03	-47,850.03
1293	SEC WORKFORCE	.00	.00	.00	.00	.00	.00
1365	ABC	.00	.00	.00	.00	342,025.23	-342,025.23
1382	SMART START - MATH	.00	.00	.00	.00	.00	.00
1941	ADE COMP SCI SALARY	.00	.00	.00	.00	.00	.00
TOTAL	TEACHER SALARY FUND	.00	.00	.00	.00	22,783,189.53	-22,783,189.53
2000	OPERATING FUND	158.02	.00	.00	.00	15,832,267.53	-15,832,109.51
2001	OTHER OP FUND	12,117,915.86	56,763,027.78	43,014.23	.00	7,918,127.43	61,005,830.44
2002	ASBOA	.00	.00	.00	.00	.00	.00
2004	QUALITY PRESCHOOL VO	.00	.00	.00	.00	.00	.00
2005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
2006	PRESCHOOL PRIVATE PA	125,474.84	75,330.00	.00	.00	62,855.94	137,948.90
2007	ABC ENHANCEMENT GRAN	.00	.00	.00	.00	.00	.00
2008	PRE-K SNACK	.00	.00	.00	.00	.00	.00
2011	SREB GRANT	.00	.00	.00	.00	.00	.00
2014	PERFORMING ARTS CENT	114,490.62	19,190.23	.00	.00	13,439.81	120,241.04
2201	ADULT BASIC EDUCATION	31,430.13	230,058.30	.00	25,984.00	162,784.86	72,719.57
2202	ADULT GENERAL ED	5,017.44	136,764.98	.00	19,366.76	98,485.62	23,930.04
2205	OTHER ADULT EDUCATIO	4,829.46	35,613.13	.00	1,936.85	44,604.15	-6,098.41
2214	MERIT INCENTIVE OPER	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH FUNDI	.00	.00	.00	.00	.00	.00
2218	DECLINING ENROLLMENT	.00	329,582.00	.00	.00	.00	329,582.00
2220	ADE NBC BENEFITS	.00	45,993.75	.00	.00	.00	45,993.75
2223	PROFESSIONAL DEVELOP	12,965.94	219,056.40	.00	.00	67,346.08	164,676.26

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:11:15

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 10 OF 26

PAGE NUMBER: 2
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2227	CCRPP	.00	.00	.00	.00	.00	.00
2229	NATIONAL BOARD NBPTS	.00	.00	.00	.00	.00	.00
2232	AR SCHOOL RECOGNITIO	18,015.36	64,354.42	.00	.00	4,670.15	77,699.63
2234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
2239	RISE ACADEMIES	9,337.68	.00	.00	.00	.00	9,337.68
2240	SP ED SUP	64,340.63	.00	.00	.00	18,089.38	46,251.25
2244	ESY	13,491.62	222.00	.00	.00	20.38	13,693.24
2246	TRAVELING TEACHER PG	189.51	.00	.00	.00	.00	189.51
2247	PROFESSIONAL LEARNIN	33,277.75	.00	.00	.00	33,277.00	.75
2255	CHILDREN W/ DISABILI	.00	.00	.00	.00	.00	.00
2260	STATE EARLY CHILD SP	75,799.66	218,491.87	.00	.00	65,427.95	228,863.58
2262	EIDT	.00	.00	.00	.00	.00	.00
2265	CATASTROPHIC LOSS FN	367,564.25	.00	.00	.00	126,967.59	240,596.66
2271	GT-ADVANCED PLACEMEN	16,989.15	25,230.00	.00	.00	6,857.94	35,361.21
2272	AP STATISTICS	.00	.00	.00	.00	.00	.00
2275	ALE	17,996.11	246,640.00	.00	.00	51,816.23	212,819.88
2276	ELL	16,563.25	392,250.00	.00	.00	140,690.46	268,122.79
2281	ESA	63,268.36	1,582,821.00	.00	.00	410,214.04	1,235,875.32
2282	NSL MATCH GRANT	53,327.92	68,077.67	.00	.00	42,954.14	78,451.45
2293	SECONDARY WORKFORCE	.00	.00	.00	.00	.00	.00
2340	CAREER NEW PROG STAR	.00	.00	.00	.00	.00	.00
2341	CAREER MODERNIZATION	.00	.00	.00	.00	.00	.00
2365	ABC	3,195.67	886,228.00	.00	.00	308,351.46	581,072.21
2366	CHILDCARE BLOCK GRAN	29,295.00	.00	.00	.00	17,521.28	11,773.72
2382	SMART START - MATH	.00	.00	.00	.00	.00	.00
2390	PHONE FREE SCHOOL	.00	.00	.00	.00	.00	.00
2397	SCHOOL SAFETY GRANT	.00	280,957.33	.00	.00	297,628.23	-16,670.90
2398	AR GAME & FISH COMMI	1,407.51	1,120.00	.00	.00	.00	2,527.51
2902	RUSSELLVILLE SBHC	85,795.69	.00	.00	.00	265,577.69	-179,782.00
2903	PATHWISE MENTORING G	.00	52,947.30	.00	.00	52,947.30	.00
2931	BROADBAND	.00	.00	.00	.00	.00	.00
2940	CAREER PATHWAY	.00	.00	.00	.00	.00	.00
2941	AP COMPUTER SCIENCE	1,015.01	2,453.00	.00	.00	.00	3,468.01
2946	COMP SCI INITIATI	2,725.50	.00	.00	.00	.00	2,725.50
TOTAL	OPERATING FUND	13,285,877.94	61,676,409.16	43,014.23	47,287.61	26,042,922.64	48,915,091.08
4000	DEBT SERVICE FUND	.00	.00	.00	3,820,000.00	744,402.31	-4,564,402.31
TOTAL	DEBT SERVICE FUND	.00	.00	.00	3,820,000.00	744,402.31	-4,564,402.31
TOTAL		13,285,877.94	61,676,409.16	43,014.23	3,867,287.61	49,570,514.48	21,567,499.24

