

RUSSELL D. JONES ELEMENTARY SCHOOL
Parent-Student Information Packet

The Russell D. Jones Elementary staff would like to welcome you to our school. We are looking forward to working with your family to make this a memorable and successful school year for your child. This packet has been prepared to provide information concerning activities and procedures. Please read over this Parent Information Packet and the District Information Packet so you are familiar with school and district procedures that address your child's safety and success at school.

Please sign and return the following to your child's teacher:

- This Cover Page
- Parent School Compact (next page)
- 1st page of Rogers Public Schools 2022-2023 Information Packet.

_____ I acknowledge I have received a copy of Russell D. Jones Elementary Parent Student Information Packet which includes our Parent/School Compact, general school information, our Parent Involvement Plan and Parent Friendly Summary, Volunteer Interest Survey, Parent Center Flyer, and the Right to Know letter regarding teacher and paraprofessional qualifications.

Parent/Guardian Signature

Date

Child's Name

Teacher's Name

ESCUELA RUSSELL D. JONES
Paquete Informativo para Padres y Estudiantes

El personal de la Primaria Russell D. Jones les da la bienvenida a nuestra escuela. Estamos ansiosos por trabajar con su familia para hacer de este un año memorable y exitoso para su niño. Este paquete ha sido preparado para proporcionarle información relacionada a las actividades y procedimientos. Por favor, lea este Paquete Informativo para Padres y el Paquete Informativo del Distrito para que se familiarice con los procedimientos de la escuela y el distrito que se ocupan de la seguridad y el éxito de su hijo en la escuela.

Por favor, firme y devuelva lo siguiente al maestro/a de su hijo:

- La portada
- Acuerdo entre la escuela y los padres (siguiente página)
- La 1^{ra} página del paquete informativo de Las Escuelas Públicas de Rogers 2022-2023.

_____ Reconozco que he recibido una copia del paquete informativo para padres y estudiantes de La Escuela Elemental Russell D. Jones, el cual incluye nuestro Acuerdo entre los Padres y la Escuela, información general, nuestro plan de participación para padres y resumen amistoso para padres, encuesta de interés de voluntarios, volante del Centro para Padres, y la carta Derecho a Saber, relacionada a la calificación de maestros y asistentes.

Firma del Padre/Tutor

Fecha

Nombre del Niño/a

Nombre del Maestro/a



Russell D. Jones Elementary Explorer Express

www.rogersschools.net

2926 South First Street

(479) 631-3535

Welcome to Russell D. Jones Elementary! Below you will find important information related to our school and your child. Please let us know if you have questions after reading this information.

Lunch Money: When paying by check, please write your child's name and teacher's name on the memo line. If you pay by cash, please put the money in an envelope and mark it with your child's name and teacher's name. Children need to take the money to the cashier in the cafeteria before school. MyPaymentsPlus may be accessed on the district homepage as well for online payments.

Medicine at School: Medications must be checked in through the nurse. No students shall have medications in his/her possession. School personnel are not permitted to administer medication without written permission from the child's parent or guardian. Medication will not be given unless it is in a prescription container which has the child's name, the dose, when it is to be given, and the name of the medication on the label.

School Hours: The front doors open at 7:15 a.m. Breakfast in the Classroom begins at 7:30 with all students receiving the opportunity to eat breakfast at no charge. Students arriving after 7:45 a.m. will be counted tardy and must get a tardy slip from the office. Also, a tardy will be recorded for students who are checked out prior to 2:45. Tardiness is disruptive to the child's day and to the educational process in the classroom. Dismissal begins at 2:45 p.m. for car riders and bus riders. Due to the amount of traffic on First Street, students are not allowed to walk to and from school without direct adult supervision.

Crosswalk Safety: Please use the crosswalk located directly in front of the school entrance to cross from the parking lot into the building.

Early Dismissal: When there is inclement weather, District Administration will determine if early dismissal is warranted. Check the district website, www.rogersschools.net and the Rogers Public Schools Facebook page.

