RUSSELLVILLE BOARD OF EDUCATION
REGULAR BOARD MEETING
Tuesday, May 13, 2025 at 5:00 PM
THE BOARDROOM AT RUSSELLVILLE HIGH SCHOOL
THIS MEETING WILL BE AUDIO RECORDED
The media has been notified of this meeting.

1. **CALL TO ORDER**
   1.1. The meeting will be called to order by Board President Holli Hall.
   1.2. Pledge of Allegiance
2. **ROLL CALL**
   2.1. Board Member Roll Call
3. **CELEBRATIONS**
   3.1. RSD Student Celebrations
   RSD recognition program based on the Profile of the Graduate.
   3.2. All-State Music Awards
   3.3. 6A Quiz Bowl State Champions & Coach of the Year Award
   3.4. RSD Staff Ambassadors
   3.5. RSD Teachers of the Year
   3.6. Capturing Kids' Hearts National Showcase Awards
   3.7. ASBA School Board Member Recognition
   3.8. School Board Member Years of Service
   3.9. Consider approving Addendum Item.
4. **CONSENT AGENDA**
   4.1. Consider approving minutes from the April 8, 2025, Regular Board Meeting.
   4.2. Consider approving minutes from the April 17, 2025, Called Board Meeting
   4.3. Consider approving minutes from the April 18, 2025, Called Board Meeting.
   4.4. Consider approving minutes from the April 21, 2025, Called Board Meeting.
   4.5. Consider approving ESEA-ESSA and IDEA Fund Assurances, Intent and GEPA Statement 2025-2026.
5. **TEACHING AND LEARNING**

5.1. Academic Success

5.2. Consider approving Building Level School Improvement Plans for the 2025-2026 School Year.

5.3. Consider approving RSD Handbooks for the 2025-2026 School Year.

5.4. Consider approving Fueling Brains Consortium 2025-2026 Pope County Lead Agency Collaboration.

5.5. Consider approving Revised RSD 2025-2026 School Calendar.

6. **FINANCE**

6.1. Financial Report for Period 10

7. **POLICY**

7.1. Consider approving revisions to Policy 4.45.1 - Smart Core Curriculum and Graduation Requirements for the Class of 2026.

7.2. Consider approving revisions to Policy 4.45.21, Smart Core Curriculum and Graduation Requirements for the Class of 2027 and Thereafter.

7.3. Consider approving addition of Policy 4.64, Student Use of Artificial Intelligence.

7.4. Consider approving addition of Policy 5.10, Artificial Intelligence.

8. **BUILDING AND GROUNDS**

8.1. Stadium Update

8.2. Consider approving contract with HTW & Associates for the Middle School Complex parking lot project.

8.3. School Based Health Clinic Discussion

9. **CHILD NUTRITION**

9.1. Consider approving the Child Nutrition Food Service Management Contract (FSMC) with Chartwells for the 2025-2026 School Year.

10. **EXECUTIVE SESSION**

Executive sessions are permitted only for:

(1) considering employment, appointment, promotion, demotion, disciplining, or resignation of any public officer or employee;
(2) Pre-litigation discussions;
(3) Litigation updates;
(4) The discussion and consideration of settlement offers;
(5) The discussion and consideration of contract disputes with the superintendent of the school district; and
(6) Discussions pertaining to real property.

The specific purpose of the executive session will be announced in public before going into executive session.

11. **PERSONNEL**

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

12. **ADJOURNMENT**

Regular Board Meeting
Tuesday, April 8, 2025 5:00 PM Central

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

Holli Hall:	Present
Donna Hindsman:	Present
Don Jacimore:	Present
Georganne Rollans:	Present
Joe Sitkowski:	Present
Wesley White:	Present
Janet Winn:	Present

Present: 7. *5:00 p.m.*

Janet Winn: Absent

Present: 6, Absent: 1. *6:08 p.m.*

1. CALL TO ORDER

1.1. The meeting will be called to order by Board President Holli Hall.
The meeting was called to order by Mrs. Hall.

1.2. Pledge of Allegiance

2. ROLL CALL

2.1. Board Member Roll Call
All members present.

3. CELEBRATIONS

3.1. RSD Student Celebrations
Lanessa Payne, 5th grader at RIS, was nominated by her teacher, Brianna Hiatt, for being an Inclusive Collaborator. Lanessa was accompanied by her family.
Kaitlin Hill, 3rd grader at Oakland Heights Elementary, was nominated by her teacher, Lauren Youngblood, for being a Responsible Citizen. Kaitlin was accompanied by her family.
Joy Rosales, 2nd grader at Sequoyah Elementary, was nominated by her principal Romona Cheneval, for being a Responsible Citizen. Joy was accompanied by her family.

3.2. I Believe in RSD Staff Recognitions
Casey Spradlin, Teacher/Coach at RMS, was nominated by Athletic Director Ben Goodman.
Kimberly Nettles, Teacher at Center Valley Elementary, was nominated by Director of Teaching and Learning Andrea Schwartz.
Tonjia Waldon, Staff Member at RMS, was nominated by Deputy Superintendent Jeff Holt.

3.3. PLC Model School
Russellville Intermediate School was recognized for their achievement of becoming a PLC Model School by Solution Tree.

3.4. High Reliability Schools Certification
Russellville Junior High was recognized for their achievement of High Reliability Schools Level 2 Certification.

3.5. AAESP Principal of the Year 2024
Shavon Jackson, Principal of Crawford Elementary, was recognized for being named AAESP 2024 Principal of the Year.

4. CONSENT AGENDA
To approve all consent agenda items as presented. This motion, made by Georganne Rollans and seconded by Donna Hindsman, Carried.
Holli Hall: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Wesley White: Yea, Janet Winn: Yea
Yea: 7, Nay: 0 – *5:23 p.m.*

4.1. Consider approving minutes from the March 11, 2025 , Regular Board Meeting.

4.2. Consider approving minutes from the March 18, 2025, Called Board Meeting.

4.3. Consider approving minutes from the March 19, 2025, Called Board Meeting.

4.4. Consider approving minutes from the March 31, 2025, Called Board Meeting.

5. TEACHING AND LEARNING

5.1. Academic Success

5.2. Consider approving RMS Teachers and Staff Laptop Replacements.
To approve White River Services & Solutions quote of $63,154.40 to replace RMS teacher and staff laptops. This motion, made by Janet Winn and seconded by Wesley White, Carried.
Holli Hall: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Wesley White: Yea, Janet Winn: Yea
Yea: 7, Nay: 0 - *5:27 p.m.*

6. FINANCE

6.1. Financial Report for Period 9

6.2. Consider approving the Financial Audit Report for the 2023-2024 SY as prepared by Cobb and Suski, Ltd.
To approve the Financial Audit Report for the 2023-2024 SY as prepared by Cobb and Suski, Ltd. This motion, made by Wesley White and seconded by Janet Winn, Carried.
Holli Hall: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Wesley White: Yea, Janet Winn: Yea
Yea: 7, Nay: 0 – *5:32 p.m.*

7. POLICY
To approve all policy revisions as presented. This motion, made by Wesley White and seconded by Georganne Rollans, Carried.
Holli Hall: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Wesley White: Yea, Janet Winn: Yea
Yea: 7, Nay: 0 – *5:35 p.m.*

7.1. Consider approving revisions to Policy 3.33.4R, Weighting for Licensed Personnel with Extra Duties for Coaches.

7.2. Consider approving revisions to Policy 3.6, Licensed Personnel Employee Training.

7.3. Consider approving revisions to Policy 8.0R, Classified Personnel Policy Committee.

8. BUILDING AND GROUNDS

8.1. Building and Grounds Update

8.2. Consider approving the purchase of Verkada Vape Sensors.
To approve the purchase of the Verkada Vape Sensors from Piraino Security Solutions for $68,684.17. This motion, made by Georganne Rollans and seconded by Janet Winn, Carried.
Holli Hall: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Wesley White: Yea, Janet Winn: Yea
Yea: 7, Nay: 0 – *6:06 p.m.*

9. Employee Hearing
Employee was not present for hearing.

Board Member Janet Winn left meeting at 6:08 p.m.

10. EXECUTIVE SESSION
The board entered into Executive Session at 6:08 p.m.
The board returned from Executive Session at 6:20 p.m.

11. PERSONNEL

11.1. Consider Employee Hearing recommendation.
To uphold the district's recommendation of termination of Lisa Harmon. This motion, made by Donna Hindsman and seconded by Georganne Rollans, Carried.
Janet Winn: Absent, Holli Hall: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Wesley White: Yea
Yea: 6, Nay: 0, Absent: 1 – *6:21 p.m.*

11.2. Consider approving all certified and classified staff resignations, transfers, additional stipends, and employment recommendations.
To approve al certified and classified staff resignations, transfers, additional stipends, and employment recommendations. This motion, made by Donna Hindsman and seconded by Georganne Rollans, Carried.
Janet Winn: Absent, Holli Hall: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Wesley White: Yea
Yea: 6, Nay: 0, Absent: 1 – *6:21 p.m.*

12. ADJOURNMENT
The meeting adjourned at 6:22 p.m.

_____
Board President

_____
Board Secretary

Called Board Meeting
Thursday, April 17, 2025 6:30pm

The Gale Room at Russellville Middle School
1203 W 4th Place
Russellville, AR 72801

Holli Hall:	Present
Donna Hindsman:	Present
Don Jacimore:	Present
Georganne Rollans:	Present
Joe Sitkowski:	Present
Wesley White:	Present
Janet Winn:	Present

Present: 7.

1. CALL TO ORDER

1.1. The meeting will be called to order by the Board President.
The meeting venue was moved to the Russellville Middle School Gale Room, due to a power outage at Russellville High School. The media and public were notified of the change.
The meeting was called to order at 6:32 p.m.

2. ROLL CALL

2.1. Board Member Roll Call
All board members were present.

3. Superintendent Candidate Presentation - Dr. Luke Lovins

4. Superintendent Candidate Interview - Closed Session
The board entered into closed session at 6:56 p.m.
The board returned to open session at 9:10 p.m.

5. ADJOURNMENT

The meeting adjourned at 9:10 p.m.

Board President

Board Secretary

Called Board Meeting
Friday, April 18, 2025 6:30pm

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

Holli Hall:	Present
Donna Hindsman:	Present
Don Jacimore:	Present
Georganne Rollans:	Present
Joe Sitkowski:	Present
Wesley White:	Present
Janet Winn:	Present

Present: 7.

1. CALL TO ORDER

1.1. The meeting will be called to order by the Board President.
The meeting was called to order by Mrs. Hall at 6:30 p.m.

2. ROLL CALL

2.1. Board Member Roll Call
All members were present.

3. Superintendent Candidate Presentation - Mr. Jeff Holt

4. Superintendent Candidate Interview - Closed Session
The board entered into closed session at 6:43 p.m.
The board returned to open session at 9:24 p.m.

5. ADJOURNMENT

The meeting adjourned at 9:25 p.m.

Board President

Board Secretary

Called Board Meeting
Monday, April 21, 2025 5:00pm

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

Holli Hall:	Present
Donna Hindsman:	Present
Don Jacimore:	Present
Georganne Rollans:	Present
Joe Sitkowski:	Present
Wesley White:	Present
Janet Winn:	Present

Present: 7.

1. CALL TO ORDER

1.1. The meeting will be called to order by the Board President.
The meeting was called to order by Mrs. Hall at 5:00 p.m.

2. ROLL CALL

2.1. Board Member Roll Call
All members were present.

3. Superintendent Search

4. EXECUTIVE SESSION

The board entered into executive session at 5:01 p.m.
The board returned from executive session at 5:41 p.m.

5. PERSONNEL

I make a motion to hirer Dr. Luke Lovins as the next RSD Superintendent. This motion, made by Don Jacimore and seconded by Georganne Rollans, Carried.
Holli Hall: Yea, Donna Hindsman: Yea, Don Jacimore: Yea, Georganne Rollans: Yea, Joe Sitkowski: Yea, Wesley White: Yea, Janet Winn: Yea
Yea: 7, Nay: 0 – 5:41 p.m.

6. ADJOURNMENT

The meeting adjourned at 5:42 p.m.

Board President

Board Secretary

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date:	May 13, 2025
Item Title:	RUSSELLVILLE SCHOOL DISTRICT ESEA-ESSA and IDEA FEDERAL FUNDS ASSURANCES AND GEPA STATEMENT for 2025-2026
Responsible Administrator:	Justin Robertson, CFO and Interim Superintendent Dr. Brittany Turner, (IDEA) Special Education Program Director Jenny Barber, Federal Programs (ESEA-ESSA) Supervisor Dr. Danielle Stewart, Title III (ESEA-ESSA) Supervisor
Strategic Plan Priority:	Academic Success and Financial Stability

Background:

Federal Funds Assurances for ESEA-ESSA and IDEA are required to be considered for approval by District Boards of Education annually. The assurances include all anticipated funding for the Elementary and Secondary Education Act, as revised to Every Student Succeeds Act, and the Individuals with Disabilities Education Act (ESEA-ESSA and IDEA) for Russellville School District for school year 2025-2026. The referenced funding includes all federal ESSA entitlements and IDEA. IDEA includes both School Aged and Early Childhood federal program funding.

ESEA-ESSA funds are restricted-use Federal funds allocated as formula grants to school districts. Total final funding for 2024-2025 for these grants: Title I Part A $1,589,523.85;
Title II Part A $239,531.06; Title III Part A 100,975.60; Title III Recent Immigrant $1,654.31;
Title IV Part A $121,143.89 ; and Title V (RLIS) $6,769

IDEA funds are restricted-use Federal funds allocated to school districts to support the Special Education Program. Total final funding allocations for 2024-2025:
School Aged Title VI Part B $ 1,367,062.38; Federal Preschool $71,699.85

Section 427 of the General Education Provisions Act (GEPA- 20 U.S.C. 1228a) requires U.S. Department of Education grantees to describe steps the grantee will take to ensure access to and participation in the Federally-assisted program by addressing the needs of program beneficiaries. The statute lists barriers that may impede participation or access.

Recommended Action:

Approve the provided assurances and GEPA statement.

2025-2026

Assurances and GEPA Statement

Programs Under ESSA & IDEA

The Federal Programs Assurances are for **Local Education Agency (LEA)** use in their process of requesting district funds for covered programs under the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)* and *Individuals with Disabilities Education Act. (IDEA).* The LEA's Superintendent and Board President must provide an original signature to acknowledge their acceptance and compliance with all Federal Program-Specific provisions, requirements, and assurances incorporated into the ESEA as amended by ESSA and IDEA Law.

Funding allocations to individual LEAs are determined based on statutory formulas under ESSA and IDEA. Please make sure to check ***only the program sections applicable to the district***.

Once your State and Federal Programs Assurances have been signed and the school board meeting listed, then upload this document into the 2025-26 Form Upload folder in the Indistar. **Due Date: June 30, 2025.**

RUSSELLVILLE SCHOOL DISTRICT	5805000
DISTRICT NAME	LEA NUMBER

Please read and consider each item carefully as the **LEA** will be held accountable.

SECTION 1: CERTIFICATIONS

☑ ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:***

The information provided in this application to support the following assurances is correct, as far as I am able to determine.