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:12:03

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 10 OF 26

PAGE NUMBER: 1
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '3%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3001	BUILDING FUND 2	822.79	.00	.00	822.79	.00	.00
3002	BUILDING FUND 3	1,299.10	.00	.00	1,299.10	.00	.00
3003	BUILDING FUND 4	.00	.00	.00	.00	.00	.00
3004	INDOOR PRACTICE FACI	.00	.00	.00	.00	.00	.00
3005	RMS ROOFING PROJECT	.00	.00	.00	.00	.00	.00
3006	BOND ATHLETIC ARENA	1,704.15	.00	.00	1,704.15	.00	.00
3007	BOND SUMMER PROJECTS	.00	.00	.00	.00	.00	.00
3008	FUTURE PROJECTS	6,315,976.49	217,670.18	2,707,911.17	.00	1,076,155.31	8,165,402.53
3099	QSCB	872,672.03	.00	.00	.00	.00	872,672.03
3198	QSCB	.00	.00	.00	.00	.00	.00
3200	FUTURE PROJECTS	.00	.00	.00	.00	.00	.00
TOTAL	BUILDING FUND	7,192,474.56	217,670.18	2,707,911.17	3,826.04	1,076,155.31	9,038,074.56
TOTAL		7,192,474.56	217,670.18	2,707,911.17	3,826.04	1,076,155.31	9,038,074.56

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 05/04/2026
TIME: 10:12:20

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 10 OF 26

PAGE NUMBER: 1
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '5%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
5000	CAPITAL OUTLAY FUND	1,851,534.05	1,539,463.87	.00	.00	1,688,431.18	1,702,566.74
	TOTAL CAPITAL OUTLAY FUND	1,851,534.05	1,539,463.87	.00	.00	1,688,431.18	1,702,566.74
TOTAL		1,851,534.05	1,539,463.87	.00	.00	1,688,431.18	1,702,566.74