Absences: Students who have been absent need to bring a note signed by the parent and/or doctor explaining the cause of the absence. Please call the office before 8:15 a.m. if you will be requesting work for your child. Work will be available after 2:00 p.m.

Health and Wellness: Please encourage your child to wash his/her hands frequently. In the event your child gets sick, he/she will need to be fever free for 24 hours without needing medicine before returning to school.

Early Checkout: If students leave school during the day, parents or those designated on the registration card must present a photo ID and sign students out through the office.

Visitors: Parents are encouraged to visit our school. To limit disruptions to instructional time, please make arrangements in advance to visit a classroom or confer with a teacher. All visitors should check in at the office upon arrival so a visitor's badge may be issued to be worn while in the building. Please sign out in the office when you leave.

Communication: We value and welcome parent communication. Please feel free to use any of the following to communicate with school personnel: parent/teacher conferences, email, phone, Remind app, notes or Tuesday folders.

Event Notification: Please check class newsletters, district and school website (www.rogersschools.net), Tuesday folders, and Facebook for upcoming school events.

Parent / Teacher Conferences: Parent / Teacher conferences are held twice yearly. Please make every effort to attend. Our goal is 100% parent participation. If you wish to meet with teachers at other times during the year, please call the teacher to set up a meeting.

Complaint or Concern: Any person who feels concerned about any matter connected with the school is encouraged to first contact the appropriate teacher or staff member. The Principal or Assistant Principal are the next contact. If the concern cannot be resolved, then the Assistant Superintendent (Mrs. Sharla Osbourn, Assistant Superintendent of Elementary Education) may be contacted, followed by Dr. Jeff Perry, Superintendent.

Field Trips: Permission slips are due the day before the event and must be signed and returned for students to attend field trips.

Contact Information: Please keep the office updated on phone and/or address changes so that we may contact you when needed.

Grading Information: The following standards-based scale is used for all students.

Summary Score	Descriptor	Explanation
4	EXCEEDING	The student demonstrates extensive knowledge, understanding and application of the concepts, skills, and processes the standards require with more complex content (or beyond grade level expectations).
3	MEETING	The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the grade-level standards require.
2	PROGRESSING	The student is gaining understanding of the concepts, skills, and processes the standards require, but needs some additional support.
1	BEGINNING	The student is beginning to understand the concepts, skills, and processes the standards require and needs consistent additional support.
NE	NO EVIDENCE	No evidence of the learning has been demonstrated. The student has not engaged or applied the concepts, skills and processes that have been taught.
N/A	Not applicable at this time	

Curriculum Materials: Books, chromebooks, and instructional materials are furnished at no cost to the students. However, students are liable for loss or damage in excess of normal wear. In the event of lost or damaged materials, students will be required to pay the replacement cost.

Valuables: Students should not bring excessive amounts of money or valuable items to school. Toys or other distractions are also discouraged. Parents will be called to come and pick up such items.

Withdrawing from School: When it is necessary for a student to withdraw from school, the office should be notified in advance. All fines and fees should be paid.

School Parties: The designated approved parties are Winter Holiday and Valentine's Day.

Food and Beverages in Schools: According to the ADE rules governing nutrition, elementary students will not have access to vended food and beverages anytime, anywhere on school premises during the school day. We may not serve, provide access to, through direct or indirect sales, or use as a reward any Food of Minimal Nutritional Value (FMNV) or competitive food. This includes FMNV and competitive foods given, sold, or provided by school staff, students or student groups, parents or parent groups, or any other person, company or organization associated with the school site.

The ADE does allow the following exceptions to the guidelines above:

- *Parents Rights* - This policy does not restrict what parents may provide for their own child's lunch or snacks. Parents may provide FMNV or candy items for their own child's consumption, but they may not provide restricted items to other children at school.
- *School Nurses* - This policy does not apply to school nurses using FMNVs or candy during the course of providing health care to individual students.
- *Special Needs Students* – This policy does not apply to special needs students whose Individualized Education Program (IEP) plan indicates the use of an FMNV or candy for behavior modification (or other suitable need).
- *School Events* - Students may be given any food and/or beverage items during the school day for up to nine different events each school year to be determined and approved by school officials. These items may not be given during meal times in the areas where school meals are being served or consumed.
- *Snacks During the Declared School Day* – Snacks may be provided or distributed by the school as part of the planned instructional program, for example, afternoon snack for kindergarten students who eat early lunch. Snacks shall meet the United States Department of Agriculture Child and Adult Care Snack Patterns.
- *Foods for Instructional Purposes* – Foods integrated as a vital part of the instructional program are allowed at any time. Examples include edible manipulatives such as a square of cheese to teach fractions, a nutrition food experience, food production in family and consumer science units, and food science units.