A. The LEA will abide by the provisions of the approved plan/application for Elementary and Secondary Education Act (ESEA) funds.
B. As the prospective lower tier participant neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. (Executive Order 12549, 2 CFR Part 180)
C. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
D. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of a member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard form –

LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. https://www.ecfr.gov/current/title-34/subtitle-A/part-82/appendix-Appendix%20B%20to%20Part%2082

E. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

SECTION 2: GENERAL ASSURANCES

☑ ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that it will comply with the assurances set forth below as stated in the General Education Provisions Act in compliance with 20 U.S.C.A. §1232 e(b)(3),(5),(7),(A)&(B),(8) and (9) (34 CFR §99). The general application submitted by the public agency under subsection (a) incorporates by explicit agreement these assurances:***

A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications. *ESEA § 8306(a)(1).*
B. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements under Section 8521. *ESEA § 1118.*
    1. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities and;
    2. The public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
C. The LEA will adopt and use proper methods of administering each such program (*ESEA § 8306(a)(3)*, including:
    1. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and;
    2. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
D. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency, (SEA), the Secretary, or Federal officials. *ESEA § 8306(a)(4).*
E. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each such program. *ESEA § 8306(a)(5).*
F. The LEA will [*ESEA § 8306(a)(6)]*:
    1. Submit such reports to the SEA (which shall make the reports available to the Governor) and the Secretary as the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and
    2. Maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary duties.
G. The LEA before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. *ESEA § 8306(a)(7).*
H. Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

I. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

J. None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

SECTION 3: FEDERAL PROGRAMS ASSURANCES (Formula Grants Only)

TITLE I, PART A – Improving Basic Programs Operated by LEAs

☑ ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that the LEA will:***

A. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. *ESEA § 1112(c)(1).*

B. Provides services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services. *ESEA § 1112(c)(2).*

C. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)). *ESEA § 1112(c)(3).*

D. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. *ESEA § 1112(c)(4).*

E. Collaborate with the State or local child welfare agency to:
   1. Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEAs. *ESEA § 1112(c)(5)(A).*
   2. By not later than one year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arrange, and funded for the duration of the time in foster care,(*ESEA § 1112(c)(5)(B)* which procedures shall—
      a. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
      b. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
         i. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
         ii. The local educational agency agrees to pay for the cost of such transportation; or

iii. The local educational agency and the local child welfare agency agree to share the cost of such transportation; and

F. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *ESEA § 1112(c)(6).*

G. In the case of a LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)). *ESEA § 1112(c)(7)*

H. Ensure that parents receive information regarding the professional's qualifications; teacher's State qualification and licensing status; if the teacher is teaching in the field of discipline of his/her certification; information on the level of achievement and academic growth of the student, if applicable, and available, on each of the State academic assessments; and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. *ESEA § 1112(e)(1).*

I. LEA understands its obligation to reserve at least 1 percent of its Title I, Part A allocation for engagement purposes should such total allocation amount to $500,000 or more. *ESEA§ 1112(a)(3)(A).*

J. LEA understands that all Title I, Part A funded engagement activities, and strategies should remain consistent with all information set forth in *ESEA § 1116(a)(3)(D).*

K. LEA understands its obligation to submit to the State any comments from parents who deem the schoolwide plan unsatisfactory. *ESEA § 1116(b)(4).*

L. LEA understands its obligation to ensure each school served under Title I shall jointly develop with and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements described in ESEA *§ 1116(b)* through *(f).*

M. LEA understands its obligation to provide other reasonable support for engagement activities to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. *ESSA § 1116(e)(14).*

N. LEA understands that district will be limited to a 15% carryover of Title I Part A funds into every school year. ESEA *§ 1127(a)*

O. LEA ensures that any eligible Federal funds allocated will meet the purposes of each Federal program supported by such funds, including serving students from low-income families, English learners, migratory children, and children who are neglected, delinquent, or at risk, as applicable. *ESEA § 1501(d)(1)(F).*

P. The LEA developed and will implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders (including charter school leaders in a local educational agency that has charter schools), administrators of federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders. *ESEA § 1501(d)(1)(G).*

Q. The local educational agency will use fiscal control and sound accounting procedures sections 1117, 1118, and 8501 that ensure proper disbursement of, and accounting for, eligible federal funds consolidated and used under such system. *ESEA § 1501(d)(1)(I)*

R. The LEA will meet the requirements of all applicable federal civil rights laws in carrying out the agreement and in consolidating and using funds under the agreement. *ESEA § 1501(d)(1)(J)*

TITLE I - 1003 – Improving the Academic Achievement of the Disadvantaged
(Applicable to those LEAs that have projects funded under this part)

N/A ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:***

A. The LEA assures that each school will attend state-designated 1003 professional development(s).
B. The LEA assures that each school the district proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under 1003.
C. The LEA is aware that the district is responsible for monitoring the school and implementing additional actions as needed for successful implementation.
D. The LEA certifies that the expenditures are for the purposes and objectives set forth in the terms and conditions of the 1003 grant award.
E. The LEA is aware that any false, fictitious, or fraudulent information or the omission of any material fact may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise.
F. The LEA is aware that the district will be limited to a 5% carryover of 1003 funds into the next school year. *Arkansas approved the ESSA Plan.*
G. The LEA is aware that by accepting these funds, the district will enter into level 2 collaborative support with the Arkansas Department of Education. This support will include monitoring by the Department.

TITLE I, PART C – Migrant Education Program
[Applicable to those Subgrantee (LEAs/ CoOps) that have projects funded under this part]

N/A ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:***

A. The subgrantee assures it will implement the SEA recruitment plan year round to ensure timely and effective identification and recruitment of all eligible migrant students in its geographic area (34 CFR 200 §200.82).
B. The subgrantee assures it will identify and recruit eligible migratory children, as defined in Section 1309(2) of PL 107-110, within the boundaries of the LEA and document said eligibility with the Certificate of Eligibility (COE) provided by the SEA.
C. The subgrantee assures that the results of the program evaluation carried out under [34 CFR Part 200 §220.84] will be used to improve services to migratory children [34 CFR part 200 §220.85].
D. The subgrantee assures that all services it provides to eligible migratory students comply with the Comprehensive Needs Assessment and Service Delivery Plan [34 CFR 200 §220.83 (4)(c)].
E. The subgrantee will assure equal access to migratory students for public preschool programs, extended school programs, Title I, Title II, and other supplemental programs during the school day [Section 1306(b)(2)].
F. The subgrantee assures that programs and projects funded for Migrant Education Program will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and Part F [ESEA section 1304(c)(1)].

G. The subgrantee assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including Migrant Parent Advisory Council for programs of at least one year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116, unless extraordinary circumstances make such provision impractical; and in a format and language understandable to parents. [ESEA section 1304(c)(3)].

H. The subgrantee assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school, Out of School Youth (OSY) [ESEA section 1304(c)(4)].

I. The subgrantee assures that it will provide instructional and support services to eligible Migratory Out of School Youth (OSY) within district/region boundaries during the regular school year and summer if specific OSY funds are received. *ESEA § 1304(d).*

J. The subgrantee assures such programs and projects will provide for advocacy and outreach activities for migratory children and tier families, to inform such children and families of other education, health, nutrition, and social services to help them to connect with such services [ESEA section 1304(c)(5)].

K. The subgrantee assures to the extent feasible, such programs and projects will provide access to family literacy programs; the integration of technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment; including facilitating professional development to migrant personnel [ESEA section 1304(c)(7)].

L. The subgrantee assures priority will be given to migratory children who have made a qualifying move within the previous 1-year period who:
   1. are falling, or most at risk of falling, to meet the challenging State academic standards; or
   2. have dropped out of school [ESEA Section 1304(d)].

M. The subgrantee assures that Migrant data collection will be conducted year-round to ensure the timely transfer of student records [Section 1308(b)(2)].

N. The subgrantee assures it will conduct the transfer of migrant student records according to the SEA required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements (MSIX) [34 CFR 200.85(d). 20 USC 6398(b)(2)].

O. The sub-grantee assures that records concerning financial accounting and program evaluation will be maintained by the applicant agency and will be available for review by the SEA and Legislative Audit for a period of 5 (5) years [GEPA section 81.31(c)].

P. Subgrantee shall give students and staff of non-public schools an opportunity for equitable participation in activities and/or services provided by Title I Part C funds [34 CFR §300.38].

Q. Sub-grantee assures that Migrant staff will be released to attend required local/statewide training (MEP Non-Regulatory Guidance Chapter III, A9 and Chapter X, F4)

R. A program meets the intent and purposes of part C of Title I if it meets the following requirements:

(a) The program is specifically designed to meet the unique educational needs of migratory children, as defined in section 1309 of the ESEA.

(b) The program is based on performance targets related to educational achievement that are similar to those used in programs funded under part C of Title I of the ESEA and is evaluated in a manner consistent with those program targets.

(c) The sub-grantee keeps, and provides access to, records that ensure the correctness and verification of these requirements.

(d) The grantee (SEA) monitors program performance to ensure that these requirements are met. (Approved by the Office of Management and Budget under control number 1810-0662)

1ARApp

2025-2026

Assurances and GEPA Statement

Programs Under ESSA & IDEA

(Authority 20 U.S.C. 6321(d)) [67 FR 71736, Dec. 2, 2002; 68 FR 19152, Apr. 18, 2003]

TITLE I, PART D Subpart 2 – Children or Youth who are Neglected, Delinquent, or At-Risk
(Applicable to those LEAs that have projects funded under this part)

N/A ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:***

A. The LEA understands its shared obligation with delinquent facilities to carry out high-quality education programs to prepare youth for secondary school completion, training, employment, or further education. *ESEA § 1421(1)*

B. The LEA, alongside the delinquent facility, will provide activities to facilitate the transition of such youth from the correctional program to further education or employment. *ESEA § 1421(2)*

C. The LEA ensures that children and youth are participating in an education program comparable to one operating in the local school such youth would attend. ESEA § 1421(3)

D. The LEA, alongside the delinquent facility, will operate dropout prevention programs for youth who are at risk and youth returning from correctional facilities. *ESEA § 1421(3)*

E. The LEA, alongside the delinquent facility, will administer the Title I part D program to assist students residing in a facility for delinquent children in accordance with *ESEA § 1421*.

F. The LEA, alongside the delinquent facility, will make services available to children and youth in adult correctional institutions, with priority given to such children and youth who are likely to be released from being incarcerated within a two-year period. *ESEA § 1414(c)(2)*

G. The LEA, alongside the delinquent facility, will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the facility or institution for neglected or delinquent children and youth. *ESEA § 1414(c)(2)*

H. The LEA, alongside the delinquent facility, will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children from becoming further involved in delinquent activities. *ESEA § 1414(c)(13) & 1423(13)*

I. The LEA, alongside the delinquent facility, will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the youth's local school if the child or youth [*ESEA § 1414(c)(15)]*:

   1. Is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and
   2. Intends to return to the local school.

J. The LEA, alongside the delinquent facility, will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school. *ESEA § 1414(c)(16)*

K. LEA ensures that certified or licensed teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs, considering the unique needs of such students. *ESEA § 1414(c)(17)*

L. LEA ensures that it will coordinate the program under this subpart with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs if applicable. *ESEA § 1414(c)(18)*

TITLE II, PART A – Preparing, Training and Recruiting High-Quality Teachers and Principals

☑ ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:***

A. The LEA will comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).

B. The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other federal, state, and local programs that; a.) increase student achievement consistent with the challenging State academic standards ESSA §2103(b)(3)(E); b.) improves the quality and effectiveness of teachers, principals, and other school leaders ESSA § 2103(b)(3)(E); c.) increases the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools ESSA §2103(b)(3)(E); and/or d.) provides low-income and minority students greater access to effective teachers, principals, and other school leaders. ESSA §2103(b)(3)(B) e.) The LEA provides professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. ESSA §1114(b)(7)(iii)(IV)

C. The LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c)

D. The LEA will provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals, support personnel, parents, family, community partners, and stakeholders. ESSA §2102(b)(3)

TITLE III, PART A – Language Instruction for English Learners and Immigrant Students
(Applicable to those LEAs that have projects funded under this part)

☑ ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:***

A. Each LEA that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application; *ESSA §3116(b)(4)(A)*

B. The eligible entity is not in violation of any state law, including state constitutional law, regarding the education of English learners, consistent with ESEA sections 3125 and 3126; *ESSA §3116(b)(4)(B)*

C. The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and *ESSA §3116(b)(4)(C)*

D. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. *ESSA §3116(b)(4)(D)*
E. The LEA assures that all teachers in any language instruction educational program for English Learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills. *ESSA §3116(c).*
F. Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absences of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, state, and local public funds. *ESSA §3115(g)*
G. The Title III English Learner Subgrant Assurances. Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services.

TITLE IV, PART A – Student Support and Academic Enrichment

☑ ***I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:***

In accordance with ESEA section 4106(e) (2) and (f), the applicant provides assurances that it will:

A. Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria:
   1. Are among the schools with the greatest needs;
   2. Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
   3. Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);
   4. Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
   5. Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(d)).

B. Consult with a range of stakeholders during the design and development of the program (ESEA section 4106(c)(1)). LEAs must additionally continue to consult with stakeholders to improve program activities and to coordinate implementation with other related activities in the community. (ESEA 4106(c)(2)).

C. For an LEA that receives $30,000 or more, conduct a comprehensive needs assessment. (ESEA section 4106(e)(2)(A)). [CNA needs to be completed every 3 years]

D. For an LEA that receives $30,000 or more, use-
   1. No less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities.
   2. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and

3. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology.

E. For an LEA that receives $30,000 or more, use not more than 15 percent of funds designated for supporting the effective use of technology to purchase technology infrastructure, including devices, equipment, software, and digital content.

F. Comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).

G. The LEA or consortium will comply with section 8501 (regarding equitable participation by private school children and teachers);

H. The LEA or consortium will annually report to the State for inclusion in the report described in section 4104(a) (2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

I. SPECIAL RULE. —Any LEA receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2).

J. Gun-Free Schools Act (GFSA) (Section 8561)
   1. The LEA has a Gun Free School Policy as required by A.C.A. §6-21-608.
   2. The LEA will report required data elements in APSCN. (Section 8561(d)(2)) (i.e., name of school, number of students expelled and type of firearm, etc.)

K. Non-Smoking Policy for Children's Services (Section 8573)
   1. The LEA has a policy prohibiting smoking, the use of tobacco or tobacco products, or the use of e-cigarettes as required by A.C.A. §6-21-609.

L. Internet Safety (Section 4121): The LEA has a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through computers to visual depictions that are obscene, child pornography, or harmful to minors and is enforcing the operation of such technology protection measures during any use or such computers by minors.

M. Professional Development (Section 4109): The LEA emphasizes professional development activities which should be sustained (not-stand-alone, one day, or short term workshops), job-embedded, data driven and classroom-focused.

N. Supplement, Not Supplant (Section 4110)
The LEA assures that all funds will supplement, and not supplant, non-federal funds that would otherwise be used for these activities.

TITLE V, PART B – Rural Low-Income Schools (RLIS)

☑ *If the district receives an allocation.

I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

In accordance with ESEA sections 5221 to 5223 and 8302, the applicant provides assurances that it will:

A. Comply with all applicable requirements of all Federal laws, regulations, and policies governing this program.

1ARApp

2025-2026

Assurances and GEPA Statement

Programs Under ESSA & IDEA

IDEA Part B (611) & (619) Funds

☑ ***I, the Special Education Supervisor (if applicable) for the above named LEA, hereby, assure the Arkansas Department of Education that:***

A. **Statement of Intent:** This application is submitted in fulfillment of Ark. Code Ann. 6-20-2202 (34 CFR, Subpart B); the Individuals with Disabilities Education Act (IDEA); and the rules and regulations promulgated by the Arkansas State Board of Education, which are applicable. Upon approval by the Arkansas Department of Education, Special Education Unit, this document shall certify the public agency's authority to expend state and federal funds for the education of children with disabilities in accordance with the assurances, budget, and program of services set forth herein. On this date, the agency has adopted *Special Education and Related Services: Procedural Requirements and Program Standards,* and *Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21*, and subsequent rules and regulations adopted by the State Board of Education, as regulations for the administration of the special education program.

B. **Adoption of Procedures:** The applicant agrees to implement *Special Education and Related Services: Procedural Requirements and Program Standards* and *Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21* to ensure that it provides special education services to enable children with disabilities to participate in regular educational programs and that each child has a properly developed individualized education program.

C. **Adjustment to Local Fiscal Effort:** If eligible to do so, the applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that funds it uses to offset maintenance of effort requirements comply with the provisions of Part B of IDEA 2004.

D. **Assistive Technology:** The applicant assures that assistive technology devices or assistive technology services, or both, as defined in 20 U.S.C.A. §1401(34 CFR, Subpart A), are made available to a child with a disability if required.

E. **Complaint Procedures of the State:** The applicant, in accordance with 20~U.S.C.A. §1415 (34 CFR, Subpart E), assures that it will provide a copy of the written procedures for Complaint Management to parents of students with disabilities when they are notified of their procedural safeguards.

F. **Coordination of Projects:** The applicant, in accordance with EDGAR 34 CFR 76.580, assures, to the extent possible, it coordinates each of its projects with other activities that are in the same geographic area served by the project and targeted groups.

G. **Excess Cost:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that funds provided under Part B of IDEA 2004 will be used only for excess costs.

H. **Extended School Year:** The applicant, in accordance with 20 U.S.C.A. §1415 (34 CFR, Subpart E), shall ensure that extended school year services are available as necessary to provide a free appropriate public education.

I. **Highly Qualified Personnel:** The applicant assures that all personnel necessary to carry out Part B of IDEA 2004 within the jurisdiction of the agency are appropriately and adequately prepared and trained consistent with the requirements of 20 U.S.C.A. §1412 (34 CFR, Subpart B).

J. **Information for State Education Agency:** The applicant, in accordance with 20 U.S.C.A. §1412 (34 CFR, Subpart B).

K. , assures that information necessary for the state education agency to carry out its duties under 20 U.S.C.A. §1412 (34 CFR, Subpart B) shall be provided.

L. **Least Restrictive Environment:** The applicant, in accordance with 20 U.S.C.A. §1412 (34 CFR, Subpart B), assures it has adopted the policies and procedures of *Special Education and Related Services: Procedural Requirements and Program Standards*, Section 13, pages 1 and 2; and Section 17, pages 1-3.

