

Dardanelle School District 75-04

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DARDANELLE SCHOOL DISTRICT PARENT, FAMILY, AND COMMUNITY ENGAGEMENT PLAN

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6.1 COMMUNICATION GOALS

The single most significant factor in student achievement is the teacher. The teacher's effectiveness is greatly enhanced when supported by the school community as a whole, the student's home, and the community at large. The Arkansas General Assembly and the Department of Education have demonstrated their understanding of the importance of involving such groups by repeatedly mandating their inclusion in the educational system and process. Communication with staff, parents, grandparents, legal guardians, business, and community members is fundamental to increasing their concern for, and involvement in, raising student achievement.

Communication should be two-way between the District and the public. The communications program shall strive to:

1. Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;
2. Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations;
3. Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed;
4. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;
5. Maintain good relations with the news media and provide the media with pertinent news releases; and
6. Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

The Board will appoint committees, when appropriate, to help the District examine issues facing it. Such committees may include members of the public, students, parents, and school employees, as well as members of the Board. Members may serve until the committee makes its non-binding recommendations to the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.*

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

Legal References: A.C.A. § 6-15-1005(c), (f)(1)(2)
 A.C.A. § 6-16-603 (a) (3)
 A.C.A. § 6-18-1003(2)
 A.C.A. § 6-18-1005(a)(1)
 *A.C.A. § 25-19-106
 Standards for Accreditation 3-B.1, 3-B.2, 3-B.2.1, 5-A.1
 Arkansas Department of Education: Regulations Governing Gifted and Talented
 Program Approval Standards: 4.0; 10.03

Date Adopted: August 16, 2004
Last Revised: July 9, 2018

Dardanelle School District 75-04

6.2 RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS

The Board recognizes and values the many contributions support organizations make to the District's schools. Parent/teacher organizations and booster clubs work to augment and strengthen the District's educational and extracurricular objectives through the goods and services they provide.

Groups wishing to be recognized as a support organization must have open membership and have their by-laws approved by the school principal, the Superintendent, and the Board. School personnel shall assist approved booster organizations in their efforts to the extent practicable. Meetings of such organizations, cleared through the principal, shall not be subject to school use fees. School staff members are encouraged to attend and participate.

Fund-raising activities and expenditures are to be approved in advance by the principal or his/her designee. Prior to the donation of equipment and/or supplies to the school, the organization should seek the advice of the principal or their designee to help ensure the compatibility of the donation with present school equipment. All equipment donated to the District becomes the property of the District.

Date Adopted: August 16, 2004
Last Revised:

Dardanelle School District 75-04

6.3 PUBLIC GIFTS AND DONATIONS TO THE SCHOOLS

The District and the Board of Education may receive monetary gifts or donations of goods or services that serve to improve or enhance the goals of the District. Any gifts to the District become the property of the District and are subject to the same regulations as any other District owned property.

It is a breach of ethical standards and a violation of Arkansas law for any Board member, administrator, or District employee to receive a gift of any kind in return for employment with the District or to influence the award of any contract or transaction with the District. All personnel shall examine the “reasonableness” of any gift or donation against its potential for real or perceived violation of the aforementioned ethical standards before accepting any gift or donation in the name of a school or the District.

The Board reserves the right to not accept any gift or donation that would not contribute to the attainment of District goals or that would obligate the District to unacceptable outlays of District resources. The administration shall present for Board consideration and approval any gifts or donations the administration deems could so obligate the District.

The Board will strive to honor the donor’s intent regarding gifts earmarked for a specific purpose; however, laws and District’s needs change with time and the District reserves the right to adjust the use of any gift to meet current needs of the educational program.

The Board authorizes the superintendent, or the superintendent’s designee, to act as the District’s official representative for all school-affiliated online fund raisers.

Legal References: A.C.A. § 6-24-110
 A.C.A. § 6-24-112
Date Adopted: August 16, 2004
Last Revised: July 10, 2017

Dardanelle School District 75-04

6.4 VOLUNTEERS

Enlisting the support of volunteers is a way the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow licensed personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

All volunteers who intend to act as head coaches or assistant coaches must:

1. Be at least twenty-two (22) years of age; and
2. Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be a registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

- Football;
- Basketball; and
- Track and field.