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:12:32

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 10 OF 26

PAGE NUMBER: 1
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6201	CHILDCARE BLOCK GRAN	6,000.00	.00	.00	.00	.00	6,000.00
6203	CHILDCARE BLOCK GRAN	283,673.00	254,405.00	.00	.00	67,210.81	470,867.19
6430	JROTC	493.21	53,501.60	.00	.00	60,061.49	-6,066.68
6465	FEMA SAFE ROOM PROJE	.00	.00	.00	.00	.00	.00
6467	HURRICAN RELIEF	.00	.00	.00	.00	.00	.00
6501	ESEA TITLE I	.00	970,226.06	.00	.00	1,086,879.36	-116,653.30
6502	ESEA MIGRANT	.00	.00	.00	.00	.00	.00
6511	ARRA-ESEA STBL	.00	.00	.00	.00	.00	.00
6516	ARRA/TITE1/A	.00	.00	.00	.00	.00	.00
6519	EDUCATION JOBS FUND	.00	.00	.00	.00	.00	.00
6520	TITLE V	.00	.00	.00	.00	.00	.00
6521	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6522	TITLE VI CSR	.00	.00	.00	.00	.00	.00
6530	HOMELESS CHILDREN	.00	30,093.89	.00	.00	33,228.16	-3,134.27
6535	CHARTER GRANT	.00	.00	.00	.00	.00	.00
6540	JTPA	.00	.00	.00	.00	.00	.00
6556	HEALTHY SCHOOLS	.00	.00	.00	.00	.00	.00
6560	CARES PREK	60,453.30	.00	.00	.00	10,166.23	50,287.07
6562	AR DHS CCD (VOUCHER)	110,001.77	.00	.00	.00	80,710.57	29,291.20
6563	DHS/BETTER BEGINNING	45,750.00	.00	.00	.00	459.00	45,291.00
6570	VOC.FEDERAL/CARL PER	.00	107,931.85	.00	.00	135,309.46	-27,377.61
6571	LEADERSHIP PROJECTS	.00	.00	.00	.00	.00	.00
6573	CTE MODERNIZATION GR	.00	.00	.00	.00	.00	.00
6577	CTE CERTIFICATION GR	.00	1,077.50	.00	.00	1,077.50	.00
6578	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6595	TITLE IID	.00	.00	.00	.00	.00	.00
6596	ENHANCING ED/TECHNOL	.00	.00	.00	.00	.00	.00
6600	DIRECT & EQUITABLE	10,832.71	91,615.28	.00	9,122.17	114,598.70	-21,272.88
6601	EL/CIVICS AWARD	.00	.00	.00	.00	.00	.00
6606	GEER GRANT	.00	.00	.00	.00	.00	.00
6608	ESSER ADULT ED	.00	.00	.00	.00	.00	.00
6610	CORRECTIONAL AD ED	.00	.00	.00	.00	.00	.00
6630	E & T PROGRAM	.00	.00	.00	.00	.00	.00
6636	ADULT ED EL CIVICS	.00	.00	.00	.00	.00	.00
6700	VI-6 PASSTHROUGH	.00	.00	.00	.00	.00	.00
6701	TITLE VI-B AREA SERV	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B PASSTHROU	.00	759,445.53	.00	.00	857,791.78	-98,346.25
6703	ARP	.00	.00	.00	.00	.00	.00
6704	ARP EARLY CHILDHOOD	.00	.00	.00	.00	.00	.00
6710	FED. EARLY CHILD SPE	.00	44,791.59	.00	.00	50,440.70	-5,649.11
6719	ESSER	.00	.00	.00	.00	.00	.00
6720	SLIVER GRANT	.00	.00	.00	.00	.00	.00
6721	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6722	ARRA/IDEA/CEIS	.00	.00	.00	.00	.00	.00
6750	MEDICAID SP ED	622,395.15	523,950.22	.00	.00	1,017,523.50	128,821.87
6751	MEDICAID REGULAR	.00	.00	.00	.00	.00	.00
6752	MEDICAID ADMIN CLAIM	691,370.77	158,548.25	.00	.00	198,004.35	651,914.67
6754	IMMIGRANTSUB-GRANT	.00	.00	.00	.00	.00	.00
6755	MATH & SCIENCE EISEN	.00	.00	.00	.00	.00	.00
6756	TITLE IIA IMPR TEACH	.00	84,066.10	.00	.00	98,082.99	-14,016.89

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
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RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 10 OF 26