M. **Responsibility of District:** The applicant assures that any child with a disability who is placed in or referred to a private school or facility by the public agency is provided special education and related services in conformance with an IEP that meets state and federal requirements, at no cost to the parents, is provided an education that meets the standards that apply to education provided by the SEA/DISTRICT, and has all of the rights of a child with a disability who is served by a public agency.

N. **Maintenance of Effort:** The applicant assures, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), that funds provided under Part B of IDEA 2004 will not be used to reduce the level of financial effort for the education of children with disabilities from local funds below the level of those expenditures for the preceding fiscal year and that additional state funds made available to the special education program through Acts of the Arkansas General Assembly will not be used to reduce the preceding level of financial effort.

O. **Nondiscrimination and Employment of Individuals with Disabilities:** The applicant assures that the program assisted under Part B of IDEA 2004 will operate in compliance with Title 45 of the Code of Federal Regulations, Part 84.

P. **Non-supplanting:** The applicant, in accordance with 20 U.S.C.A. §1412 (34 CFR, Subpart B), assures that funds provided under Part B of IDEA 2004 will be used to supplement the level of State and Local funds expended for the education of children with disabilities, and in no case to supplant those State and Local funds

Q. **Permissive Use of Funds (PUF):** The applicant assures that any Part B funds utilized under the PUF provisions of 20 U.S.C.A. §1413 (34 CFR, Subpart C) are consistent with, and adhere to, state and federal law and regulation.

R. **Policies and Programs Consistent with Eligibility Provisions:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that it has in effect policies, procedures and programs that are consistent with State policies and procedures established under 20 U.S.C.A. §1412 (34 CFR, Subpart B).

S. **Procedural Safeguards:** The applicant incorporates by reference the procedures of the state education agency in *Special Education and Related Services: Procedural Requirements and Program Standards,* Sections 4 through 16.

T. **Protection in Evaluation Procedures:** The applicant adopts by reference the procedures of the state education agency in *Special Education and Related Services: Procedural Requirements and Program Standards,* Sections 4, 6 and 7.

U. **Public Control of Funding:** The applicant assures that control of funds provided under Part B of IDEA 2004 and State/Local funds committed to Special Education in accordance with Ark. Code Ann. 6-20-310 (34 CFR Part 76) and title to property acquired with those funds is in a public agency for the uses and purposes authorized and as provided in the Arkansas Department of Education, School and Educational Service Cooperative Financial Accounting Manual.

V. **Records, Reports, and Public Information:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that it will provide information as may be necessary to enable the state education agency to perform its duties under 20 U.S.C.A. §1412 (34 CFR, Subpart B). The applicant assures that such records as the state educational agency may require ensuring the correctness and verification of the information are maintained and available. The applicant assures that all documents relating to the eligibility of the applicant under Part B of IDEA 2004 are available to parents of children with disabilities and to the public.

W. **Retention of Records:** Education Department General Administrative Regulations (EDGAR) 34 CFR §80.42(b), requires that recipients of federal funds retain all financial records and programmatic records, supporting documents, statistical records, and other records of LEAs for three years and 90 days (at a minimum) from the end of the liquidation period for the applicable grant.

X. **School-Wide Programs Under Title I of ESEA:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that funds it uses to carry out a school-wide program under Section 1114 of the Elementary

and Secondary Act of 1965 will conform to the conditions for the use of the funds under Part B of the IDEA 2004.

Y. **Transition Services:** The applicant assures that transition services, as defined at 20 U.S.C.A. §1414 (34 CFR, Subpart D), are designed within a results-oriented process that is focused on improving academic and functional achievement of children with disabilities to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation and is based on the individual child's needs.

Z. **Treatment of Charter Schools and Their Students:** The applicant, in accordance with 20 U.S.C.A. §1413 (34 CFR, Subpart C), assures that with respect to charter schools that are public schools of the local educational agency, the local educational agency serves children with disabilities attending those charter schools in the same manner as the local educational agency serves children with disabilities in its other schools and provides funds under Part B of IDEA 2004 to those charter schools in the same manner and at the same time as it provides those funds to its other schools.

AA. **Access To and Purchase of Instructional Materials:** The applicant, in accordance with 34 Code of Federal Regulations §300.210 (a) and (b), assures that it will coordinate with the State education agency (Division of Elementary & Secondary Education, Special Education) and the National Instructional Materials Access Center (NIMAC) and will take all reasonable steps to provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

BB. **Records Regarding Migratory Children with Disabilities:** The agency must cooperate in the Secretary's effort under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

The signatures below are verification that the agency has reviewed and adopted the policies and procedures relative to children with disabilities covered in the attached *Special Education Assurances and Agreements.* Any additional policies and procedures adopted by the agency relative to children with disabilities not covered in the *Special Education Assurances and Agreements* are enclosed in this application. The signature of the Board President signifies that the Board has voted approval of the application. Such a vote should be recorded in Board meeting minutes and kept on file at the District.

SECTION 3: GEPA STATEMENT

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) requires U.S. Department of Education grantees to describe the steps the grantee will take to ensure equitable access to and participation in the Federally-assisted program by addressing the special needs of students, teachers, and other program beneficiaries. The statute highlights barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Based on local circumstances, a local educational agency (LEA) should determine whether these or other barriers may prevent students, teachers, or other program beneficiaries from such access or participation in the Federally-funded project or activity. There is no minimum word count for a GEPA statement.

Based on local circumstances, identify which barriers may prevent program beneficiaries from such access or participation in the Federally-funded project or activity (multiple selections allowed).

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Assurances and GEPA Statement

Programs Under ESSA & IDEA

☑ Gender ☑ Race ☑ National Origin ☑ Color

☑ Disability ☑ Age ☑ Language ☑ Other Socioeconomic status

Please indicate what steps the LEA has taken to identify the above listed barriers (multiple selections allowed).

☑ Comprehensive Needs Assessment ☐ Unified Improvement Plan

☐ Diagnostic Review ☑ Parent/Family Stakeholder Engagement

☑ Other (add description) Strategic Plan, Building Improvement Plans

Briefly describe the Potential/Existing Barrier including the ESSA/IDEA program in which the barrier may exist (Limited characters): ***Required**

No existing barriers have been identified which would prevent full participation in ESSA or IDEA funded projects. In the event that barriers are identified, individualized or group-level plans will be implemented in a timely manner to address and mitigate those barriers.

Briefly describe specific ways the LEA will mitigate the barrier(s) identified (Limited characters): ***Required**

The Russellville School District will conduct ongoing strategic planning, needs assessment, and program evaluation to ensure that no student, family, or staff member faces barriers to full participation in relevant programs.

The Russellville School District will continue to monitor ESSA and IDEA funds to provide program oversight to ensure that IDEA and ESSA formula grants are implemented with fidelity.

In the event that barriers to full access are identified, individualized or group level plans will be implemented in a timely manner to address and mitigate those barriers.

Indicate the funds that will support these activities (multiple selections allowed).

☒ Title I, Part A ☐ Title I, Part C ☐ Title I, Part D

☒ Title II, Part A ☒ Title III, Part A ☒ Title IV, Part A

☒ Title V, Part B ☒ IDEA, Part B

https://oese.ed.gov/gepa/

2025-2026
Assurances and GEPA Statement
Programs Under ESSA & IDEA

SECTION 4: APPROVAL AND SIGNATURE

Recommendation: This form requires annual review and signatures. If the LEA's superintendent changes at any point during the school year, this form should be reviewed, signed, and uploaded in Indistar again.

BOARD APPROVAL AND SUPERINTENDENT SIGNATURE

The School Board of Russellville School District approved and recorded in its minutes the set of assurances stated above at a meeting held on _____ and further authorized the Superintendent to sign such assurances as required by Section 8306 and to submit a budget to the Arkansas Department of Education as required. By signing my name in the space provided, I hereby certify that all assurances have been read and are understood.

Please sign and date:

_____ _____

LEA Superintendent Name ***LEA Superintendent Signature***

Date: ___/____/____

_____ _____

LEA Board President Name ***LEA Board President Signature***

Date: ___/____/____

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: 5/13/2025
Item Title: Building Level School Improvement Plans 2025-2026
Responsible Administrator: Sarah Monfee, K-12 Curriculum and Instruction Specialist
Strategic Plan Priority: Academic Success

Background:

Preliminary Building Level School Improvement plans are required to be considered for approval by District Boards of Education annually in May. These plans will be posted on the Russellville School District Website under “state required information” by August 1.

School Improvement Plans will be updated based on 2024-2025 statewide testing and building-level data as soon as it becomes available. Each building will assess the use of resources and strategies outlined and may make adjustments to the plan throughout each school year.

Building level improvement plans provide a framework for each school’s Guiding Coalition to develop a collaborative plan for the continuous growth of student learning.

Recommended Action:

Approve the Building Level School Improvement Plans for the 2025-2026 school year.

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

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

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

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

Name	Title
Megan Strain	**Principal**
Tyler Daily	**Assistant Principal**
Kimberly Nettles	**Building Learning Coordinator**
Courtney Gunter	**Counselor**
Brandi Gray	**Guiding Coalition Member**
Peyton Reinhart	**Parent**
Jenae Ward	**Parent**
Robin Johnson	**Community Member**

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

2023-2024 ATLAS Summative % Proficient

Grade	Total Number Tested	ELA	Math	Science
3rd	72	51%	63%	54%
4th	85	66%	71%	58%

2024-25 ATLAS Assessments % Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	60	30%	59%
1st	76	18%	48%
2nd	82	5%	57%
3rd	67	15%	N/A

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

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

2024-25 ATLAS Assessments % Proficient

3rd-4th Fall Interim			
Grade	Total Number Tested	ELA	Math
3rd	67	42%	9%
4th	67	39%	13%
3rd-4th Winter Interim			
Grade	Total Number Tested	ELA	Math
3rd	68	57%	**29%**

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

4th	**68**	54%	**35%**
3rd-4th Summative			
Grade	**Total Number Tested**	**ELA**	**Math**
3rd			
4th			

2024-2025 NEEDS ASSESSMENT

Narrative Summary
Testing Data: The K-3 Screener results indicate low proficiency in reading, with only 5% of second graders and 15% of third graders meeting the "Exceeding/Ready" benchmark. Similarly, math proficiency shows variability, with kindergarten achieving 59% while first and second grades score significantly lower. This suggests a need for small group instruction and targeted interventions. In upper grades, 3rd-4th Fall Interim results with 13% of 3rd graders and 9% of 4th graders meeting the benchmark. The Winter Interim showed significant growth for 3rd and 4th grade. There was a 15% increase in proficiency for both 3rd and 4th grade literacy. There was a 20% increase in proficiency for 3rd grade and a 23% increase in 4th grade math. **Attendance Data:**

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

As of March 2025, our current attendance percentage is 93.67%. According to our 2023 ESSA Report, 4.8% of our students are at risk for chronic absenteeism. We will continue implementing consistent and effective practices to increase our overall attendance rate. **Behavior Data:** As of March 2025, there were 160 incident reports completed for the 2024-2025 school year. Of those referrals, 73% were due to disorderly conduct.3
2025-2026 Data UPDATE

REASONS TO CELEBRATE

Data
• We are a National Showcase School with Capturing Kids' Hearts. • We are an HRS Level 1 Certified School. • We implemented schoolwide Tier 1 behavior expectations to help improve discipline at each grade level and in each classroom. • We implemented evidence-based Tier 2 and 3 behavior supports to support students' behavior and SEL needs. • Center Valley was recognized for "Top 6%-10% Performance" on the ATLAS state assessment for the 23-24 school year. • We have successfully implemented PLC collaboration time during Smart Start Mondays and team time during the

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

week.
2025-2026 UPDATE

2025-2026 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	**Kindergarten - 4th Grade** We will increase the percentage of students scoring proficient by 5% as measured on the ATLAS Literacy assessments.
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** Our spring 2026 summative scores are 5% more proficient than our spring 2025 summative scores.
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** *1.) Students who scored a 1 or 2 on the ATLAS ELA Interim Assessment will be identified for grades 3rd and 4th. Students who scored "at risk" on the BOY screener will be identified for K-2.* *2.) K-3 Students will be progress monitored through ATLAS testlets. 4th-grade students who flag will be progress monitored through Acadience.* *3.) Teachers (and teams) will use CFAs and CSAs from HQIM to diagnose specific skills students are not mastering.*

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2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

	4.) Students will receive Tier II intervention through our school-wide work of Cougar Time.	
RELEVANT	**WHY was this goal chosen?** Our mission is “All students will achieve high levels of learning within a culture of positive relationships.” This is why we chose this particular goal for our Building Level Plan.	
TIMELY	**DATE GOAL WILL BE REACHED:** *Goal will be reached by May 2026.* Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.	**HALFWAY DATE:**

Goal 2: Math	
Write a SPECIFIC goal Who/What/Where/How/When	**Kindergarten - 4th Grade:** We will increase the percentage of students scoring proficient by 5% as measured on the ATLAS Math assessments.
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** Our spring 2026 summative scores are 5% more proficient than our spring 2025 summative scores.
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** *1.) Students who scored a 1 or 2 on the ATLAS Math Interim Assessment will be identified for grades 3rd and 4th. Students who scored “at risk” on the BOY screener will be identified for K-2.* *2.) Teachers (and teams) will use CFAs and CSAs from HQIM to diagnose specific skills students are not mastering.*

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

	4.) Students will receive Tier II intervention through our school-wide work of Cougar Time.	
RELEVANT	**WHY was this goal chosen?** Our mission is “All students will achieve high levels of learning within a culture of positive relationships.” This is why we chose this particular goal for our Building Level Plan.	
TIMELY	**DATE GOAL WILL BE REACHED:** *Goal will be reached by May 2026.* Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.	**HALFWAY DATE:**

MID-YEAR GOAL MONITORING

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

GOAL 1 NARRATIVE
Progress towards meeting Goal 1:

GOAL 2 NARRATIVE

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Center Valley

Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	

Goal 2	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

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

Russellville School District Vision: Russellville School District: Achieving Excellence Together

Crawford Elementary's Mission: At Crawford, we engage, motivate, and collaborate to ensure high levels of learning for all.

Crawford Elementary's Vision: To ensure our staff lives our mission daily, we envision a staff that does the following:

- Utilizes data consistently to improve upon areas of need
- Works together interdependently in collaborative teams to achieve common goals
- Creates a school that is highly respected, sought after, and considered the "place to be"
- Values individual strengths to collaboratively reach success
- Implements strategies focused on building resilient leaders
- Develops critical thinkers by using effective research-based practices in our daily instruction
- Models the characteristics and behaviors of productive citizens.
- Seeks and implements engaging strategies

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

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

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

Name	Title
Shavon Jackson	Principal
Cheslea LaRue	Assistant Principal
Nancy Madison	Building Learning Coordinator
Pam Pilgrim-Smith, Kourtney Sweeney, Jessica Gunther, Jessica Baggett, Emily Dodson, Carol Heathcoat, Rebecca Aglupos	Guiding Coalition Members
Pam Stokes	Staff Member (Counselor)
Tessa Dollar	Parent
Jill Ison	Parent
Blaine Rogers	Community Member

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

2023-2024 ATLAS Summative % Proficient

Grade	Total Number Tested	ELA	Math	Science
3rd	72	23%	21%	23%
4th	78	26%	27%	26%

2024-25 ATLAS Assessments % Exceeding/Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	60	26%	53%
1st	52	37%	52%
2nd	83	8%	76%
3rd	75	3%	
K-2 Summative			

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

Grade	Total Number Tested	Reading	Math
K			
1st			
2nd			

2024-25 ATLAS Assessments % Proficient

3rd-4th Fall Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	69	9%	3%	11%
4th	63	14%	8%	14%
3rd-4th Winter Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	70	20%	10%	24%
4th	61	28%	22%	31%

Last Date Modified: 4/18/2025

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

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

2024-2025 NEEDS ASSESSMENT

Narrative Summary

(Title 1 School Wide Component1: Comprehensive Needs Assessment)

Demographic Data:

Crawford Elementary is a Title I public neighborhood school that serves 359 students in grades Kindergarten through fourth grade in Russellville Arkansas. Ninety-two percent of our students are identified as economically disadvantaged. Our student population consists of the following subpopulations: 49.3% White, 33.7 Hispanic/Latino, 7% Black/African American, 9.2% two or more races, .06% Asian, and 0.3% American Indian, Twenty-Four percent of our students are identified as English Language Learners and 21% of our students are eligible for Special Education Services.

Attendance:

ESSA Index Reporting will be released on April 3, 2025.

Math Data Review:

Last Date Modified: 4/18/2025

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

Literacy Review:

We monitor literacy data on a daily basis to ensure students are growing at an appropriate rate. Multiple assessment data sources are used including common formative and summative assessments. Teachers monitor data frequently through the use of our district TACA Form.