Background Checks for Volunteers

For the purposes of this policy, "clear background check" means that:

- A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;
- The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks;
- The potential school volunteer's name was not found on the Child Abuse Central Registry; and
- The Arkansas Educator Licensure System does not indicate the potential volunteer to:
 - Have a currently suspended or revoked educator's license; or
 - Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for 5 years; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

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The Application for an initial background check may be made through the District administrative office. The District will incur the fee charged by the State of Arkansas for performing the initial check and any renewal checks.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration the circumstance or circumstances surrounding the act or omission that lead to the conviction, Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission, the length of time that has passed without reoffending and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required for those individuals who are required to be or who seek to become Registered Volunteers, as defined in A.C.A. § 6-22-102 et seq. In addition to volunteers wishing to participate in the registered volunteers program, clear background checks are required for:

Clear background checks for school volunteers are required prior to any volunteer service to the school district, school, teacher, or classroom, and all clear check volunteers will be issued special volunteer identification to wear prominently when performing their volunteer duties; no person may serve as a volunteer without wearing the provided identification.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three (3) years.

The District shall maintain the following information on volunteers:

- a. The total number, location, and duties of all volunteers;
- b. The total number of annual hours of service provided by volunteers; and
- c. Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers will be made aware that the Arkansas Department of Human Services (DHS) considers volunteers for school districts to be mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

Legal References: A.C.A. §§ 6-17-301
 A.C.A. § 6-17-410
 A.C.A. § 6-17-411
 A.C.A. 6-17-414
 A.C.A. § 6-17-428
 A.C.A. § 6-22-101 et seq.
 A.C.A. §§ 12-12-1601 et seq.
 A.C.A. § 12-18-402
 A.C.A. § 12-18-909(g)(21)
 A.C.A. § 21-13-101 et seq.

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Arkansas Department of Education Rules Governing Background Checks
Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas
Educators

Date Adopted: August 16, 2004
Last Revised: April 9, 2018

Dardanelle School District 75-04

6.5 VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

Visitors, including parents wishing to speak with students during the school day shall register first with the office.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

Cross References: For non-adult visitors see Policy 4.16—STUDENT VISITORS
For Level 3 and Level 4 sex offenders see Policy 6.10—SEX OFFENDERS ON
CAMPUS (MEGAN'S LAW)

Legal References: A.C.A. § 6-21-606
A.C.A. § 6-21-607

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6.6 FUND RAISING

All fund raising activities held in the District or in the name of the District must be pre-approved in writing by the Superintendent and affected school principal. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fund raising. Fund raising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved.

Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fund raising activity shall:

1. Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
2. Not influence or affect the student's grade.

For purposes of this policy, "Door-to-door sales" means the selling of merchandise outside of the child's home and off the school grounds.

Secondary Schools

Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fund raising proposal to the Superintendent.

Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

Elementary Schools (K-6)

Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are generally discouraged, but there shall be no more than one (1) such activity per school per school year.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fund raising programs:

1. Student participation in fund raising programs is voluntary;
2. Students who do not participate will not forfeit any school privileges;
3. Students may not participate in fund raising programs without written parental permission returned to school authorities;
4. An elementary student who sells fund raising merchandise door to door must be accompanied by a parent or an adult; and
5. Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

Online Fund Raisers

Employees are prohibited from establishing school-affiliated online fund raisers. Employees who are discovered to have established a school-affiliated online fund raiser may be disciplined, up to and including termination. The intent behind this policy is to help prevent community burnout by having too many school related fundraisers in a given period.

Legal References: A.C.A. § 6-18-1102

A.C.A. § 6-18-1104

Date Adopted: April 13, 2015

Last Revised: July 10, 2017

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6.7 COMPLAINTS

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the District's services.

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline (including specific discipline policies), coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury, in matters such as student suspensions initiated by the Superintendent, expulsions, and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Arkansas Department of Education and authorized in the 2002 reauthorization of the Elementary and Secondary Education Act may be taken directly from a patron or by referral from the Arkansas Department of Education (ADE). If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified. The complaints shall be addressed in the following manner.

1. The complaint shall be referred to the federal programs director, who shall assemble a team of at least two people to investigate the complaint.
2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
3. The team will interview the complainant and others as necessary to enable the team to make a determination of the validity of the complaint. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.
4. The investigation of complaints referred by the ADE shall be completed within 30 work days of receipt of the complaint, unless a longer time period has been approved by the ADE.
5. The investigation of complaints made directly to the district shall be completed within 40 work days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within 40 work days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain: a summary of the allegations of the complaint; a summary of the investigative actions taken by the team; a summary of the findings concerning each alleged violation or implied violation; a statement of corrective actions needed to resolve the issues involved in each allegation and finding of complaint.