PAGE NUMBER: 2
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6758	TITLE III SUB GRANT	.00	329.67	.00	.00	329.67	.00
6761	TITLE III ENG LANGUA	22,968.76	31,660.28	.00	.00	61,972.27	-7,343.23
6765	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6766	SAFE SCH/HEALTHY STU	.00	.00	.00	.00	.00	.00
6767	ALCOHOL ABUSE REDUCT	.00	.00	.00	.00	.00	.00
6768	ARP	.00	.00	.00	.00	.00	.00
6774	COVID EMERGENCY LEAV	.00	.00	.00	.00	.00	.00
6778	AR AWARE ADVANCED MI	.00	.00	.00	.00	.00	.00
6779	STRONGER CONNECTION	.00	82,771.34	.00	.00	82,771.34	.00
6780	CARES/ESSER I	.00	.00	.00	.00	.00	.00
6781	CARES/ESSER II	.00	.00	.00	.00	.00	.00
6784	TITLE V	.00	.00	.00	.00	.00	.00
6786	TITLE IV	.00	120,683.12	.00	.00	120,683.12	.00
6787	SEL GRANT	.00	.00	.00	.00	.00	.00
6788	PRESCHOOL DEVELOPMEN	83,172.61	75,515.44	.00	.00	137,011.50	21,676.55
6791	S.O.A.R. GRANT	.00	.00	.00	.00	.00	.00
6795	ARP ESSER	.00	16,371.89	.00	.00	21,233.55	-4,861.66
6797	EARLY HEAD START	.00	.00	.00	.00	.00	.00
6802	MODERNIZATION STBL	.00	.00	.00	.00	.00	.00
6803	ARRA/RENOV STBL	.00	.00	.00	.00	.00	.00
6804	ARRA/REPAIR STBL	.00	.00	.00	.00	.00	.00
6805	SOF	.00	.00	.00	.00	.00	.00
6807	ARRA/INNV GRTS	.00	.00	.00	.00	.00	.00
6809	ARP ESSER ABC STIPEN	36.75	.00	.00	36.75	.00	.00
6811	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
6815	CLEAN DIESEL GNT GO	.00	.00	.00	.00	.00	.00
6819	SCHOOL HEALTH SERVIC	.00	.00	.00	.00	.00	.00
6834	PHONE FREE SCHOOL GR	.00	.00	.00	.00	.00	.00
6852	NAEP PARTICIPATION G	.00	200.00	.00	.00	200.00	.00
6861	PRESCHOOL DEVELOPMEN	.00	.00	.00	.00	18,755.39	-18,755.39
6903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
TOTAL	FEDERAL GRANTS FUND	1,937,148.03	3,407,184.61	.00	9,158.92	4,254,501.44	1,080,672.28
TOTAL		1,937,148.03	3,407,184.61	.00	9,158.92	4,254,501.44	1,080,672.28

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 05/04/2026
 TIME: 10:12:48

RUSSELLVILLE SCHOOL DISTRICT
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 10 OF 26

PAGE NUMBER: 1
 MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund like '8%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8000	FOOD SERVICE FUND	585,783.68	3,010,197.07	.00	.00	3,149,199.13	446,781.62
8004	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
8017	FOOD SERVICE CRAWFOR	.00	.00	.00	.00	.00	.00
8018	FOOD SERVICE DWIGHT	.00	.00	.00	.00	.00	.00
8019	FOOD SERVICE LONDON	.00	.00	.00	.00	.00	.00
8020	FOOD SERVICE OAKLAND	.00	.00	.00	.00	.00	.00
8021	FOOD SERVICE SEQUOYA	.00	.00	.00	.00	.00	.00
8022	FOOD SERVICE RMS	.00	.00	.00	.00	.00	.00
8023	FOOD SERVICE RJHS	.00	.00	.00	.00	.00	.00
8024	FOOD SERVICE RHS	.00	.00	.00	.00	.00	.00
8025	FOOD SERVICE CENTER	.00	.00	.00	.00	.00	.00
8026	FOOD SERVICE UE5	.00	.00	.00	.00	.00	.00
8028	FOOD SERVICE GARDNER	.00	.00	.00	.00	.00	.00
8056	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
8058	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8059	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8060	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8061	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8657	FFVP	14,397.90	52,871.54	.00	.00	55,099.42	12,170.02
8672	ARRA-SCHL LUNCH EQUI	.00	.00	.00	.00	.00	.00
TOTAL	FOOD SERVICE FUND	600,181.58	3,063,068.61	.00	.00	3,204,298.55	458,951.64
TOTAL		600,181.58	3,063,068.61	.00	.00	3,204,298.55	458,951.64