Parent Friendly Summary of our Parent Involvement Plan: We recognize that your child's education is a shared responsibility between the school and family. To support the goal of Russell D. Jones Elementary School in educating students effectively, a School Engagement Plan has been developed to outline the following topics: the school's responsibilities for promoting family involvement, the shared responsibilities for high student academic achievement, the school requirements for building capacity, as well as information about our Parent Resource Center. Our School Engagement Plan can be accessed at [School Engagement Plan](#). We welcome any feedback you have to offer in regards to our plan.

Period of Silence: Act 576 Public schools shall observe a one (1) minute period of silence at the beginning of the day. The teacher or school employee in charge of the classroom shall ensure that all students remain silent and do not interfere with or distract another student during the period of silence.

Come join us as we explore today and tomorrow together!

Russell D. Jones Elementary

2926 South First Street

Rogers, AR 72758

Phone: 479-631-3535 Fax: 479-202-9069

Principal: Budd Smith Assistant Principal: Angie Carter

Dear Parents/Guardians,

We are excited about our possibilities for parent involvement this year. We have several opportunities and areas of interest available, and we are anxious to talk with you about other ideas you have. Please check areas of interest in which you would consider becoming involved.

2022-2023 Volunteer Survey

- Fundraising** (set up of local restaurant nights, events, etc.)
- Safety** (morning/afternoon crosswalk, parking lot, morning running crosswalk, etc.)
- Community Connections** (planning/organizing community events, teacher appreciation, field day etc.)
- Popcorn** (organizing popcorn days, advertising, etc.)
- Student Activity** (t-shirts, yearbook, school pictures, book fair, assemblies/celebrations, etc.)
- Focus Groups** (working with staff to strengthen the home and school connection in the following areas.)

PLEASE CHECK AREA(S) OF INTEREST

Math Health & Wellness Parent Involvement Literacy Science

I am available to do volunteer work from my home. (Please check in what area from above)

Homeroom Parent Interest (Winter Holiday Party, Valentine's Day Party, classroom help, etc.)

Student Names: _____

Parent/Guardian Name: _____

Phone Number: _____ Email: _____

May the school include your name, phone number, email address, and interest area in its Directory of Volunteer Resource Personnel? YES NO

We look forward to working with you to make Russell D. Jones Elementary the very best place for your family and child. Please contact us to talk about your ideas or questions.

Exploring Today and Tomorrow Together

Russell D. Jones Elementary School
School Engagement Plan
2022-2023

1: Jointly Developed

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)]

Russell D. Jones Elementary School and families jointly develop and annually review our school engagement plan describing how the school carries out the engagement plan requirements, including the development of a school-family compact and the process of our School Level Improvement Plan to improve student academic achievement and school performance. An annual meeting is held to inform families of the school's participation in Title I, Part A programs and requirements and the right of families to be involved in those programs.

Meetings are offered at flexible times, such as morning or evening and opportunities provided so families can formulate suggestions and participate in decisions relating to the education of children. Families who speak languages other than English are encouraged to participate and interpreters are provided.

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)]

An informational packet is distributed to each student in August. The informational packet includes the following: School Engagement Plan; School - Parent Compact which includes recommended roles for parents, students, teacher and the school; ways for families to get involved; a survey regarding volunteer interests; information on how to access activities scheduled throughout the year; and how the school will use various two-way and meaningful systems for parents and teachers to communicate.