Date Adopted: August 16, 2004
Last Revised: June 16, 2008

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6.8 DISTRIBUTION OF PRINTED MATERIALS

The District shall devise and maintain a system for distributing District communications and other printed materials between the Administration and the schools. Use of the system by employees or employee organizations shall be with prior approval of the Superintendent or his/her designee.

Distribution of printed materials, flyers, photographs, or other visual or auditory materials not originating within District schools to students or staff shall have prior approval of the Superintendent or his/her designee.

Date Adopted: August 16, 2004

Last Revised:

Dardanelle School District 75-04

6.9 MEDIA RELATIONS AND NEWS RELEASES

It is important that the District maintain good relations with the media. The Superintendent or his/her designee shall devise and implement a plan for the release of pertinent information to the media regarding educational programs, awards, or other student and staff achievements, and special events. The plan shall not require schools to clear the release of public service announcements through the District Administration prior to their release, but may require schools to obtain the approval of the District Information Office prior to the release any statistical type data.

The District shall attempt, within reason, to accommodate media requests for interviews and shall endeavor to be fair and impartial in its treatment of media representatives.

The release of information to the media shall be done in a timely manner, either by written releases or by telephone interviews, to keep patrons abreast of newsworthy District achievements and shall strive to be factual and objective with personal opinions duly noted.

The Board encourages students and staff to participate in academic competitions and programs. Awards earned in such endeavors shall be communicated to the media. Award recipients may also be recognized at Board meetings.

Date Adopted: August 16, 2004
Last Revised:

Dardanelle School District 75-04

6.10 SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

The *Dardanelle* School District shall work with area law enforcement in a manner consistent with applicable state law and Arkansas Department of Education Regulations to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals to provide information concerning registered sex offenders. The decision regarding the school principals to be notified rests solely with law enforcement officials; law enforcement officials use a rating system to determine who needs to be notified, which is according to the sex offender's dangerousness to the community.

In turn, building principals should notify any employee who is regularly in a position to observe unauthorized persons on or near the school's property in the ordinary course of their employment. Employees notified could include any of the following: aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers' assistants, and teachers.

It is important that school personnel who receive sex offender notifications understand that they are receiving the sex offender notifications in their official capacity and are **not** to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, the organization should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified, except at the specific discretion of area law enforcement officials, include: members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. District personnel may inform the press about procedures that have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

A parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity that is appropriate for a parent, guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances:

1. The offender is a student attending school in the district;
2. To attend a graduation or baccalaureate ceremony;
3. It is a non-student contact day according to the school calendar or no school-sponsored event is taking place on campus;
4. The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;
5. The offender is a parent or guardian of a student and enters the school campus where the student is enrolled to attend a scheduled parent-teacher conference **and** the offender is escorted to and from the conference by a designated school official or employee.

A Level 3, but not a Level 4, sex offender may attend a school sponsored event for which an admission fee is charged or tickets are sold or distributed if the sex offender:

- Is the parent or guardian of or is related by blood or marriage within the fourth (4th) degree of consanguinity to a student enrolled in the public school; and
- Notifies the administration of the school in writing at least twenty-four (24) hours before the start of the event that he or she will be attending the event.

A Level 3 and Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above, must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex

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offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

Legal References: Arkansas Department of Education Guidelines for “Megan’s Law”
 A.C.A. § 5-14-132
 A.C.A. § 12-12-913 (g)(3)
 A.C.A. § 28-9-212

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6.11 PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - DISTRICT

The *Dardanelle* School District understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the district shall work to:

1. Involve parents, families, and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPI, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the district's curriculum is aligned with the state's academic standards and assessments and how parents, families, and the community can work with the district to improve students' academic achievement;
5. Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
11. Provide reasonable support for other parental, family, and community engagement activities as parents, families, and the community may reasonably request.