2024-2025

Our narrative indicates data from the 2023-2024 school year. Our 2024-2025 ESSA Index data will be released on April 3, 2025. We will include updated data after April 3. In 2023, our ACT Aspire scores and ESSA Index Report show evidence of student growth across most subpopulations. Our overall ESSA Index score is 63.77 which is four points below the state average. While we still need to improve our overall ESSA Index Score by 1.21 points to move out of “D” status, our students are showing academic growth across multiple data sources. Our students are scoring in the category of “Low Achievement/Higher Growth” on our ESSA Index Report. This demonstrates that they are using effective instructional strategies and interventions to close achievement gaps. Based on current trends, our students should continue to make gains in both reading and math. In order to help students grow in reading and math, we have provided the following supports during the 24-25 school year:

- A deep focus on using a guaranteed and viable curriculum based on RSD essential standards.
- Implementation of High Quality Instructional Materials, Benchmark, Magnetic Reading, and HMH
- On-going, targeted embedded professional development focused on literacy and math
- Weekly data conversations to review multiple data sources
- Partnership and Bi-monthly observations from DESE Literacy Coaches
- Partnership and coaching with Magnetic Reading Coaches (Curriculum Associates)
- Frequent use of the ATLAS Blueprint and Tools during in-class instruction.

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

Literacy and Math Data Review:

We use the K-2 ATLAS screener to monitor literacy and math data. Due to changes at the state level, we have monitored and adjusted, using suggested assessments to deliver and monitor middle of the year data. We have seen consistent growth across all grade levels in literacy. We contribute this growth to our staff's focus and implementation of a guaranteed and viable curriculum in which we focus heavily on identified essential standards as well as the use of high yield, evidence-based instructional strategies. We provide on-going, job embedded professional development in the Science of Reading to ensure teachers are confident and effective in teaching the various components within the Science of Reading in order to improve students' reading abilities across all grade levels. Each year, we collaborate with all staff members to collectively improve our schedules, systems, and overall instructional practices.

2025-2026 Data UPDATE

REASONS TO CELEBRATE

Data

DATA:

- AAESP Elementary Principal of the Year, Shavon Jackson
- Highly Effective Schools Accreditation 2024
- Site visits from multiple schools across Arkansas
- 2023-2024 Capturing Kids' Hearts National Showcase School

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

- We have protected, job-embedded time for grade level collaborative teams to meet on the four critical questions of a PLC.
- Fully implemented Smart Start Mondays in which teachers analyze student data from 7:45-8:45 weekly.
- We earned a National Blue Ribbon in 2020.
- We use the PLC Framework to ensure high levels of learning for all.
- Our staff works collaboratively and effectively on the RSD's three Big Rocks: PLC, HRS, and CKH.
- We maintain a positive culture and climate in which all teachers and staff make decisions that are best for students.
- We are a Capturing Kids' Hearts (CKH) Rising Star Campus.
- We use shared leadership among our various action teams in order to support the learning goals for both students and teachers (Guiding Coalition, Leadership Team, Process Champions, Behavior Resource Team, and various committees.)
- HRS Level 1 Certified.
- Working towards HRS Level 2 Certification- Submission Date will be April 2025.
- Students participate in leadership opportunities throughout the year (Ambassadors, House Leads and Lieutenants, Robotics, Yearbook, and Service Learning Projects)
- We have successfully implemented inclusive practices that support equitable learning experiences and access to grade level standards for all students.
- We created schoolwide Tier 1 behavior expectations to help improve discipline at each grade level and in each classroom.
- We implemented evidence-based Tier 2 and 3 behavior supports to support students' behavior and SEL needs.
- We have three National Board Certified Teachers.
- We have high family participation in our Family and Community Engagement events throughout the year.
- We have strong community partnerships to support our students and staff (Food Backpack Program, High Five Fridays, reading initiatives, enriching learning experiences, donations for school improvement needs.)

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

• Through horizontal and vertical alignment, we have created a guaranteed and viable curriculum. • Teachers collaborate to study and create rigorous and engaging instruction using our High Quality Instructional Materials (HQIM): Magnetic Reading, Benchmark, Mystery Science, and HMH Into Math.
2025-2026 UPDATE

2025-2026 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	Each grade level will show a 10% increase in students reading on grade level as evidenced on: • K- Letter ID and Sound Assessment • 1st-4th Grade- Oral Reading Fluency (ORF)
MEASURABLE	We will know we have reached this goal when each grade level has shown a 10% increase in reading proficiency from their beginning of the year data given in September 2025. End of year (EOY) Proficiency Benchmarks: • Kindergarten- 52 letters and 26 sounds • 1st Grade- 47 Words Per Minute

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2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

	• 2nd Grade- 87 Words Per Minute • 3rd Grade- 100 Words Per Minute • 4th Grade- 115 Words Per Minute	
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** 1. Progress monitor students bi-monthly to ensure students are making progress in reading proficiency. 2. Provide a guaranteed and viable curriculum using HQIM Resources and materials. 3. Provide access to Tier 1, 2, and 3 instruction as needed on a daily basis.	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** Our 2024-2025 reading proficiency data is below average at all grade levels.	
TIMELY	**DATE GOAL WILL BE REACHED:** We will reach our goal by May 2026.	**HALFWAY DATE:** Grade level teams will monitor growth in reading proficiency in December 2025. Our Guiding Coalition will meet to review mid-year data in January 2026.

Goal 2: Math	
Write a SPECIFIC goal Who/What/Where/How/When	First through fourth grades will show a 15% increase in math fluency. • 1st Grade- Mixed addition and subtraction within 10 (18 correct w/in 2 minutes) • 2nd Grade- Mixed addition and subtraction within 20 (18 correct w/in 2 minutes) • 3rd Grade- Mixed multiplication and division (35 correct w/in 2 minutes)

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

	• 4th Grade- Mixed multiplication and division (35 correct w/in 2 minutes)	
MEASURABLE	We will know we have reached this goal when each grade level has shown a 15% increase in math fluency from their beginning-of-the-year assessment given in September 2025. End of year (EOY) Proficiency Benchmarks: • 1st Grade- Mixed addition and subtraction within 10 (18 correct w/in 2 minutes) • 2nd Grade- Mixed addition and subtraction within 20 (18 correct w/in 2 minutes) • 3rd Grade- Mixed multiplication and division (35 correct w/in 2 minutes) • 4th Grade- Mixed multiplication and division (35 correct w/in 2 minutes)	
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** • Progress monitor bi-montly to ensure students are making progress in math fluency. • Provide a guaranteed and viable curriculum using HQIM Resources and materials. • Provide access to Tier 1, 2, and 3 instruction as needed on a daily basis. • Provide interventions and extensions 30 minutes 3 times a week as reflected in the master schedule. • Intentional use of supplemental resources (Xtra Math, 99 Math, and manipulatives) to support student understanding of math facts. • Implement daily math fluency practice.	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** Fluency is the foundation of multiple math skills. Currently, our students are performing below average on state math assessments. Increasing proficiency in math fluency will help support students in math computations.	
TIMELY	**DATE GOAL WILL BE REACHED:** We will reach our goal by May 2026.	**HALFWAY DATE:** Grade level teams will monitor growth in reading proficiency in December 2025. Our

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

		Guiding Coalition will meet to review mid year data in January 2026.

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - December 2025

GOAL 1 NARRATIVE WITH DATA
Progress towards meeting Goal 1:
GOAL 2 NARRATIVE WITH DATA
Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1

Last Date Modified: 4/18/2025

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Crawford Elementary

☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	
Goal 2	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	

Last Date Modified: 4/18/2025

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

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

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

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

Name	Title
Krista Malin	Principal
Taylor Wade	Building Learning Coordinator
Kailey Rauch	Guiding Coalition Member
Renea Aden	Parent
Patricia Smith	Parent
Libby Byrd	Community Member
Maegan Fetters	Staff Member

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

2023-2024 ATLAS Summative % Proficient

Grade	Total Number Tested	ELA	Math	Science
3rd	38	11%	21%	13%
4th	45	38%	22%	33%

2024-25 ATLAS Assessments % Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	37	38%	66%
1st	37	41%	58%
2nd	40	20%	66%
3rd	40	5%	
K-3 Screener			

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

Grade	Total Number Tested	Reading	Math
K	37		
1st	37		
2nd	40		

2024-25 ATLAS Assessments % Proficient

3rd-4th Fall Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	38-40	16%	0%	21%
4th	34	15%	15%	12%
3rd-4th Winter Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	42	21%	14%	31%
4th	35	20%	20%	26%

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

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

2024-2025 NEEDS ASSESSMENT

Narrative Summary
Based on the K-3 screener, the data highlights several areas where students may benefit from additional support, particularly in early literacy development. While Kindergarten and 1st-grade students show some promising readiness levels in literacy, respectively, the percentages decline noticeably in the upper primary grades. Second grade shows only 20% readiness in literacy, and by 3rd grade, just 5% of students are meeting readiness benchmarks. These results suggest a growing need for focused literacy instruction as students progress through the early grades. On a more encouraging note, math readiness is relatively stronger in Kindergarten (66%), 1st grade (58%), and 2nd grade (66%), indicating that foundational math instruction is more effective at this time. This data presents a valuable opportunity to strengthen early literacy instruction and ensure students receive the foundational skills they need to be successful readers. Supporting professional development in phonics, fluency, and comprehension strategies, as well as increasing access to small-group interventions, may help close these gaps.

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

Based on the Fall and Winter interim assessment data for the 3rd and 4th grades, there are clear areas of need that require attention and support. In the Fall, only a small percentage of students in both grades demonstrated proficiency in key subjects, but the Winter data shows improvement. Although these improvements are promising, the overall data suggests that many students still face challenges in meeting grade-level expectations.

In response, there is an opportunity to implement targeted interventions, provide professional development for teachers, and offer additional academic support to help all students reach their full potential.

2025-2026 Data UPDATE

REASONS TO CELEBRATE

Data
• 91% of kindergarten students were reading CVC words fluently by March 17th. • 84% of first grade students can read words with vowel teams. • 86% of second grade students can retell a text read aloud, and this is a standard that second grade students district wide have struggled with. • Third grade ATLAS scores improved by 5% in ELA and 14% in math from fall to winter. • Fourth-grade ATLAS scores improved 5% in both ELA and math from fall to winter.

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

2025-2026 UPDATE

2025-2026 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	Kindergarten through 4th grade will increase their ATLAS readiness scores by 10% on the May 2026 ATLAS Summative ELA assessment.
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** Grade levels have increased their ATLAS scores by at least 10% from the Fall interim assessment.
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** *1.) Students who flagged as "potential risk" on the fall interim ATLAS assessment will be identified.* *2.)The Diagnostic Decision Tree for Reading (RISE-Day 6) will be used to identify interventions needed.* *3.) Teachers (and teams) will use CFAs, CSAs, and interim Atlas assessments to diagnose specific skills students are not mastering.* *4.) Students will receive Tier I Intervention by classroom teachers,*

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

	5.) Results of progress monitoring will be collected and reviewed collaboratively with the school wide assistance team weekly. *6.) Modifications in intervention will be made as deemed necessary based upon student needs.*	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** *Create, develop, and implement programs that foster academic rigor, real-world relevance, collaboration, critical thinking, and personalized learning environments tailored to each student's individual needs and goals.*	
TIMELY	**DATE GOAL WILL BE REACHED:** *Goal will be reached by May 2026.*	**HALFWAY DATE:** *Progress towards meeting the goal will be reviewed quarterly with the Guiding Coalition/School Leadership Team.*

Goal 2: Math	
Write a SPECIFIC goal Who/What/Where/How/When	Kindergarten through 4th grade will increase their ATLAS readiness scores by 10% on the May 2026 ATLAS Summative Math assessment.
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** Grade levels have increased their ATLAS scores by at least 10% from the Fall interim assessment.
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** *1.) Students who flagged as "potential risk" on the fall interim ATLAS assessment will be identified.*

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

	2.) Teachers (and teams) will use CFAs, CSAs, and interim Atlas assessments to diagnose specific skills students are not mastering. *3.) Students will receive Tier I Intervention by classroom teachers,* *4.) Results of progress monitoring will be collected and reviewed collaboratively with the school wide assistance team weekly.* *5.) Modifications in intervention will be made as deemed necessary based upon student needs.*	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** *Create, develop, and implement programs that foster academic rigor, real-world relevance, collaboration, critical thinking, and personalized learning environments tailored to each student's individual needs and goals.*	
TIMELY	**DATE GOAL WILL BE REACHED:** *Goal will be reached by May 2026.*	**HALFWAY DATE:** *Progress towards meeting the goal will be reviewed quarterly with the Guiding Coalition/School Leadership Team.*

MID-YEAR GOAL MONITORING

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

GOAL 1 NARRATIVE WITH DATA
Progress towards meeting Goal 1:

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Dwight

GOAL 2 NARRATIVE WITH DATA
Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1	
☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	
Goal 2	
☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

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

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

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

Name	Title
Marcia Correia	Principal
Camille Blaney	Building Learning Coordinator
Hope Cannon	Guiding Coalition Member
Sara Tosch	Parent
Nikki McCarty	Parent
Joanne Demmitt	Community Member
Kathy Steffy	Staff Member

Last Date Modified: **4/19/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

2023-2024 ATLAS Summative % Proficient

Grade	Total Number Tested	ELA	Math	Science
3rd	41	49	49	52
4th	24	37	51	46

2024-25 ATLAS Assessments % Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	30	47	63
1st	40	33	58
2nd	32	3	75
3rd	29	17	N/A
K-3 Summative			

Last Date Modified: **4/19/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

Grade	Total Number Tested	Reading	Math
K			
1st			
2nd			

2024-25 ATLAS Assessments % Proficient

3rd-4th Fall Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	28	33	11	18
4th	34	39	27	47
3rd-4th Winter Interim				
Grade	Total Number Tested	ELA	Math	Science
3rd	29	28	28	42

Last Date Modified: **4/19/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

4th	35	51	54	54
3rd-4th Summative				
Grade	Total Number Tested	ELA	Math	Science
3rd				
4th				

2024-2025 NEEDS ASSESSMENT

Narrative Summary
While looking at our Atlas data. 3rd grade dropped from 33% proficient on the fall interim and to 28% proficient on the winter interim in ELA. This is a clear area of need. After diving into the data provided through ATLAS, the writing portion clearly shows a deficit that contributed to the ELA proficiency score. This is a major area of growth we will focus on this school year through Writing Revolution. Although our scores do show growth in other areas and grade levels, we need to continue to focus and support our students in ELA and identify areas that will need immediate attention. Our goal will always be to develop successful plans and outcomes for all students.
2025-2026 Data UPDATE

Last Date Modified: **4/19/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

REASONS TO CELEBRATE

Data

4th Grade

ELA	Screener	Fall Interim	Winter	Growth+/-
		53	56	3
		25	47	22

This chart shows 4th grade growth in ELA. The bottom class gained 22% points for proficiency. That is a huge reason to celebrate.

Math				
		24	50	26
		29	59	30

Last Date Modified: **4/19/2025**

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2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

The 4th grade made huge gains on math in their proficiency.

Science				
		7	27	20
		29	57	28

3rd grade also made huge gains in their science in proficiency.

2025-2026 UPDATE

2025-2026 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	The percentage of 3rd and 4th grade ELA ATLAS Proficiency Performance will increase from 39% (winter interim score) to 43% on the 2026 summative.

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2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

MEASURABLE	There will be a 4% increase in students in 3rd grade, and the overall achievement score will be greater than or equal to 43%.	
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** Tier 2 and Tier 3 students will be identified for interventions. 1. Students will then be assigned to an intervention group. 2. Modifications in intervention will be made based on student needs. 3. Weekly Team Meetings: Analyze learning goals, analyze instruction, analyze student progress, progress monitor, make adjustments to assessments and instruction. 4. We will work on getting all grade levels trained in Writing Revolution.	
RELEVANT	Instruction: In order for London to be successful, staff must develop and implement programs to promote rigor, critical thinking skills, and a learning environment to meet each student's needs. Early acquisition of foundational reading skills is essential to continue academic progress and success.	
TIMELY	**DATE GOAL WILL BE REACHED:** Goal will be reached by May 2026	**HALFWAY DATE:** Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the Guiding Coalition/School Leadership Team.

Last Date Modified: **4/19/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

Goal 2: Math		
Write a SPECIFIC goal Who/What/Where/How/When	The percentage of 3rd and 4th grade Math ATLAS Proficiency Performance will increase from 41% to 43% on the 2026 summative assessment.	
MEASURABLE	There will be a 2% increase in students in 3rd and 4th grade, and the overall achievement score will be greater than or equal to 43%.	
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** Tier 2 and Tier 3 students will be identified for interventions. 1. Students will then be assigned to an intervention group. 2. Modifications in intervention will be made based on student needs. 3. Weekly Team Meetings: Analyze learning goals, analyze instruction, analyze student progress, progress monitor, make adjustments to assessments and instruction. 4. Students that continue to struggle will work in an intense Tier 3 group.	
RELEVANT	Instruction: In order for London to be successful, staff must develop and implement programs to promote rigor, critical thinking skills, and a learning environment to meet each student's needs. Early acquisition of foundational reading skills is essential to continue academic progress and success.	
TIMELY	**DATE GOAL WILL BE REACHED:** Goal will be reached by May 2026	**HALFWAY DATE:** Progress towards meeting the goal will be reviewed by the School Improvement Planning Team each quarter and shared with the

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2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

		Guiding Coalition/School Leadership Team.