Information related to school and parent programs, meetings and other activities are provided in English and Spanish. Information is provided in a variety of ways, including but not limited to the following: Facebook, Remind messages, PeachJar, Parent Link, Tuesday folders, school and district websites, and parent teacher conferences.

Meetings are offered at flexible times and interpreters are provided.

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)]

Russell D. Jones Elementary School builds staff capacity to work with families as equal partners by educating staff through professional development. Professional development and education occur through training provided by our school counselor, social worker, and building administration. Staff also have opportunities to attend workshops and conferences and have access to online resources, such as IDEAS.

When building staff capacity to work with parents, the following topics are addressed: the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the school; how to respond to parent requests for parent and family engagement activities; that parents play an integral role in assisting student learning; how to welcome parents into the school and seek parental support and assistance; and 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.

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 [<http://www.arkansased.gov>]*
 - *assistance with nutritional meal planning* [A.C.A. § 6-15-1702(b)(5)(B)(ii)(a-d)]

Russell D. Jones Elementary provides opportunities to build parents' capacity to play a role in their children's academic success by providing information and opportunities about the following:

- a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, including alternate assessments; and the achievement levels of the state academic standards students are expected to meet.
- 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.
- literacy and technology training, including education about copyright piracy and safe practices; resources that describe or assist with the child's curriculum
- opportunities for involvement in the education of their children; volunteer activities; learning activities to support classroom instruction; participation in school decisions; collaboration with the community; development of the school goals and priorities; evaluating the effectiveness of the School Level Improvement Plan.
- parenting books, magazines, and other informative material regarding responsible parenting

- the incorporation of developmentally appropriate learning activities in the home environment, including role play demonstrations, the use and access to the Department of Education website tools for parents, assistance with nutritional meal planning

The above topics are addressed in a variety ways to include the following: a minimum of two Parent-Teacher conferences annually; situational counselor and social worker assistance; family engagement workshops; Annual Report to the Public; Annual Title Meeting; school and district websites; paper copies sent home in two way communication folders; access to the Parent Resource Center, which includes access to chromebooks and internet services; transition opportunities for students and families between PreK/K and 5th grade/middle school; referrals to outside agency support services; summer improvement opportunities including Rolling Readers and summer school

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)]

Russell D. Jones Elementary School coordinates with organizations, businesses and community parents to provide additional supports, services, and resources to families in the following ways:

- investigating and utilizing community resources in the instructional program
- coordinating and integrating programs and activities with other federal, state and local programs
- enabling the formation of a Parent Teacher Association and ensuring the PTA is included in appropriate decisions

Russell D. Jones Elementary School meets the above criteria in various ways including the following: collaboration with the local Junior Auxiliary Program to support Reading is Fundamental three times a year for our second grade students; partnership with Ozark Guidance Counseling to provide school based mental and behavioral health support services; partnership with the Burlsworth Foundation to provide eye care services and glasses; high school and middle school partnerships to provide additional instructional and transition support; partnering with our school PTA to provide family engagement opportunities throughout the year; collaborating with local PreK and therapy organizations to assist in the successful transition of speech, physical, and occupational therapy services; utilizing the Community Closet to provide services to families in need; coordinating services for our Families in Transition families; pairing students with community organizations such as Shop with a Cop, Samaritan House, Salvation Army; partnership with local destinations to support instruction through student field experiences. [REDACTED]

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)]

An Annual Title I meeting is held to inform parents of the requirements of Title I, the school's participation and the parents' rights to be involved.

[2021-2022 Annual Title I Meeting](#)

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)]

Russell D. Jones Elementary School and parents jointly develop and annually review our School-Parent Compact. The compact outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement; addresses the importance of regular two way, meaningful communication through a minimum of two conferences a year, frequent reports on progress, reasonable access to staff, opportunities to volunteer, observation of classroom activities.

A copy of the School Parent Compact is included in the information packet sent home each August and is reviewed at the fall Parent - Teacher conference. The compact is also available for review on the district website.