To ensure the continued improvement of the district's parent, family, and community engagement program, the district will conduct an annual review of its parental involvement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318
 A.C.A. § 6-15-1702
 A.C.A. § 6-15-1703
 A.C.A. § 6-15-1704
 Arkansas Department of Education Rules Governing Parental Involvement Plans and
 Family and Community Engagement

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6.12 PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

Dardanelle School understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, *Dardanelle* School shall strive to develop and maintain the capacity for meaningful and productive parental, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the school shall work to:

1. Involve parents, families, and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated engagement program where the engagement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
3. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the school's curriculum is aligned with the state's academic standards and assessments and how parents, families, and the community can work with the school to improve students' academic achievement;
4. Provide parents and families with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
6. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
7. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
8. Find and modify other successful parent, family, and community engagement programs to suit the needs of our school;
9. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
10. Provide reasonable support for other parental, family, and community engagement activities as parents, families, and the community may reasonably request.

To help promote an understanding of each party's role in improving student learning, *Dardanelle* School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

Dardanelle School shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents and families of participating students, to inform parents and families of the school's participation in Title I, its requirements regarding parental, family, and community engagement, and the parent's right to be involved in the education of their child.

Dardanelle School shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parental, family, and community engagement policy in order to help ensure their continued improvement.

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This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Legal References: 20 U.S.C. § 6318
 A.C.A. § 6-15-1702
 A.C.A. § 6-15-1703
 A.C.A. § 6-15-1704
 Arkansas Department of Education Rules Governing Parental Involvement Plans and
 Family and Community Engagement

Date Adopted: August 16, 2004
Last Revised: July 9, 2018

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District Parent and Family Engagement Plan

School Year:	2018-2019
Superintendent:	Mr. John Thompson
District Parent and Family Engagement Coordinator:	Dr. Jamie Burris
Email (of Coordinator):	Jamie.burris@Dardanellelizards.com

Parent and Family Engagement Committee Members
(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Dr. Jamie	Burris	Coordinator
Norma	Grace	Parent
Kim	Walter	Counselor
Shawn	Hettinga	Counselor
Sue Ann	Jernigan	Principal
John	Thompson	Superintendent

Parent and Family Engagement Committee Members
(Select "Repeat" to open more entry fields to add additional team members)

First Name	Last Name	Position
Cynthia	Hudgeons	Counselor
Melanie	Burris	Counselor
Jean	Furr	Counselor
Bethany	Walter	Student
Jd	Keeling	Principal
Jennifer	Thaxton	Parent

Goal 1: How will the LEA foster effective parent and family engagement strategies and support partnerships among school, parents, and the community to improve student achievement?

In order to foster effective parent and family engagement strategies and support partnerships among schools, parents, and community to improve student achievement, the LEA will:

1. Coordinate parent and family engagement activities with those of other programs such as Head Start program, Parents as Teachers program and Home Instruction Program for Preschool Youngsters and State-run preschool programs. **(Shawn Hettinga, 4792294185)**

2. Establish parent and family engagement contact person at each of the Title I, Part A schools. **(Cynthia Hudgeons, Dardanelle High School; Jean Furr, Dardanelle**

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Intermediate School; Kim Walter, Dardanelle Middle School, Shawn Hettinga, Dardanelle Primary School.)

3. Conduct an annual review of the effectiveness of the parent and family engagement policy. **(Dr. Jamie Burris, 4792294111)**
4. Develop district parent and family engagement committee to create a parent and family engagement policy and implement parent and family engagement activities as well as disseminate information to the community to promote parent and family engagement in the Title I, Part A schools. **(Dr. Jamie Burris, 4792294111)**
5. Ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form they can understand.
6. Involve parents in the process of school review and improvement.
7. Develop and disseminate district parent and family engagement policy.
8. Conduct an annual meeting in the spring to update policy for next year's Title I, Part A program. **(Dr. Jamie Burris, 4792294111).**
9. **If necessary**, reserve a minimum of 1% of the Title I, Part A allocation for parent and family engagement, with 90% going to Title I, Part A schools, with priority given to "high-need" schools.. **REQUIRED** for districts receiving \$500,000 or more Title I funding.

Goal 2: How will the district provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental engagement?

To provide coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental engagement, the district will:

1. Conduct ongoing site visits to observe parent and family engagement practices. **(Dr. Jamie Burris, 4792294111)**
2. Provide materials and training not otherwise available to assist parents in supporting their child's academic achievement.
3. Enhance the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners. **(Shawn Hettinga, 4792294185)**
4. Ensure, to the extent possible, that information is sent home in a language and form parents can understand. **(Magaly Caballero, 4792294185)**
5. Provide information on adult literacy training available in the community.
6. Provide a copy of the school policy at each school for parents to view as well as provide a copy to each parent.
7. Monitor each Title I, Part A school to ensure that each school performs the following tasks:

Develop parenta and family engagement policy.