MID-YEAR GOAL MONITORING

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

GOAL 1 NARRATIVE WITH DATA
Progress towards meeting Goal 1:

GOAL 2 NARRATIVE WITH DATA
Progress towards meeting Goal 2:

Last Date Modified: **4/19/2025**

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2025-2026 SCHOOL IMPROVEMENT PLAN

London Elementary School

FINAL EVALUATION OF 2025-2026

Goal 1	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	
Goal 2	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	

Last Date Modified: **4/19/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Oakland Heights Elementary School

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

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

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

Name	Title
Lynette Ditto	Principal
Makayala Golden	Building Learning Coordinator
Keri Letson	Guiding Coalition Member
Anne Goemmer	Guiding Coalition Member
Brittany Moores	Parent
Bread Hatfield	Community Member
Stephanie Hill	Staff Member

Last Date Modified: **4/19/2025**

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2025-2026 SCHOOL IMPROVEMENT PLAN

Oakland Heights Elementary School

2023-2024 ATLAS Summative % Exceeding/Ready

Grade	Total Number Tested	Reading	Math	Science
3rd	78	33%	24%	29%
4th	78	29%	29%	38%

2024-25 ATLAS Assessments % Exceeding/Ready

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	86	40%	64%
1st	99	38%	57%
2nd	91	14%	65%
3rd	98	6%	n/a

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2025-2026 SCHOOL IMPROVEMENT PLAN

Oakland Heights Elementary School

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

2024-25 ATLAS Assessments % Exceeding/Ready

3rd-4th Fall Interim				
Grade	Total Number Tested	Reading	Math	Science
3rd	97	11%	23%	11%
4th	83	17%	5%	23%
3rd-4th Winter Interim				
Grade	Total Number Tested	Reading	Math	Science
3rd	99	15%	9%	20%

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2025-2026 SCHOOL IMPROVEMENT PLAN

Oakland Heights Elementary School

4th	84	28%	28%	24%
3rd-4th Summative				
Grade	Total Number Tested	Reading	Math	Science
3rd				
4th				

2024-2025 NEEDS ASSESSMENT

Narrative Summary
2025-2026 **OHE literacy data from almost all data resources indicate that students continue to have large gaps in mastery of essential standards in reading, writing, and phonics in grades 1 through 4. As a result of these gaps, students need additional support to reach grade-level expectations. Students struggle most in the areas of comprehension, vocabulary, and fluency. According to ATLAS data, 3rd and 4th-grade students made statistically significant improvements in all areas except science. Reading, in particular, continues to be a difficult subject for the majority of students, showing mastery. Far too many students are leaving 4th grade unable to read proficiently at grade level. Writing domains of elaboration and purpose show very small numbers of students at or above proficiency in the 3rd and 4th grades.**

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2025-2026 SCHOOL IMPROVEMENT PLAN

Oakland Heights Elementary School

Math made significant growth in the 3rd grade in the 2024-25 school year. 4th grade growth was stagnant. This data is from the ATLAS assessments. In our second year of a new math curriculum, we will continue to focus on teaching, assessing, and intervening on essential standards as determined by grade-level teams across the district. **All grade-level teams will use summative data from the 2024-2025 school year to determine interventions to begin in the first week of the 2025-2026 school year. Teams will continue to meet regularly to analyze data and student work, moving students toward mastery of the standards.**
2025-2026 Data UPDATE

REASONS TO CELEBRATE

Data
–K-2 students demonstrated significant improvement on district CSAs for ELA standards, achieving over 50% proficiency on most of the assessed standards. –K-2 students demonstrated significant improvement in district CSAs for Math standards, achieving over 50% proficiency on most assessed standards. –3rd grade students raised the average score on math interim assessments from 1036 in the fall to 1044 in the winter. –4th grade students raised the average score on math interim assessments from 1041 in the fall to 1046 in the winter. –OHE achieved HRS level 2 certification

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2025-2026 SCHOOL IMPROVEMENT PLAN

Oakland Heights Elementary School

2025-2026 UPDATE

2025-2026 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	By June 2026, at least 50% of K-4 students at Oakland Heights Elementary will score at or above proficiency in English Language Arts (ELA) on the ATLAS Assessment. The percentage of students scoring in the “Ready” range will increase by 5% each year until 80% of the students being measured score at or above proficient.
MEASURABLE	Measurement of data and growth will be obtained through reports provided by the state on the screening tool, as well as ongoing data collected through progress monitoring and interim assessments. The 2026 testing season will include interim assessments that will provide data throughout the school year, allowing us to track the progression of learning for each student. Students who are not

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	progressing will receive additional support. We will know we have reached our goal when, either through interim assessments and/or the summative assessment, we see mastery of the skills.
ATTAINABLE	• Students will receive targeted Tier I, Tier II, AND Tier III intervention services to close the learning gaps. • Science of Reading strategies will be utilized in all literacy instruction. • Common formative and common summative assessments will be used to monitor mastery of essential standards. • Students and teachers will be supported and encouraged to use targeted ESL strategies. • Data will be collected throughout each unit in each grade level and used to measure proficiency and inform targeted interventions. • Parents will be informed of their child's progress and provided with the resources, skills, and strategies necessary to enhance literacy at home. This can include Parent/Teacher Conferences, parent involvement nights, homework, and interventionist support. • Targeted Intervention will be provided through specially trained teachers in dyslexia therapy. Some of these interventions could include Take Flight, Build, and Phonics First, among others. • Community support will be utilized to provide for the basic needs of students, as well as to establish models for strong literacy, classroom readers, and volunteers to support students, and to fund literacy activities. • Provide relevant and targeted professional development (PD) for teachers based on identified weaknesses in student data. • Survey the instructional needs of teachers. • Using CKH strategies, executive functioning skills, and behavior goals to support focus, motivation, and stamina in reading. • Utilize district TOSAs and the Building Level Coordinator to support and improve classroom instruction in literacy.
RELEVANT	• Our school is currently rated as a 'C' on the state report card. However, in the 2022-2023

	academic year, our school was ranked as a 'D'. • ATLAS summative data from SY 23-24 showed that only 31% of 3rd and 4th-grade students were at or above proficient in reading/ELA • Reading comprehension, decoding, and vocabulary continue to impact student success in other subject areas.	
TIMELY	**DATE GOAL WILL BE REACHED:** The goal is expected to be reached by June 2026.	**HALWAY DATE:** *Progress toward meeting the goal will be reviewed by the School Improvement Planning Team quarterly and shared with the Guiding Coalition/School Leadership Team.*

Goal 2: Math/Science	
Write a SPECIFIC goal Who/What/Where/How/When	By June 2026, 50% of students will score in the ready/proficient range or above on the Math/Science ATLAS summative assessment. Students in the ready or above range will increase by 5% each year until they reach 80% proficiency (ready).
MEASURABLE	Measurement of data and growth will be obtained through reports provided by the state on the screening tool, as well as ongoing data collected through progress monitoring and interim assessments. The 2026 testing season will include interim assessments that will provide data throughout the school year, allowing us to track the progression of learning for each student. Students who are not progressing will receive additional support. We will know we have reached our goal when, either through interim assessments and/or the summative assessment, we see mastery of the skills.
ATTAINABLE	• Students will receive targeted Tier I, Tier II, AND Tier III intervention services to close

	learning gaps. • Common formative and common summative assessments will be used to monitor mastery of essential standards. • Students and teachers will be supported and encouraged to use targeted ESL strategies. • Data will be collected throughout each unit in each grade level and used to measure proficiency and inform targeted interventions. • Parents will be informed of their child's progress and provided with the resources, skills, and strategies necessary to enhance math at home. This can include Parent/Teacher Conferences, parent involvement nights, homework, and interventionist support. • Targeted Intervention will be provided through specially trained math teachers. • Provide relevant and targeted professional development (PD) for teachers based on identified weaknesses in student data. • Survey the instructional needs of teachers. • Using CKH strategies, executive functioning skills, and behavior goals to support focus, motivation, and stamina. • Utilize district TOSAs and the Building Level Coordinator to support and improve classroom instruction in math.	
RELEVANT	• Our school is currently rated as a 'C' on the state report card. We maintained this rating for the 2023-24 year; however, in 2022-23, our school was ranked as a 'D'. • ATLAS summative data from SY 2023-2024 showed that only 27% of 3rd- and 4th-grade students were at or above proficient in math. • The largest area of need is geometry, measurement, and data analysis, with only 4% of 3rd- and 4th-grade students achieving proficiency.	
TIMELY	**DATE GOAL WILL BE REACHED:** The goal is expected to be reached by June 2026.	**HALFWAY DATE:** *Progress toward meeting the goal will be reviewed by the School Improvement Planning*

		Team quarterly and shared with the Guiding Coalition/School Leadership Team.

MID-YEAR GOAL MONITORING

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

GOAL 1 NARRATIVE WITH DATA
Progress towards meeting Goal 1:

GOAL 2 NARRATIVE WITH DATA
Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Last Date Modified: **4/19/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Oakland Heights Elementary School

Goal 1	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	

Goal 2	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	

Last Date Modified: **4/19/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

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

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

PLANNING TEAM: The team must include parent(s), community member(s), teacher(s), and student(s) (Secondary Level)	
Name	**Title**
Romona Cheneval	Principal
Baylee Baker	Assistant Principal
Melissa Storm	Building Learning Coordinator
Emilie Ply	Guiding Coalition Member
Marissa Cawiezell	Guiding Coalition Member
Shelley Ritter	Guiding Coalition Member
Leanne Putnam	Guiding Coalition Member
Anna Williams	Guiding Coalition Member
Krystal Shipp	Parent
Mallory Cranor	Parent
Tammy Morgan	Community Member
Tamara Estes	Staff Member

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

2023-2024 ATLAS Summative % Proficient

Grade	Total Number Tested	ELA	Math	Science
3rd	112	47	54	57
4th	105	62	64	72

2024-25 ATLAS Assessments % Proficient

K-3 Screener			
Grade	Total Number Tested	Reading	Math
K	80	45	83
1st	93	40	69
2nd	116	15	74
3rd	97	16	NA
K-2 Summative			

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2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

Grade	Total Number Tested	Reading	Math
K			
1st			
2nd			

2024-25 ATLAS Assessments % Proficient

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

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

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

2024-2025 NEEDS ASSESSMENT

Narrative Summary
Sequoyah Elementary is a public neighborhood school that serves 505 students in grades Kindergarten through 4th in Russellville, Arkansas. According to Myschoolinfo.com, student demographics in race/ethnicity are as follows: 69.3% White; 17.7% Hispanic/Latino; 3.2% Black/African-American; 1.8% Asian; 1% Hawaiian/Pacific Islander, and 7.0% Two or More Races. We have 53% of the student population identified as Economically Disadvantaged; 14% are English Learners; and 17% are eligible for Special Education Services. **ATTENDANCE DATA REVIEW (Data Source: Eschool/ESSA Score)** In the post-COVID era, attendance continues to be a concern. According to the 2023 ESSA index score for student engagement, 38.63% of our students fall into the moderate risk for attendance. Another 11.73% of students are in the high risk category. So, approximately 50% of our student body are at some risk due to attendance. **MATH DATA REVIEW (Data Source: ATLAS)**

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

At Sequoyah Elementary, we recognize the importance of quality assessment data aimed at measuring student learning and achievement. These data sources include the ATLAS interim and summative test results for Grades 3 and 4, as well BOY and MOY screeners using HMH assessments; and district CFA's and CSA's utilized to gauge the proficiency of grade level essential standards. We also look at historical data and cohort data to compare students over time. These trends and patterns provide a solid base to guide instructional decisions.

LITERACY DATA REVIEW

At Sequoyah Elementary, we recognize the importance of quality assessment data aimed at measuring student learning and achievement. These data sources include ACT Aspire summative test results for Grades 3 and 4, as well as interim assessment results. Additionally, in K-3rd grade, the new ATLAS Screener was utilized in the fall of 2024 to determine grade-level readiness and develop plans of support for students not showing readiness. We also use Acadiance, MOY, and EOY data to identify students' needs and growth over time. We do look at historical data and cohort data to compare students over time. These trends and patterns provide a solid base to guide instructional decisions.

2025-2026 Data UPDATE

REASONS TO CELEBRATE

Data
• Sequoyah Elementary was awarded $25,602 from DESE through the Arkansas School Reward & Recognition Program for being in the top 6-10% of performance of schools in the state of Arkansas on the 2024 ATLAS.

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Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

- Our grade-level teams have worked through the PLC process to focus on essential standards and increase instructional rigor using Magnetic Reading (K-2), Benchmark Literacy (3-4), and HMH Math. Data analysis of assessments allows for powerful conversations that help drive instructional growth. Grade-level teams have created quarterly CSAs to calibrate needs and growth across the district.
- Sequoyah Elementary has begun the process of working toward High Reliability Certification for Level II by developing a schoolwide instructional model outlining effective strategies to be utilized in instruction.
- During the 24-25 School Year, support has been provided to new staff members via a group, New Kids on the Block, that meets monthly.
- Sequoyah Elementary was recognized as a “National Showcase School” for Capturing Kids' Hearts and has been nominated for the designation for the 2024-2025 school year. We have worked to create consistent school norms and, through the use of social contracts, have common language in our building using CKH processes. This has enhanced our positive school culture.
- Sequoyah Elementary utilizes a behavior matrix for our campus called “The Sequoyah Way” and have put into practice school-wide behavior expectations. One component of this is the use of Positive Office Referrals to identify exemplary behavior from students following “The Sequoyah Way.”
- Sequoyah’s Behavior Response Team provides support to staff for students needing extra assistance with self regulation. This team meets monthly to provide support to both students and staff by providing resources and ideas.
- Teachers have continued to implement a 30 minute “W.I.N.N.” (What I Need Now) intervention block to intervene on grade level essential standard skills as well as extend essential standard mastery. This intervention block has also included additional support from interventionists and instructional aides to better address the needs of students, student by student and skill by skill. We have three days for literacy and two days for math.
- Sequoyah’s SITE intervention team established and streamlined processes to identify students in need of Tier III support. This team meets weekly. This team consists of math and literacy interventionists, the counselor, resource teachers, and the ELL teacher.
- Grade level teacher teams maintain data walls that include state required screeners along with other data to drive instruction. Literacy data includes MOY screeners and on-going progress monitoring using Acadience. This systematic process involves teams in monitoring data individual student growth toward proficiency. Sequoyah’s SITE intervention team utilizes this data to make intervention decisions.
- Sequoyah was awarded the Energy award with the highest energy saving score of 98%.

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

2025-2026 UPDATE

2025-2026 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	By May 2026, we will increase the percentage of 3rd and 4th grade students scoring at levels 3 and 4 by 5%, as measured by the ATLAS end-of-year literacy summative assessment, and will increase our percentage of growth in literacy by a minimum of 2% for all students.
MEASURABLE	WE WILL KNOW WE HAVE REACHED THE GOAL WHEN… 3rd and 4th grade students will take the ATLAS summative assessment in April/May of 2026. Each grade will show at least a 5% increase in the number of students meeting their growth goal.
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** ● Timely identification of students performing at levels 1 and 2 proficiency levels as identified by BOY and MOY screeners (K-3), interim assessments (3,4), and classroom measures including CFA's and teacher assessments (K-4). ● Identified students will be provided tier 2 targeted instructional support via W.I.N.N. and classroom instruction. Teachers will use BOY, MOY, CFAs, and CSAs to diagnose specific skills for support and monitor progress.