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 05/04/2026
TIME: 10:07:44

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 26

PAGE NUMBER: 1
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: orgn.fund='7998'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7998	ATHLETIC GATE RECEIP	-2,094.73	11,608.41	.00	.00	10,703.61	-1,189.93
	TOTAL ACTIVITY FUND	-2,094.73	11,608.41	.00	.00	10,703.61	-1,189.93
TOTAL		-2,094.73	11,608.41	.00	.00	10,703.61	-1,189.93



RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026

Item Title: Personnel Action

Responsible Administrator: Brittany Herring

Strategic Plan Priority: Academic Excellence

Background: The RSD Board of Education shall approve all certified and employment recommendations, resignations, transfers and additional stipends.

Recommended Action: To approve all certified and classified employment recommendations, resignations, transfers and additional stipends.

Russellville School District Board of Education
Personnel Recommendations
May Meeting

New Hires/Certified	Location	Position	Effective
Snellenberger, Kolby	OHE	Assistant Principal	7/20/2026
Mullen, William	RMS	Teacher/Coach	8/5/2026
Hatcher, Kaitlyn	RHS	Teacher	8/10/2026
Diaz, Yajaira	SEQ	Teacher	8/10/2026
Huggins, Alexis	Crawford	Teacher	8/10/2026
Hall, Courtney	Crawford	Teacher	8/10/2026
McGee, Dana	RHS	Teacher	8/10/2026
Douglas, Heather	RIS	SPED Teacher	8/10/2026
Scott, Shynece	Crawford	Teacher	8/10/2026
Bittle, Jordann	Crawford	Teacher	8/10/2026
Chiutare, Tendai	RJHS	Teacher	8/10/2026
Adair, Katie	SEQ	Teacher	8/10/2026
Fruechting, Dakota	RJHS	Teacher	8/10/2026
Sitkowski, Joseph	District	Energy Specialist/District Testing Coord	7/1/2026

New Hires/Classified	Location	Position	Effective
Goins, Madison	Warehouse	Custodian II	5/13/2026
Hunter, Andrea	CO	Clerk	5/13/2026
Vulpitta, Marcus	Warehouse	Maintenance	5/13/2026
Vazquez, Zandrea	Warehouse	Custodian II	5/13/2026
Loveless, Anastacia	LON	Registrar	5/18/2026
Tilley, Kriste	RJHS	Registrar	7/24/2026

Second Probationary Contracts	Location	Position	Effective
Harrell, Rechel	CVE	SPED Para	5/20/2026
Gonzalez, Ana	RIS	OA II	5/20/2026
Strick, Denita	RMS	ISS Para	5/20/2026
Mata, Jazmine	RHS	Clerk	5/20/2026
Webb, Destiny	District	PreK Paraprofessional	5/20/2026
McFarland, Manda	RMS	SPED Paraprofessional	5/20/2026

Additional Stipends	Location	Position	Effective
Howerton, Aubrey	RJHS	RJHS Dance Coach	7/1/2026
Masculli, Amber	RHS	RHS Assistant Tennis Coach	7/1/2026
Talley, Ryan	RMS	RJHS Assistant Football Coach	7/1/2026
Ragsdale, Alyson	CVE	Team Lead	8/10/2026
Montes, Abigail	OHE	Team Lead	8/10/2026
Wilson, Alexandria	SEQ	Team Lead	8/10/2026

Stipend Resignations	Location	Position	Effective
Wiedmaier, Jacob	RJHS	RHS Assistant Track Coach	5/29/2026
Wiedmaier, Jacob	RJHS	RJHS Assistant FB Coach	5/29/2026
Chilton, Kaylan	CR	Parent Involvement Coordinator	5/29/2026
Balenko, Boundy	RHS	RHS Assistant Tennis Coach	5/29/2026
Talley, Ryan	RMS	RHS Assistant Football Coach	5/29/2026
Wynn, Ashten	CR	Content Creator	5/29/2026
Freeman, Carmen	SEQ	Content Creator	6/1/2026
Cross, Carolyn	RMS	Team Lead	6/1/2026
Baldwin, Jessica	RJHS	Parent Involvement Coordinator	6/5/2026
Baldwin, Jessica	RJHS	BLC	6/5/2026