[English School Compact](#) [Spanish School Compact](#)

The School-Parent Compact describes the school's responsibility to provide high-quality curriculum and instruction in a supportive, effective learning environment that enables children served under Title I, Part A to meet the state's academic achievement standards. The School-Parent Compact describes ways in which parents will be responsible for supporting the child's learning (for example, monitoring attendance, homework completion, television watching; volunteering in the child's classroom, participating as appropriate in decisions relating to the education of the child, and positive use of extra-curricular time).

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

- **5.1:** *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)]
- **5.2:** *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)]

Russell D. Jones Elementary School uses Title I, Part A funds for parent and family engagement programs and activities. These funds have recently been utilized in the following ways: purchase of upgraded two way communication Remind app; purchase of two way communication folders; interpreter services for parent engagement nights and conferences; purchase of supplies for parent engagement nights.

A parent committee meets each spring to review the previous year's expenditures and provide input on how the funds will be allocated for the following year.

Assurances

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

- **7A.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]
- **7A.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]
- **7A.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]
- **7A.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. (2 hours every 4 years with 2022 being a required year)
[A.C.A. § 6-15-1703(a); A.C.A. § 6-17-709; Standards for Accreditation of Arkansas Public Schools and School Districts July 2020 Standard 4-G.1 Professional Development (D/C)]

- **¶A.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 incorporate the Engagement Plan into the School Improvement Plan.
[ADE Rules Governing Parental Involvement Section 3.02.2]
- **¶A.8:** 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
 - 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.9:** 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.10:** 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.11:** The School understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to \$500,000 or more. Nothing limits LEAs from reserving more than 1 percent of its allocation for engagement purposes.
[ESSA § 1116(a)(3)(A)]
- **¶A.12:** 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.13:** 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.14:** 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)]

References

- [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](#)

School Name:	Russell D Jones
School Engagement Facilitator Name:	Klm Short
Plan Revision/Submission Date:	5/13/22
District Level Reviewer Name, Title:	
District Level Approval Date:	

Committee Members, Role

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

First Name	Last Name	Role <i>(Teacher, Staff, Parent, Student, or Community Member)</i>
Budd	Smith	Principal
Kim	Short	School Engagement Coordinator
Juana	Holosek	Staff
Jessica	Hernandez	Parent
Elena	Cruz	Parent

(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

[Text box for responses]

Section 2 - Communication

- Changes Required
- Compliance is Met

[Text box for responses]

Section 3 - Building Staff Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 4 - Building Parent Capacity

- Changes Required
- Compliance is Met

[Text box for responses]

Section 5 - Coordination

- Changes Required
- Compliance is Met

[Text box for responses]

Section 6 - Annual Title I Meeting

- Changes Required
- Compliance is Met

[Text box for responses]

Section 7 - School-Parent Compact

- Changes Required
- Compliance is Met

[Text box for responses]

Section 8 - Reservation of Funds

- Changes Required
- Compliance is Met

[Text box for responses]



Rogers Public Schools

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500 West Walnut Street • Rogers, AR 72756 • www.rogersschools.net • (479) 636-3910

• Fax (479) 631-3504

Dr. Jeff Perry, Superintendent

Dear Parent:

In December 2015, former President Barack Obama signed the Every Student Succeeds Act into law. Parents continue to have the same rights as they did under “No Child Left Behind”.

Under ESSA, parents have a right to know the professional qualifications of their children’s teachers(s). This letter is to inform you of your right to ask for the following information about each of your child’s classroom teachers:

- Whether the state of Arkansas has licensed or qualified the teacher for the grades and subjects he or she teaches (Note: We are also required to send a notice to parents affected if the teacher is not fully licensed, so if you haven’t received such notice, your child’s teacher(s) is/are fully licensed.)
- Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.
- The teacher’s college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- If any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child’s teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate’s degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state’s certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

If you would like to receive specific information about your child’s teacher or paraprofessional, please visit our office at 500 West Walnut Street to fill out a Parent Request Form. A response will be mailed to you within ten working days from the date of the request. Our office is open from 7:30 a.m. to 4:30 p.m. Monday through Friday.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts.

Sincerely,
Dr. Roger Hill
Assistant Superintendent for Human Resources