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	• Progress monitoring will occur every 2 weeks, with data being reviewed collaboratively with teacher teams and the instructional support team for each student. • Modifications in interventions will be made as deemed necessary based on student progress. • Specific days will be devoted to back to school professional development week to complete content, horizontal, and vertical work on essential standards, including reading. • We will continue to provide embedded professional development (PD) support in the area of phonics instruction practices and incorporate phonics and reading instruction expectations into the development of our school's Instructional Model. • All K-3 students will be given the Universal Screeners to determine need in the area of literacy via the new ATLAS Screener. Students who do not meet the readiness will be placed on an Individual Reading Plan and provided targeted intervention within tier 2 intervention. • Daily whole group instruction in identified literacy essential standards • Utilize Magnetic Reading (K-2) and Benchmark (3,4) as primary curriculum resources and use other supplemental resources as needed to teach literacy essential standards to mastery • Tier II intervention as scheduled through PLCs (skill by skill and student by student) on grade level essential standards during dedicated W.I.N.N. time, three days a week. • Tier III intervention with a literacy interventionist will be provided for students with significant deficits in reading knowledge and skills in previous grade level essential standards. • Weekly team meetings/collaboration that utilizes a common data protocol to analyze CFA/CSA data, discuss effective teaching strategies, plan instruction, appropriate interventions, and extensions • Results of progress monitoring will be collected and reviewed collaboratively by the SITE intervention team using the teacher data wall. • Modifications in intervention will be made as deemed necessary by the SITE intervention team and classroom teacher, based upon student needs. • Sequoyah will provide a detailed, enriched, and accelerated social emotional curriculum for all students with Capturing Kids Hearts (CKH). CKH ensures the lower levels of Maslow's hierarchy of needs are met, which then allows for stronger academic performance. • The Sequoyah Family and Community Engagement Plan offers strategies and supports to

	assist families that desire to assist in improving their child's literacy achievement.	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** The reading assessment data across Kindergarten through 4th grade shows a need for intensive support for level 1 and 2 learners. Foundational reading skills are key to assuring the success of our students in all content areas, both now and in the future, as they grow to be productive citizens. We must work to ensure that ALL students learn the reading concepts we have identified as being essential.	
TIMELY	**DATE GOAL WILL BE REACHED:** May 2026	**HALFWAY DATE:** December 2025 and May 2026

Goal 2: Math	
Write a SPECIFIC goal Who/What/Where/How/When	By May 2026, we will increase the percentage of 3rd and 4th grade students scoring level 3 and 4 by 5% as measured by the ATLAS end-of-the-year math summative assessment, and will increase our percentage of growth in literacy by a minimum of 2% for all students.
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** 3rd and 4th grade students will take the ATLAS summative assessment in April/May of 2026. Each grade will show at least a 5% increase in the number of students scoring at levels 3 and 4 and will show at least a 2% increase in the number of students showing growth from levels 1 and 2 to 3 or 4.
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.**

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2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

	• Timely identification of students performing at levels 1 and 2 proficiency levels using BOY and MOY screeners (K-3), interim assessments (3,4), and classroom measures including CSAs and teacher assessments (K-4). • Daily whole group instruction focused on identified essential math standards • Utilize the district math curriculum as the primary curriculum resource and use other supplemental resources as needed to teach the math essential standards to mastery. • Tier II intervention will be scheduled through PLCs (skill by skill and student by student) on grade level essential standards during dedicated W.I.N.N. time, two days a week. • Tier III intervention with a math interventionist for students with significant deficits in mathematics knowledge and skills in previous grade level essential standards, as determined by the SITE intervention team • SMART START PLC meetings, weekly team meetings, and collaboration will utilize a common data protocol to analyze CFA/CSA data, discuss effective teaching strategies, and plan instruction utilizing appropriate interventions and extensions • Modifications in TIER II and III interventions will be made as deemed necessary based upon student needs and data. • Sequoyah Elementary will provide a detailed, enriched, and accelerated social emotional curriculum for all students with Capturing Kids Hearts (CKH). CKH ensures the lower levels of Maslow's hierarchy of needs are met, which then allows for stronger academic performance. • The Sequoyah Family and Community Engagement Plan offers strategies and supports to assist families that desire to assist in improving their child's math achievement.	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** This goal was chosen to ensure that all students continue to grow in foundational math skills, equipping them for success in middle school and beyond to become productive citizens.	
TIMELY	**DATE GOAL WILL BE REACHED:** May 2026	**HALFWAY DATE:** December 2025 and May 2026

Last Date Modified: **4/18/2025**

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2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - December 2025

GOAL 1 NARRATIVE WITH DATA
Progress towards meeting Goal 1:
GOAL 2 NARRATIVE WITH DATA
Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Sequoyah Elementary

Summary:	
Goal 2	
☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Intermediate School

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

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

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

Name	Title
Tearsa Callahan	Principal
JulieAnne Hilton	Building Learning Coordinator
Angela Jones, Adrienne Short, Katie Beggs, Aaron Lensing, Sarah Connerly	Guiding Coalition Members
Kelley George	Parent
Enily Mcillwain	Community Member
Arlie Price	Staff Member

Last Date Modified: **4/22/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Intermediate School

2023-2024 ATLAS Summative % Proficient

Grade	Total Number Tested	Reading	Math	Science
5th	379	39%	41%	49%

2024-25 ATLAS Assessments % Proficient

Fall Interim Results				
Grade	Total Number Tested	Reading	Math	Science
5	409	39%	26%	42%
Winter Interim Results				
Grade	Total Number Tested	Reading	Math	Science
5	409	37%	59%	48%
Summative Results				
Grade	Total Number Tested	Reading	Math	Science
5				

Last Date Modified: **4/22/2025**

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Intermediate School

2024-2025 NEEDS ASSESSMENT

Directions: Describe in detail(one to two paragraphs) your identified needs based on the data provided. You may include other data sources, such as attendance, behavior, and perceptual data etc. This should be a narrative and will be used in developing your school improvement goals. In the second box, please list some celebrations and reflections of success that document your team's good work!

Narrative Summary
Data from ATLAS Interim: 5th-grade ATLAS Interim scores indicate that RIS exceeds the state average in level 3 and level 4 students across all three content areas. ELA skills show RIS at 3a 7% level 3 and level 4 students versus the state at 26%. Math skills show RIS at a 59% level 3 and level 4 students versus the state at 31%. Science skills show RIS at 48% level 3 and level 4 versus the state at 33%. While scores are above the state average, all content areas need to show growth. This will be addressed in Tier I and Tier II instruction.
2025-2026 Data UPDATE

REASONS TO CELEBRATE

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Intermediate School

Data
*Scores in all content areas are above the state. *Math scores in levels 3 and 4 increased by 23% from the fall to the winter interim. *Science scores in levels 3 and 4 increased by 6% from the fall to the winter interim. *RIS was recognized as a PLC Model School in March 2025.
2025-2026 UPDATE

2025-2026 IDENTIFIED GOALS

Goal 1: Literacy	
Write a SPECIFIC goal Who/What/Where/How/When	There will be a 3% increase in the number of students scoring at levels 3 and 4 in ELA from the Fall assessment to the Spring assessment in May 2026.
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** Teachers will meet weekly to review student data and monitor instructional successes on the weekly CFAs and CSAs in ELA. Teachers will monitor student progress for students in Tier III and continue to track their growth through CFAs. ATLAS data will be used to measure our overall building growth.

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ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** Teachers will meet weekly as a Professional Learning Community (PLC) to analyze data and discuss students' needs. 1) Students who scored Level 1 or in the bottom 25% will be placed in Tier II/III interventions. 2) Teachers (and PLC teams) will use CFAs and CSAs to diagnose specific skills students are not mastering and to guide instruction. 3) Students will receive Tier I Intervention by classroom teachers. 4) Paraprofessionals and specialists will be utilized during Tier 1 time to enhance instruction and provide Tier 2 support. 5) ELA WIN will be structured so that teachers teach Tier III Reading, with a focus on the foundational skills for reading in small groups or individual instruction. IXL will also be used to support this. 6) The PLC team will monitor student growth and progress. 7) Modifications to the intervention will be made as deemed necessary based on student needs. 8) Teachers (and PLC teams) will analyze attendance data and create interventions and incentives for students with poor attendance. 9) Teachers will participate in professional development (PD) for Tier II and Tier III strategies and differentiation. 10) Teachers will implement Science of Reading into their vocabulary instruction. 11)Teachers across all curricular areas will incorporate Science of Reading and ELA strategies.	
RELEVANT	**WHY WAS THIS GOAL CHOSEN?** Design, develop, and implement instruction that ensures a viable curriculum focused on essential standards, promoting rigor, relevance, collaboration, and critical thinking skills; and a learning environment that meets the unique needs and aspirations of each student.	
TIMELY	**DATE GOAL WILL BE REACHED:** *The goal is expected to be reached by May 2026.*	**HALFWAY DATE:** Progress toward meeting the goal will be

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		reviewed by the School Improvement Planning Team quarterly and shared with the Guiding Coalition/School Leadership team.

Goal 2:	
Write a SPECIFIC goal Who/What/Where/How/When	There will be a 3% increase in the number of students scoring at levels 3 and 4 from the Fall Interim to the Spring Formative in Math.
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** Teachers will meet weekly to review student data and monitor instructional successes on the weekly CFAs and CSAs in Math. Teachers will monitor student progress for students in Tier III and administer progress monitoring tests every two weeks. ATLAS data will be used to measure our overall building growth.
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** Teachers will meet weekly as a Professional Learning Community (PLC) to analyze data and discuss students' needs. 1) Students who scored Level 1 or in the bottom 25% will be placed in Tier II/III interventions. 2) Teachers (and PLC teams) will use CFAs and CSAs to diagnose specific skills students are not mastering and to guide instruction. 3) Students will receive Tier I Intervention by classroom teachers. 4) Paraprofessionals and specialists will be utilized during Tier 1 time to strengthen instruction and provide Tier 2 support. 5) Math WIN will be structured so that teachers teach Tier III Math, with a focus on foundational skills for computations, delivered in small groups or individual instruction. IXL will also be used to support this. 6) The PLC team will monitor student growth and progress.

	7) Modifications in intervention will be made as deemed necessary based upon student needs. 8) Teachers (and PLC teams) will analyze attendance data and create interventions and incentives for students with poor attendance. 9) Teachers will participate in professional development (PD) for Tier II and Tier III strategies and differentiation. 10) Teachers will implement Science of Reading into their math vocabulary instruction.	
RELEVANT	**WHY WAS THIS GOAL CHOSEN?** To design, develop, and implement instruction that guarantees a viable curriculum focused on essential standards that promote rigor, relevance, collaboration, and critical thinking skills; and a learning environment that meets the unique needs and aspirations of each student. Through this, students will show growth.	
TIMELY	**DATE GOAL WILL BE REACHED:** The goal will be reached by May 2026	**HALFWAY DATE:** Progress toward meeting the goal will be reviewed by the School Improvement Planning Team quarterly and shared with the Guiding Coalition/School Leadership Team.

MID-YEAR GOAL MONITORING

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

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Intermediate School

GOAL 1 NARRATIVE WITH DATA
Progress towards meeting Goal 1:

GOAL 2 NARRATIVE WITH DATA
Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1	
☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	
Goal 2	

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Intermediate School

☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Middle School

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

Russellville Middle School's Family and Community Engagement Plan is available on the district's State Required Document.

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

Name	Title
David Farr	Principal
Melinda Swift	Building Learning Coordinator
Megan Ramsey	Guiding Coalition Member
Vicky Pool	Parent
Paula Swindle	Parent
Vera Crawford	Community Member
Amber Casey	Staff Member
Adalyn Farr	Student

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Middle School

2023-2024 ATLAS Summative % Proficient

Grade	Total Number Tested	ELA	Math	Science
6th Grade	384	37%	40%	38%
7th Grade	389	33%	37%	40%

2024-25 ATLAS Assessments % Proficient

Fall Interim Results				
Grade	Total Number Tested	ELA	Math	Science
6th Grade	374	27%	22%	26%
7th Grade	382	25%	24%	35%
Winter Interim Results				
Grade	Total Number Tested	ELA	Math	Science

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Middle School

6th Grade	385	32%	29%	33%
7th Grade	377	25%	32%	39%

Summative Results				
Grade	Total Number Tested	Reading	Math	Science
6th Grade				
7th Grade				

2024-2025 NEEDS ASSESSMENT

Narrative Summary
ELA, Math, and Science have seen growth in student performance from the fall to the spring interim assessments in ATLAS. Interim assessment data is being accessed by staff to inform upcoming instruction. Teachers are using their curriculum mapping guides to inform their next steps based on ATLAS interim data. This focus on standards is evident in our collaborative content team meetings. Teams are working through learning student by student and skill by skill. SIT Team Conferences have begun with students to build

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ownership in learning and mastery of targets. SIT meetings focus on Level 1 students using the ATLAS summative data to progress monitor their growth towards grade-level skills. Each of these L1 students is assigned an administrator who conducts a monthly "check-in" regarding their data and receives qualitative feedback from teachers on their effort in class.

Additional Data Referenced in Narrative Summary
Fall to Winter Interim ATLAS Data
6th ELA

ATLAS Grade 6 ELA Interim	ATLAS Interim	6	Fall 2024 - ATLAS Interim	362	1049 ± 1	Percent 34% 38% 21% 7 Count 124 138 75 25	11/19/2024
ATLAS Grade 6 ELA Interim	ATLAS Interim	6	Winter 2025 - ATLAS Interim	369	1051 ± 1	Percent 27% 41% 23% 8% Count 101 151 86 31	03/04/2025

7th ELA

ATLAS Grade 7 ELA Interim	ATLAS Interim	7	Fall 2024 - ATLAS Interim	370	1048 ± 1	Percent 36% 39% 19% 6% Count 133 144 72 21	11/19/2024
ATLAS Grade 7 ELA Interim	ATLAS Interim	7	Winter 2025 - ATLAS Interim	382	1048 ± 1	Percent 36% 38% 19% 7% Count 137 147 71 27	03/04/2025

6th Math

ATLAS Grade 6 Math Interim	ATLAS Interim	6	Fall 2024 - ATLAS Interim	370	1050 ± 1	Percent 34% 44% 19% 4% Count 126 162 69 13	11/20/2024
ATLAS Grade 6 Math Interim	ATLAS Interim	6	Winter 2025 - ATLAS Interim	369	1051 ± 1	Percent 29% 42% 24% 6% Count 106 155 87 21	03/06/2025

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Middle School

7th Math

ATLAS Grade 7 Math Interim	ATLAS Interim	7	Fall 2024 - ATLAS Interim	382	1048 ± 1	Percent 41% 35% 18% 6 Count 156 133 69 24	12/04/2024
ATLAS Grade 7 Math Interim	ATLAS Interim	7	Winter 2025 - ATLAS Interim	389	1052 ± 1	Percent 29% 39% 23% 8% Count 113 152 91 33	03/06/2025

6th Science

ATLAS Grade 6 Science Interim	ATLAS Interim	6	Fall 2024 - ATLAS Interim	370	1049 ± 1	Percent 34% 40% 20% 6% Count 124 149 73 24	11/13/2024
ATLAS Grade 6 Science Interim	ATLAS Interim	6	Winter 2025 - ATLAS Interim	369	1053 ± 1	Percent 27% 40% 22% 11% Count 101 147 82 39	03/07/2025

7th Science

ATLAS Grade 7 Science Interim	ATLAS Interim	7	Fall 2024 - ATLAS Interim	379	1055 ± 1	Percent 22% 43% 25% 10% Count 82 164 94 39	11/13/2024
ATLAS Grade 7 Science Interim	ATLAS Interim	7	Winter 2025 - ATLAS Interim	388	1057 ± 1	Percent 19% 42% 25% 14% Count 73 164 98 53	03/07/2025

2025-2026 Data UPDATE

REASONS TO CELEBRATE

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Middle School

2025-2026 IDENTIFIED GOALS

RMS Building Goals

Goal 1	
SPECIFIC	**The number of students scoring a Level 3 (1060) or higher on the ATLAS Summative Assessment in ELA will increase by 5% from the 24/25 Summative to the 25/26 Summative Assessments. The overall percentage of Level 1 students will decrease by a minimum of 5% from the 2024/2025 Summative to the 2025/2026 Summative Assessment.**
MEASURABLE	**ATLAS Summative Assessments are scheduled for the beginning of May 2026. We will have this data immediately to analyze our overall building growth.**
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** **1.** Level 1 students will be referred to the RMS SIT (Student Intervention Team) Committee to evaluate the student's learning needs and challenges. The SIT team will analyze each student's data and communicate with the student and the family to identify and close out gaps. **2.** Students who are missing assignments will be referred to our building's ICU database. This database will notify guardians of the missing assignments so that they may be made up promptly. Students who remain on the ICU list will participate in a working lunch to complete any outstanding work. **3.** Locked intervention groups will be formed to create intervention opportunities for bottom-quartile students to work with our building's highest-performing teachers.
RELEVANT	**WHY was this goal chosen?** The ATLAS Summative Assessment focuses on skills that students need, as outlined in the

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Russellville Middle School

	Arkansas State Standards. This Assessment gives clear intended learning outcomes by describing Performance Level Descriptors for each assessed standard. This assessment focuses on skills needed, readiness, endurance, and leverage.	
TIMELY	**DATE GOAL WILL BE REACHED:** May 2026	**HALFWAY DATE:** Progress toward meeting the goal will be reviewed by the School Improvement Planning Team quarterly and shared with the Guiding Coalition/School Leadership Team.