Transfers	From	Position	To	Position	Effective
Bowlsby, Patrick	District	IT Tech I	District	IT Tech 2	7/1/2026
McDonald, Matthew	District	IT Tech I	District	IT Tech 2	7/1/2026

Scrimshire, James	SLC	Teacher/Coach	RHS	Teacher/Coach	7/30/2026
Taylor, Brent	RJHS	Teacher/Coach	SLC	Teacher/Coach	7/30/2026
Edwards, Robert	RMS	Teacher/Coach	RJHS	Teacher/Coach	7/30/2026
Tapia, Dana	RJHS	Registrar	RJHS	Clerk	7/24/2026
Preston, Rychelle	LON	Registrar	CO	OAll	5/13/2026
Moreno, Marisol	SEQ	Para	Crawford	Teacher	8/10/2026
Curtis, Tonya	CVE	Para	CVE	Teacher	8/10/2026
Whitmore, Israel	RJHS	Teacher	RJHS	Sped Teacher	8/10/2026
Abbott, Sarah	RHS	RHS Band Director	RHS	Head Band Director/Music Coord	7/1/2026
Baumgartner, Breanna	RIS	Teacher	District	GT Teacher	8/10/2026
Balenko, Boundy	RHS	Teacher	RJHS	Teacher	8/10/2026
Baldwin, Jessica	RJHS	Media Specialist	RJHS	Assistant Principal	7/20/2026
Moody, Aimee	District	ESL teacher	RIS	Teacher	8/10/2026
Gulliver, Tobin	Warehouse	Custodian II	Warehouse	Custodian III	7/1/2026
Jackson, Ashley	RHS	Teacher/Coach	SLC	Virtual and Alternative Learning Super	7/20/2026
Boswell, Kaitlyn	CVE	Teacher	RIS	Teacher	8/10/2026

Retirements	Location	Position	Effective
McVay, Rebecca	SEQ	Sped Teacher	6/4/2026

Resignations/Certified	Location	Position	Effective
Chilton, Kaylan	Crawford	Teacher	6/4/2026
Meritt, Gabrielle	Crawford	Teacher	6/4/2026
Dvorak, Kasey	Crawford	Teacher	6/4/2026
Beavers, Jenna	RMS	Teacher	6/4/2026
Johnson, Lashanta	RHS	Teacher/Coach	6/30/2026
Watson, Lily	RJHS	Sped Teacher	6/2/2026
Jones, Antonio	RMS	Teacher/Coach	6/2/2026
Rector, Shania	Crawford	Teacher	4/30/2026
Nehus, Robert	RJHS	Teacher/Coach	6/2/2026
Ragland, Isaac	RMS	Teacher/Coach	6/2/2026
Zeffer, Demetrios	RJHS	Teacher/Coach	6/2/2026
Ostendorf, Corey	RJHS	Teacher	6/2/2026

Resignations/Classified	Location	Position	Effective
Oliver, Cheyenne	OHE	SPED para	6/2/2026
Dunn, Brooklyn	Crawford	SPED para	6/2/2026
Doyle, Nathan	District	IT Tech 1	5/21/2026
Lemons, Michelle	RMS	SPED para	6/2/2026



RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 12, 2026
Item Title: Board Hiring Resolution
Responsible Administrator: Dr. Luke Lovins
Strategic Plan Priority: Academic Success

Background

The role of the Board with respect to the initial employment of staff is to ratify the Superintendent's new hires by approving the issuance of contracts to the selected candidates at the first Board Meeting following an offer of being accepted. Because the need to move swiftly during the May to August time period to successfully recruit and hire staff in large numbers, it is beneficial to the district to ratify those new hires.

Recommended Action

Move to ratify the employment of staff members newly hired by the Superintendent during the period of May 13, 2026 to August 10, 2026 for the upcoming contract year.