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Offer flexible meeting times.

Provide information to parents about the school's program, include parent information guide.

Develop and use the School-Parent Compact.

Provide training for parents in working with their child to improve academic achievement, to include training on the phone notification system in order to have real-time access to their child's attendance and achievement. **(Dr. Jamie Burris, 4792294111)**

8. Reinforce parenting skills to support the acquisition of academic skills and their application in real-life situations for parent use.

9. Encourage parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts.

10. Encourage parent participation through innovative scheduling of activities through strategies such as holding meetings at a variety of times, such as morning and evening, in order to maximize the opportunities for parents to participate in school-related activities.

11. Coordinate and integrate parent and family engagement strategies and staff training with the Readiness Coalition Committee.

12. Convene annual school meeting to inform parents of their school's participation in the development of the parent and family engagement policy and their right to be involved.

Goal 3: How will the district build the school's capacity for strong parental engagement?

To build the school's capacity for strong parental engagement, the district will:

1. Provide information to participating parents in such areas as national, state, and local education goals, including parents' rights as defined in Title I, Part A. (Jean Furr, 4792293707, Shawn Hettinga, 4792294185, Kim Walter, 4792294550, Cynthia Hudgeons, 4792294655)

2. Assist in the development of parent engagement groups at each school. (Jean Furr, 4792293707, Shawn Hettinga, 4792294185, Kim Walter, 4792294550, Cynthia Hudgeons, 4792294655)

3. Encourage the formation of partnerships between schools and local businesses that includes roles for parents.

4. Provide resources for parents to learn about child development, child rearing practices, and academic strategies that are designed to help parents become full partners in the education of their child.

5. Involve parents through an annual survey to improve school effectiveness. **(Jean Furr, 4792293707, Shawn Hettinga, 4792294185, Kim Walter, 4792294550, Cynthia Hudgeons, 4792294655)**

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6. Approve reasonable and necessary expenses associated with parent and family engagement activities.

7. Provide any reasonable support for parent and family engagement at the request of participating Title I, Part A schools. **(Dr. Jamie Burris, 4792294111)**

Goal 4: How will the district conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parent and family engagement plan as it relates to strategies for increasing parental participation and identifying barriers to greater participation?

In order to conduct, with the involvement of parents, ongoing evaluation of the content and effectiveness of the parent and family engagement plan as it relates to strategies for increasing parental participation and identifying barriers to greater participation, the district will:

1. Survey parents annually, including questions to identify barriers to parent and family engagement. **(Jean Furr, 4792293707, Shawn Hettinga, 4792294185, Kim Walter, 4792294550, Cynthia Hudgeons, 4792294655)**
2. Provide an opportunity for the parents to assist in the development of the evaluation procedures, including analysis of data collected. **(Jean Furr, 4792293707, Shawn Hettinga, 4792294185, Kim Walter, 4792294550, Cynthia Hudgeons, 4792294655)**
3. Develop procedures for collecting parent participation documentation through sign-in lists for workshops, meetings, and conferences; schedules; brochures; meeting notes; and other means as appropriate throughout the school year.
4. Use finding from evaluation process to:
 - Make recommendations to each participating school for parent and family engagement policy revision.
 - Provide suggestions for designing school improvement policies, as they relate to parent and family engagement. **(Dr. Jamie Burris, 4792294111)**
5. Develop and disseminate an annual parent activity evaluation report to share with parents, staff and the community. **(Jean Furr, 4792293707, Shawn Hettinga, 4792294185, Kim Walter, 4792294550, Cynthia Hudgeons, 4792294655)**

Goal 5: How will the district involve parents in the joint development of the district Title I Application under section 1112 (ACSIP)?

in order to involve parents in the joint development of the district Title I Application under section 1112 (ACSIP), the district will:

1. Recruit parents to serve on district ACSIP committee to develop the Title I Application. **(Dr. Jamie Burris, 4792294111)**
2. Recruit parents for a district Parent Advisory Committee
3. Encourage the formation of partnerships between the district and local businesses that includes roles for parents.
4. Involve parents through an annual survey to improve district effectiveness.