Goal 2: Math & Science	
SPECIFIC	**The number of students scoring a Level 3 (1060) or higher on the ATLAS Summative Assessment in Math and Science will increase by 5% from the 24/25 Summative to the 25/26 Summative Assessments. The overall percentage of Level 1 students will decrease by a minimum of 5% from the 2024/2025 Summative to the 2025/2026 Summative Assessment.**
MEASURABLE	**ATLAS Summative Assessments are scheduled for the beginning of May 2026. We will have this data immediately to analyze our overall building growth.**
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** **4.** Level 1 students will be referred to the RMS SIT (Student Intervention Team) Committee to evaluate the student's learning needs and challenges. The SIT team will analyze each student's data and communicate with the student and the family to identify and close out gaps. **5.** Students who are missing assignments will be referred to our building's ICU database. This database will notify guardians of the missing assignments so that they may be made up

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	promptly. Students who remain on the ICU list will participate in a working lunch to complete any outstanding work. **6.** Locked intervention groups will be formed to create intervention opportunities for bottom-quartile students to work with our building's highest-performing teachers.	
RELEVANT	**WHY was this goal chosen?** The ATLAS Summative Assessment focuses on skills that students need, as outlined in the Arkansas State Standards. This Assessment gives clear intended learning outcomes by describing Performance Level Descriptors for each assessed standard. This assessment focuses on skills needed, readiness, endurance, and leverage.	
TIMELY	**DATE GOAL WILL BE REACHED:** May 2026	**HALFWAY DATE:** Progress toward meeting the goal will be reviewed by the School Improvement Planning Team quarterly and shared with the Guiding Coalition/School Leadership Team.

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - By January 2025

GOAL 1 Update
Progress towards meeting Goal 1:

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Middle School

GOAL 2 Update
Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1	
☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	
Goal 2	
☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Junior High School

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

Russellville Junior High School Family and Community Engagement Plan is available on the district State Required Document.

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

Name	Title
Sara Walker	Principal
Matt Young	Asst. Principal
Tommy Britt	Asst. Principal
Brittany Herring	Building Learning Coordinator
Jessica Baldwin	Guiding Coalition Member/ Parent Involvement Coordinator
April McNack	Guiding Coalition Member/ Staff
Aubrey Howerton	Guiding Coalition Member/ Staff
Elizabeth Little	Guiding Coalition Member/ Staff
Shannon Jones	Parent
Chrystal Hall	Parent
Angela Bonds	Community Member
Grace Olson	Student
Savannah Chaffin	Student

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Junior High School

2023-2024 ATLAS Assessments % Proficient

	8th ELA	8th Math	8th Science	9th ELA	Algebra I	Geometry
% Proficient	27%	25%	37%	38%	80%	25%
Total # Tested	393	303	396	452	438	108

2024-25 ATLAS Assessments % Proficient

Fall Interim Results						
	8th ELA	8th Math	8th Science	9th ELA	Algebra I	Geometry
% Proficient	32%	12%	39%	27%	16%	47%
Total # Tested	357	251	365	341	405	96
Winter Interim Results						
	8th ELA	8th Math	8th Science	9th ELA	Algebra I	Geometry
% Proficient	28%	20%	41%	34%	18%	49%

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Total # Tested	346	255	378	354	385	96
Summative Results						
	8th ELA	8th Math	8th Science	9th ELA	Algebra I	Geometry
% Proficient						
Total # Tested						

2024-2025 NEEDS ASSESSMENT

Narrative Summary
Based on the following ATLAS criteria: **% Level 1 (1000-1040):** Students demonstrate limited understanding of knowledge and skills required of the grade-level standards and will require significant support/scaffolding and intervention to access content taught at the next grade/course. **%Level 2 (1041-1059):** Students demonstrate a basic understanding of knowledge and skills required of the grade-level standards and personalized support and intervention may be needed to access content taught in the next grade/course. **%Level 3 (1060-1073):** Students demonstrate a proficient understanding of knowledge and skills and show mastery of grade-level standards. These

students are on track for career and college, and demonstrate readiness for content at the next grade/course.
%Level 4 (1074-1118):
Students demonstrate an advanced understanding of the knowledge and skills required of the grade-level standards. These students are on track for career and college, and demonstrate readiness for advanced and accelerated content at the next grade/course.

ATLAS WINTER Interim Data for 8th ELA:
Out of 344 Students tested, Average score: 1050 +- 1
111 Students (32%) Scored Level 1
134 Students (39%) Scored Level 2
69 Students (20%) Scored Level 3
37 Students (9%) Scored Level 4

ATLAS WINTER Interim Data for 9th ELA:
Out of 355 Students tested, Average score: 1052 +- 1
86 Students (24%) Scored Level 1
150 Students (42%) Scored Level 2
82 Students (23%) Scored Level 3
37 Students (10%) Scored Level 4

ATLAS WINTER Interim Data for 8th Math:
Out of 254 Students tested, Average score: 1049 +- 1
91 Students (36%) Scored Level 1
110 Students (30%) Scored Level 2
40 Students (16%) Scored Level 3
13 Students (5%) Scored Level 4

ATLAS WINTER Interim Data for Geometry:
Out of 96 Students tested, Average score: 1058 +- 1
17 Students (18%) Scored Level 1
34 Students (35%) Scored Level 2
28 Students (29%) Scored Level 3
17 Students (18%) Scored Level 4

ATLAS WINTER Interim Data for Algebra
Out of 408 Students tested, Average score: 1045 +- 1
215 Students (53%) Scored Level 1
123 Students (30%) Scored Level 2
56 Students (14%) Scored Level 3
14 Students (3%) Scored Level 4

ATLAS WINTER Interim Data for 8th Science
Out of 377 Students tested, Average score: 1057 +- 1

76 Students (20%) Scored Level 1
144 Students (38%) Scored Level 2
99 Students (26%) Scored Level 3
58 Students (15%) Scored Level 4

Based on the data from the ATLAS, our primary needs center around improving student literacy and math scores. Although there have been gains in some areas, the data reveals that literacy scores, particularly in reading comprehension and writing, are below the expected levels for many students. Math scores also indicate that while foundational skills are strong for some, higher-level problem-solving and critical thinking skills are areas of growth.

2025-2026 Data UPDATE

REASONS TO CELEBRATE

WIND Time:
This past school year we restructured our RTI (Response to Intervention) program. We purchased ***RTI Scheduler*** to help with scheduling students. We've seen a positive shift in both student engagement and academic progress. The program's tiered approach has allowed us to provide more personalized support to students, particularly those struggling in literacy and math. Teachers have embraced the system, using data-driven strategies to monitor progress and make real-time adjustments to instruction. We plan to continue with this current RTI structure and put more focus using th elearning targets to As a result, we've observed noticeable improvements in both classroom performance and student confidence. The collaboration between staff and the commitment to student success have been key factors in the early success of the program, and we look forward to continuing this momentum in the future!

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Junior High School

2025-2026 UPDATE

2025-2026 IDENTIFIED GOALS

Goal 1:Literacy	
Write a SPECIFIC goal Who/What/Where/How/ When	**Who:** 8th & 9th graders **What:** ● We want to increase the overall score on the ATLAS by 3%. ● Our goal is to help students advance from their current level to the next level or beyond on the ELA/Writing ATLAS with a focus on the bottom 25%. **Where:** Russellville Junior High School
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** ● Over ELA ATLAS scores have increased by 3%. ● Students advance from their current level one to the next level or beyond on the ATLAS ELA test.
ATTAINABLE	**Item(s) and Support Needed to achieve this goal.** ● Building Level PLCs will track disciplinary literacy data based on agreed-upon targeted disciplinary literacy standards. ● Provide professional learning opportunities for teachers to complete further training and accountability: ● Additional training building-wide on disciplinary literacy focusing on identified

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	standards- Citing Textual Evidence and Key Ideas & Details ● Additional training on how to use the TACA to monitor student progress and drive instruction for all content areas ● PLCs will use CFAs, CSAs, and ATLAS interim results to diagnose specific skills students are not mastering and determine interventions for students. ● Students will receive Tier 1 and Tier 2 instruction by classroom teachers. ● WIND Time will also provide Tier 2 and Tier 3 intervention as RTI. Tier 3 instruction will be based on student data from CFAs, CSAs, and ATLAS interim results ● Continued Strategic Reading/STEM Literacy classes will target students who are identified as dyslexic, and struggling readers initially based on 24-25 Spring ATLAS Interims, as well as continued monitoring of the 25-26 ATLAS Interim results.	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** ● Student success in all tested areas and academic courses is impacted by reading proficiency. Targeting reading proficiency as a goal will focus and unite efforts across all disciplines. Literacy and disciplinary literacy skills impact not only academic efforts but in long term future student success. ● We chose this goal based on the results of the last ACT Aspire and STAR reading assessments which show that a high percentage of our students are below proficient in reading. Additionally, students with low reading proficiency generally score lower in other content areas, such as science.	
TIMELY	**DATE GOAL WILL BE REACHED:** Goal will be reached by May 2026.	**HALFWAY DATE:** Progress towards meeting the goal will be reviewed by the School Improvement Planning Team after each Interim Test and shared with the Guiding Coalition/School Leadership Team.

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Junior High School

Goal 2: Math	
Write a SPECIFIC goal Who/What/Where/How/When	**Who:** 8th & 9th graders **What:** ● Our goal is to help students advance from their current level to the next level or beyond on the 8th-grade Math, Algebra, or Geometry ATLAS with a focus on the bottom 25%. **Where:** Russellville Junior High School
MEASURABLE	**WE WILL KNOW WE HAVE REACHED THE GOAL WHEN…** We want to increase the overall score on the ATLAS by 3%. ● Our goal is to help students advance from their current level to the next level or beyond on the 8th-grade Math, Algebra, and Geometry ATLAS with a focus on the bottom 25%.

ATTAINABLE	**Item(s) and Support Needed to achieve this goal.**
	● *Building-level PLCs will track disciplinary data based on agreed-upon, targeted disciplinary math standards.*
	● *Professional learning opportunities for teachers to complete further training and accountability:*
	  ○ *Additional training building-wide on disciplinary literacy focusing on identified standards: citing textual evidence and key ideas & details.*
	  ○ *Additional training on how to use the TACA to monitor student progress and drive instruction for all content areas.*
	● *PLCs will use CFAs, CSAs, and ATLAS Interim data to diagnose specific skills students are not mastering and determine interventions for students.*
	● *Students will receive Tier 1 and Tier 2 instruction by classroom teachers.*
	● *Advisory periods will also provide Tier 2 and Tier 3 intervention as RTI.*
	● *Continued Math Lab classes will target students identified by ATLAS Interim data for Tier 3 instruction.*

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Junior High School

RELEVANT	**WHY THIS GOAL WAS CHOSEN?** • Student success in all tested areas and academic courses is impacted by reading proficiency. Targeting reading proficiency as a goal will focus and unite efforts across all disciplines. Literacy and disciplinary literacy skills impact not only academic efforts but in long term future student success. • We chose this goal based on the results of the last ACT Aspire and STAR reading assessments which show that a high percentage of our students are below proficient in reading. Additionally, students with low reading proficiency generally score lower in other content areas, such as science.	
TIMELY	**DATE GOAL WILL BE REACHED:** Goal will be reached by May 2026.	**HALFWAY DATE:** Progress towards meeting the goal will be reviewed by the School Improvement Planning Team after each Interim Test and shared with the Guiding Coalition/School Leadership Team.

MID-YEAR GOAL MONITORING

To Be Completed at the end of the first Semester - December 2025

GOAL 1 NARRATIVE WITH DATA
Progress towards meeting Goal 1:

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2025-2026 SCHOOL IMPROVEMENT PLAN

Russellville Junior High School

GOAL 2 NARRATIVE WITH DATA
Progress towards meeting Goal 2:

FINAL EVALUATION OF 2025-2026

Goal 1	
☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	
Goal 2	
☐ **MET** ☐ **NOT MET**	☐ **Continued in YEAR Plan** ☐ **Removed**
Summary:	

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2025-2026 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

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

Russellville High School's Family and Community Engagement Plan is available in the district's State Required documents.

PLANNING TEAM	
Name	**Title**
Nic Mounts	**Principal**
Rebecca McMullen, Eston Jones, Jessica Herrera	**Assistant Principals**
Ethan Hodge	**Building Learning Coordinator**
Anna Bailey, Lynn Ellison, Chance Duncan, Laura Tucker, Marty Watts, Natalie Earnest	**Guiding Coalition Members**
Marla Collier, Kelsey Dollar	**Parents**
Jeff Carter	**Community Member**
Rose Hernandez	**Staff Member**
Ava Brock	**Student**

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2025-2026 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

2023-2024 ATLAS Summative % Proficient

	10th ELA	Algebra I	Geometry	Biology
% Proficient	35%	0%	9%	44%
Total # Tested	421	21	319	404

In order to have a more accurate representation of growth and achievement, this table includes summative ATLAS scores from spring 2024 for 9th Grade Algebra 1 and English 9.		
	ELA	Math
Number Tested	452	438
% Proficient	38%	35%

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

2024-25 ATLAS Assessments % Proficient

Fall Interim Results				
	10th ELA	Algebra I	Geometry	Biology
Number Tested	388	22	515	428
% Proficient	37%	0%	4%	46%
Winter Interim Results				
	10th ELA	Algebra I	Geometry	Biology
Number Tested	384	20	525	413
% Proficient	41%	0%	11%	47%
Summative Results				
	10th ELA	Algebra I	Geometry	Biology
Number Tested				
% Proficient				

Last Date Modified: **4/18/2025**

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2025-2026 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

2024-2025 NEEDS ASSESSMENT

Narrative Summary
Our winter interim assessment data highlights areas of both concern and progress. While our reading and science performance remains strong—tracking at or above previous levels and exceeding state averages by 8% and 12%, respectively—math performance is a significant area of concern. Current data suggests that we are not on track to meet last year's performance levels in math, and we are currently performing 5% below the state average. This indicates a need for targeted interventions, instructional adjustments, or additional support structures to ensure students are mastering key mathematical concepts. In addition to academic performance, other data points such as attendance and behavior trends should be considered. If students with chronic absenteeism or disciplinary concerns are disproportionately struggling in math, we may need to implement holistic support strategies. By closely analyzing subgroup performance, instructional methods, and curriculum alignment, we can identify specific areas for growth and ensure all students receive the support they need to succeed.
2025-2026 Data UPDATE

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

REASONS TO CELEBRATE

Data
Our school continues to demonstrate strong academic achievement in reading and science. Reading and science data are well above state averages, and both subjects are on track to maintain or even improve upon last year's success. This reflects the effectiveness of our instructional strategies, curriculum alignment, and teacher collaboration in these subjects. Additionally, all tested areas have shown growth from the fall interim to the winter interim, which speaks to the impact of our ongoing efforts to support student learning. Notably, math demonstrated the most positive growth between the fall and winter interims, indicating that our interventions and instructional adjustments are beginning to take effect. This progress, combined with our strong results in reading and science, highlights the dedication of our staff and the resilience of our students. Moving forward, we will build on these successes while continuing to refine our strategies to support math achievement.
2025-2026 UPDATE

Last Date Modified: **4/18/2025**

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

2025-2026 IDENTIFIED GOALS

Goal 1: Math	
Write a SPECIFIC goal Who/What/Where/How/When	**The percentage of students scoring *Ready* or *Exceeding* on the ATLAS Math assessment will increase from 11% to 26% by the May 2026 assessment.**
MEASURABLE	**We will know we have reached the goal when…** ● ATLAS math scores show an increase of at least 15% in the *Ready* or *Exceeding* categories on the summative assessment.
ATTAINABLE	**Student Identification & Data Analysis** ● Identify students who scored below proficiency on the Winter Interim Math assessment. ● Disaggregate data to identify trends by common misconceptions. ● Use CFA (Common Formative Assessments) and CSA (Common Summative Assessments) data to track skill mastery gaps during STORM interventions. **Targeted Interventions** ● Implement small-group (10 to 15 students) targeted math interventions for students performing below proficiency. **Teacher Collaboration & Professional Development** ● Support teachers with professional development on math instruction best practices, including data-driven instruction, by implementing coaching and modeling sessions.

Last Date Modified: **4/18/2025**

	• PLCs (Professional Learning Communities) will analyze student work and assessment data, ensuring common grading practices and use data to adjust instruction. **Progress Monitoring & Adjustments** • Monitor student progress monthly using formative assessments and teacher observations during intervention sessions. • Make adjustments for student involvement based on progress monitoring.	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** This goal was chosen to address the identified gap in math performance, as current data shows that our students are not on track to meet last year's performance and are currently scoring 5% below the state average. By focusing on targeted interventions, teacher collaboration, and data-driven instruction, we aim to close this gap and ensure all students have the mathematical foundation necessary for success.	
TIMELY	**DATE GOAL WILL BE REACHED:** Goal will be reached by: May 2026	**HALFWAY DATE:** Progress will be reviewed each quarter, with a formal mid-year review in December 2025.