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Padres y el Plan de participación de las familias del distrito

Año escolar:	2018-2019
Superintendente:	Sr. John Thompson
Padres del distrito y Coordinador de participación de las familias:	Dr. Jamie Burris
Correo electrónico (Coordinador):	Jamie.Burris@Dardanellelizards.com

Padres y miembros del Comité de participación de las familias
(*Seleccione "Repeat" para abrir más campos de entrada para agregar a miembros de equipo adicional*)

Nombre	Apellido	Posición
Dr. Jamie	Burris	Coordinador
Norma	Gracia	Padres
Kim	Walter	Consejero
Shawn	Hettinga	Consejero
Sue Ann	Jernigan	Principales
John	Thompson	Superintendente

Padres y miembros del Comité de participación de las familias
(*Seleccione "Repeat" para abrir más campos de entrada para agregar a miembros de equipo adicional*)

Nombre	Apellido	Posición
Cynthia	Arroyo-Cabrales	Consejero
Melanie	Burris	Consejero
Jean	Furr	Consejero
Betania	Walter	Estudiante
JD	Keeling	Principales
Jennifer	Thaxton	Padres

Objetivo 1: Cómo fomentará la LEA padres efectivo y participación de las familias estrategias y alianzas de apoyo entre la escuela, los padres y la comunidad para mejorar el logro estudiantil?

Con el fin de promover estrategias de participación de las familias y padres eficaz y apoyar las asociaciones entre escuelas, padres y comunidad para mejorar el rendimiento estudiantil, el LEA será:

1. coordinar actividades de compromiso de padres y familia con los de otros programas tales como Head Start, los padres como profesores programa y casa programa programas preescolar preescolar y estatal. **(Shawn Hettinga, 4792294185)**

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2. establecer los padres y la persona de contacto de participación de las familias en cada uno de lo título I, las escuelas de la parte A. **(Cynthia Hudgeons, Dardanelle High School; Jean Furr, escuela intermedia de Dardanelle; Kim Walter, escuela media de Dardanelle, Shawn Hettinga, escuela primaria de Dardanelle.)**
3. realizar una revisión anual de la eficacia de la política de participación de las familias y padres. **(Dr. Jamie Burris, 4792294111)**
4. desarrollar el Comité de contratación Distrito padres y familia para crear una política de participación de padres y familia e implementar actividades de participación de padres y familia así como difundir la información a la comunidad para promover la participación de padres y familia en la Título I, las escuelas de la parte A. **(Dr. Jamie Burris, 4792294111)**
5. Asegúrese de que los padres de niños con discapacidades o dominio limitado del inglés tienen el mismo acceso como otros padres, incluyendo información en un lenguaje y forma que ellos puedan entender.
6. participación de los padres en el proceso de revisión de la escuela y mejora.
7. desarrollar y difundir la política de participación de padres y familias de barrio.
8. llevar a cabo una reunión anual en la primavera para actualizar la política para título el año próximo I, parte de un programa. **(Dr. Jamie Burris, 4792294111).**
9. **si es necesario** reservar un mínimo del 1% del título I, la asignación de una parte para participación de padres y familias, con el 90% va al título I, las escuelas A parte, dando prioridad a las escuelas de "alta necesidad"... **Necesarias para recibir \$500.000 o más distritos fondos del título I.**

Objetivo 2: ¿Cómo el distrito proporcionará coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas participantes en la planificación y ejecución de participación efectiva de los padres?

Proporcionar coordinación, asistencia técnica y otro apoyo necesario para ayudar a las escuelas participantes en la planificación y ejecución de participación efectiva de los padres, el distrito será:

1. conducta curso visitas para observar la participación de padres y familias prácticas. **(Dr. Jamie Burris, 4792294111)**
2. proporcionar materiales y capacitación no disponible para ayudar a los padres a apoyar el rendimiento académico de sus hijos.
3. mejorar el conocimiento y las habilidades de profesores, personal de servicio de alumnos, directores y personal de llegar a, comunicarse con y trabajar con los padres como socios iguales. **(Shawn Hettinga, 4792294185)**
4. asegurar, la medida de lo posible, que la información se envía a casa en un lenguaje y forma los padres puede entender. **(Magaly Caballero, 4792294185)**
5. proporcionar información sobre capacitación de alfabetización de adultos en la comunidad.
6. proporcionar una copia de la política escolar en cada escuela para padres para Ve el así como proporcionar una copia a cada padre.
7. monitor cada título I, parte de una escuela para asegurar que cada escuela realiza las siguientes tareas:

Desarrollar la política de compromiso de animar y familia.