Goal 2: Literacy	
Write a SPECIFIC goal Who/What/Where/How/	**The percentage of students scoring *Ready* or *Exceeding* on the ATLAS ELA assessment will increase from 41% to 50% by the May 2026 assessment.**

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2025-2026 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

When	
MEASURABLE	**We will know we have reached the goal when…** ● ATLAS ELA scores show an increase of at least 9% in the *Ready* or *Exceeding* categories on the summative assessment.
ATTAINABLE	**Continue Curriculum Implementation** ● Continue implementing HMH ELA curriculum that was purchased in the 2024 - 2025 school year. ● Find and use supplemental curriculum resources to enhance reading comprehension. **Targeted Interventions** ● Research and/or develop targeted assessments to identify issues of reading comprehension by implementing HMH reading comprehension assessments. ● Implement small-group (10 to 15 students) targeted ELA interventions for students performing below proficiency. **Teacher Collaboration & Professional Development** ● Support teachers with professional development on ELA instruction best practices, including data-driven instruction by implementing coaching and modeling sessions. ● PLCs (Professional Learning Communities) will analyze student work and assessment data, ensuring common grading practices and use data to adjust instruction. **Progress Monitoring & Adjustments** ● Monitor student progress monthly using formative assessments and teacher observations during intervention sessions.

Last Date Modified: **4/18/2025**

	• Make adjustments for student involvement based on progress monitoring.	
RELEVANT	**WHY THIS GOAL WAS CHOSEN?** This goal was chosen to promote continuous improvement in student growth. Current data shows that we are at 41% Ready/Exceeding. By focusing on targeted interventions, teacher collaboration, and data-driven instruction, we aim to increase this performance to 50%.	
TIMELY	**DATE GOAL WILL BE REACHED:** Goal will be reached by: May 2026	**HALFWAY DATE:** Progress will be reviewed each quarter, with a formal mid-year review in December 2025.

MID-YEAR GOAL MONITORING

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

GOAL 1 NARRATIVE WITH DATA
Progress towards meeting Goal 1:
GOAL 2 NARRATIVE WITH DATA
Progress towards meeting Goal 2:

Relationships. Measurement. Collaboration

2025-2026 SCHOOL IMPROVEMENT PLAN

RUSSELLVILLE HIGH SCHOOL

FINAL EVALUATION OF 2025-2026

Goal 1	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	

Goal 2	
☐ MET ☐ NOT MET	☐ Continued in YEAR Plan ☐ Removed
Summary:	

Last Date Modified: **4/18/2025**

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 13, 2025
Item Title: Handbooks for the 2025-26 School Year
Responsible Administrator: Dr. Brittany Turner and Mr. Ben Goodman
Strategic Plan Priority: Academic Success

Background:

Each year, the RSD board of education reviews and adopts the student handbooks for the following year. This year, a committee of RSD staff, students, and parents reviewed the current 2024-25 handbooks and new policies, then created draft handbooks for the 2025-26 school year.

Recommended Action:

To approve the attached draft handbooks (academic, athletic, RCVA, and fine arts).

2025-2026
Student Handbook

Adopted and Updated by the Russellville Board of Education
Pending May Board Meeting

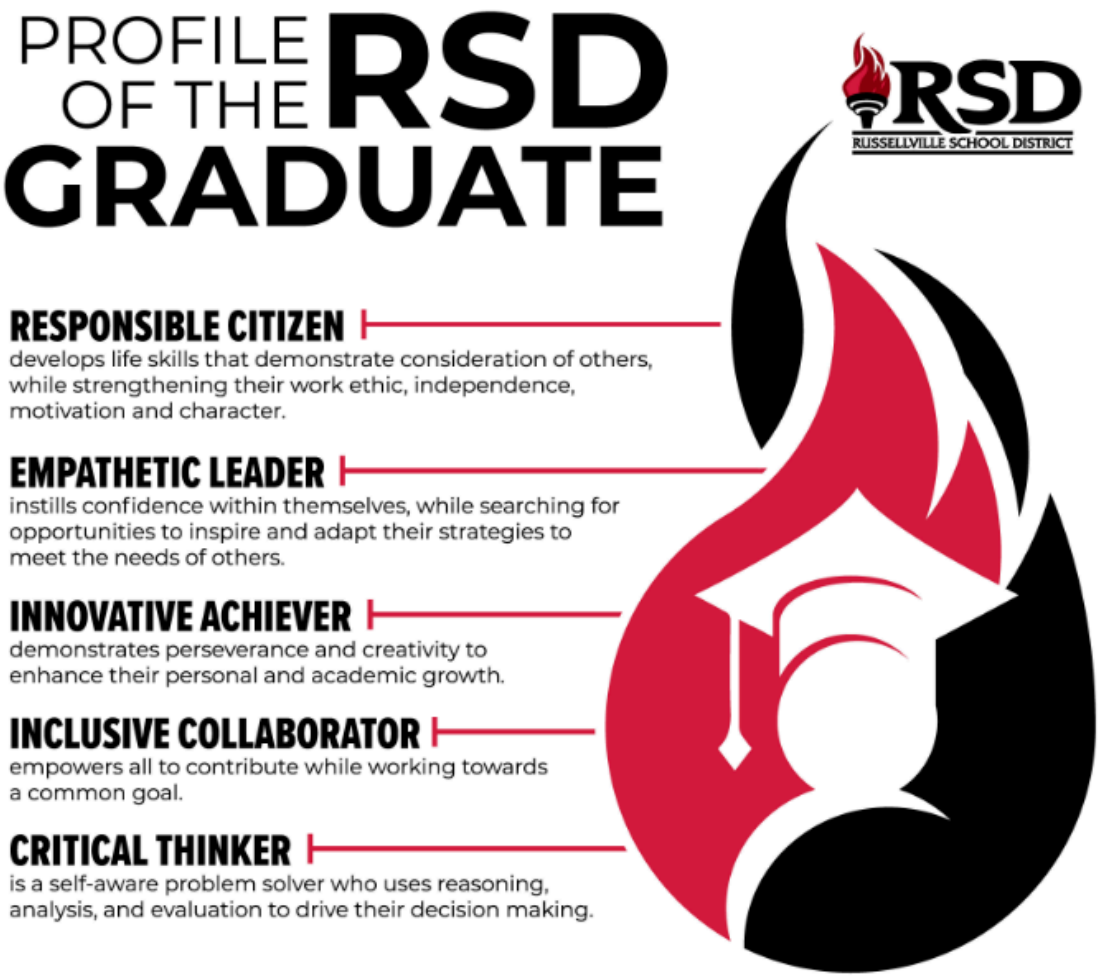
The Promise of the RSD Graduate

As educators, it is apparent that our hopes and dreams for our students extends beyond the classroom and their academic abilities.

Our aspiration is that every student is prepared to navigate this fast paced world and will leave our classrooms with inspiration and curiosity as they create **their future**.

The Background

RSD staff, including RSD Career and Technical Education teachers, along with community and business leaders, collaborated together to create the profile of an RSD graduate.



Russellville School District Campus Information

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Russellville, AR 72802
479-968-4540
Fax: 479-968-4603

1116 Parker Road
Russellville, AR 72801
479-968-4677
Fax: 479-890-4910

1300 W. 2nd Place
Russellville, AR 72801
479-968-3967
Fax: 479-890-4958

154 School Street
London, AR 72847
479-293-4241
Fax: 479-293-5141

1501 S. Detroit Street
Russellville, AR 72801
479-968-2084
Fax: 479-890-5956

1601 W. 12th Street
Russellville, AR 72801
479-968-2134
Fax: 479-968-7973

1201 W. 4th Street
Russellville, AR 72801
479-968-2650
Fax: 479-967-5538

1203 W. 4th Place
Russellville, AR 72801
479-968-2557
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2000 W. Parkway
Russellville, AR 72801
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Table of Contents

Section 1: General Information

Equal Educational Opportunity

No student in the Russellville School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability, be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the district.

The Russellville School District shall ensure that no student is denied access to being selected for honors and awards by establishing non-biased and equitable policies and procedures related to honors and awards programs in each school within the district.

Public Complaints Procedure

School Board Policy 6.7

The Russellville School District is open to complaints that arise through the actions of its employees or the operating procedures and policies. Complaints should begin as close as possible to the origin of the issue. The Board expects the staff and the grieving party to be courteous when a complaint occurs. Parents are asked to contact the school or appropriate central office administrator during the workday. The superintendent will assist parents when an issue is taken to the Board level.

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 members against whom the complaint is directed
2. Principal
3. Superintendent

Compulsory Attendance Requirements

School Board Policy 4.3

Extracurricular Activities – Secondary Schools

School Board Policy 4.56

Extracurricular Activities – Home-Schooled Students

School Board Policy 4.56.2

Extracurricular Activities - Hierarchy of Activities and Events

Students may be involved in numerous organizations and find themselves with activities scheduled on top of each other. The following hierarchy of events is to help give order to conflicts that arise between organizations. The order is listed from highest priority to lowest priority.

- AAA-sanctioned State Events that have an assigned AAA calendar week
- AAA-sanctioned Conferences/Region Tournaments/Region Assessments/Region Clinics that have an assigned AAA calendar week
- AAA-sanctioned Regularly Scheduled Conference/Region events (for example – regular conference games)
- AAA-sanctioned Non-Conference/Invitational events that are on the school calendar
- Local Activities and Events that are on the School Calendar before the start of the school year
- Events that are not on the School Calendar at the start of the school year
- Performances/Competitions/Ball Games will take a higher priority over practice

Residence Requirement

School Board Policy 4.1

Family and Community Engagement Plan

The full text of the Family and Community Engagement Plan for the District may be obtained through the district website www.rsdk12.net. Please choose the "State Required Information" button and scroll to the current year's Family and Community Engagement Plan. A plan for each building and the district is included.

Please contact your school for additional information and assistance with involvement.

Contact with Students at School

School Board Policy 4.15

Parent-Teacher Communication

School Board Policy 3.30

School Supplies, Textbooks, and Technologies

Students are responsible for all borrowed materials. Any materials, including, but not limited to, textbooks, library books, technological devices, library materials lost, or literacy materials lost or damaged beyond repair, must be paid for by the student. The fine must be paid before the end of the school year. Costs of items vary according to the item.

Wellness Policy

School Board Policy 5.29

The Russellville School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Russellville School District that

- The Russellville School District will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies;
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active regularly;
- Foods and beverages sold or served at school meals will meet the nutrition requirements of the USDA regulations;
- Qualified child nutrition professionals will provide students with access to a variety of affordable nutritious and appealing foods that meet the health and nutrition needs of students, in clean, safe settings; and
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs.

Student Medications

School Board Policy 4.35

Foreign Exchange Students

Families wishing to host foreign exchange students must get approval from the Russellville High School Administration. Upon approval to enroll, students will be enrolled as juniors. They will not be allowed to participate in graduation or other senior-related activities.

Hardship Licenses and Work Permits

RJHS students are not allowed to drive on campus. Therefore, hardship license paperwork will not be issued. Work permits for students are also not issued at RJHS.

Section 2: Academic Information

Academic Semester Test Exemption Policy

Students in grades 9-12 (including 8th grade courses that receive credit) will be exempt from a final exam for semesters 1 and 2 if they meet the following requirements:

a. A student with a 90% average or higher for the 1st/2nd quarter and/or 3rd/4th quarter and who are absent **four or fewer days** per semester of the class period. **Three tardies are equivalent to one absence for exemption purposes, whether excused or not.**

b. A student with an 80% average or higher for the 1st/2nd quarter and/or 3rd/4th quarter and who are absent **three or fewer** days per semester of the class period. **Three tardies are equivalent to one absence for exemption purposes, whether excused or not.**

Notes:

- Students who are exempt and choose to take the final exam are NOT penalized, regardless of the grade they make on the final exam.
- Students enrolled in an AP course who take the AP exam in the spring may be exempt from their semester test in that course.
- All absences count towards the exemption policy except for school-related and medical absences.

Academic Integrity

Plagiarism

Plagiarism is passing off a source's information, ideas, or words as one's own. Spoken it is the use of someone else's work without giving proper credit to that author or source. The use of the information without proper documentation or acknowledgment is cheating. Copying another student's homework, essay, test, research paper, etc., is also cheating. The following list contains ways to avoid cheating/plagiarism

- Do not copy another person's words or ideas from any book or reference material unless the source is acknowledged;
- Do not copy someone else's work;
- Do not lend your work to another student;
- Use the approved reference guide to cite sources;
- See the teacher about any questions or proper documentation; and
- Remember that all borrowed facts, statistics, or other illustrative material, unless the information is common knowledge, must be documented.

Other issues of Academic Integrity-Technology

The secondary school's faculties are committed to promoting positive character qualities; hence, the issues of technological academic dishonesty must also be addressed. All students are expected to be responsible digital citizens; therefore, cheating is unacceptable. The following list represents a partial list of technological misuse/abuse in the classroom

- Cutting, pasting, or downloading information from the internet;
- Rephrasing sentences from the internet;
- Text-messaging during tests or anytime during the instructional period; and
- Improper use of any electronic source.

Consequences of Academic Dishonesty

Situations of Academic Dishonesty vary in seriousness and circumstance; therefore, there are levels of offenses. Possible consequences may include but are not limited to

- When a student copies another student's work, both parties will receive a zero. School administrators will be notified for documentation and possible disciplinary action.
- For compositions, research papers, etc., the following consequences are suggested
    - 1st Offense: A zero on the work and parent contact by the teacher;
    - 2nd Offense: A zero on the work and parent contact by the teacher. The student is referred to the office;

DISCLAIMER: The administration reserves the right to alternative penalties based on the severity of the situation.

Smart Core Curriculum and Graduation Requirements for the Class of 2025

School Board Policy 4.45

Academic Information: Smart Core Curriculum and Graduation Requirements for the Class of 2026

School Board Policy 4.45.1

Academic Information: Smart Core Curriculum and Graduation Requirements for the Class of 2027 and Thereafter

School Board Policy 4.45.2

Special Recognition for Graduating Students

Cumulative grade point average (GPA) is used to determine class rank. All courses taken for high school credit are included. The GPA includes any weighted grades from PLTW Courses and Advanced Placement (AP) courses. Credit recovery is not utilized for Advanced Placement courses and any Advanced Placement courses where credit recovery was used will not be counted toward the total number of courses required for special recognition.

Students designated as graduating with the highest honors receive special seating at graduation. Speaking at the graduation and attending the Governor's Reception for High Academic Achievers are determined by class rank within this group. Other academic awards are handled similarly.

In the event of a tie for graduation speakers, the quality points from honors and AP courses are used to determine the order between the tied students. This tie-breaking process does not affect rank.

Honor graduates' tentative status is determined approximately three weeks before graduation. Determination is made by combining the first semester's cumulative GPA with the second semester's anticipated GPA. Final honor status is determined once final grades are figured at the end of the student's senior year.

Graduation Exercises

Participation in commencement exercises by seniors who have completed ALL requirements for graduation is encouraged but not compulsory. Since these exercises require planning (rehearsals are held during school hours on school days), all students who wish to participate in the exercises must attend rehearsals. Failure to do so may exclude a student from participating in graduation exercises.

Students who have not completed **ALL** requirements for graduation are NOT eligible to participate in the graduation ceremony. Students completing requirements for graduation in the summer or fall may participate in the next exercise if they desire. In this case, the students must notify the principal's office of their intent to participate in graduation exercises. Foreign exchange students are not allowed to participate in graduation exercises.

NOTE: Part-time home-schooled students may participate in graduation exercises only if the student completes all requirements at Russellville High School.

Honor Graduates

1. ~~**Earn 12 academic credits** from honors courses.~~
2. ~~Maintain a cumulative grade point (grades 9-12 inclusive) of 3.50 or better. Recognition will be designated as follows:~~

    a. ~~With Highest Honors: grade point of 4.0 and above with **seven of the twelve** required honors courses being **weighted** and from **three** different areas. Students graduating with the highest honors sit at the front of the students at graduation. The students with the highest honors and ranked 1st-4th are graduation speakers.~~
    b. ~~With High Honors: grade point of 3.75 and above, with **five of the twelve** required honors courses being **weighted** and from **two** different areas.~~
    c. ~~With Honors: grade point of 3.50 and above, with **four of the twelve** required honors courses being **weighted** and from **two** different areas.~~

3. ~~Honor graduates are tentatively determined before graduation, with final determination based on final grades. The complete high school record is used in making the calculation.~~

~~In addition to meeting all regular graduation requirements, a student working for honors recognition must earn at least 12 credits from honors courses and meet the following requirements:~~

GRADUATES WITH HONORS (FOR THE CLASS OF 2026)	
With Honors	• Earn a grade point average of 3.50 or higher • Four of the twelve required honors courses must be weighted courses from at least two different subject areas.
With High Honors	• Earn a grade point average of 3.75 or higher • Five of the twelve required honors courses must be weighted courses from at least two different subject areas.
With Highest Honors	• Earn a grade point average of 4.0 or higher • Seven of the twelve required honors courses must be weighted courses from at least three different subject areas.
Students graduating with highest honors sit at the front of the group of students at graduation. The students with highest honors and ranked 1st-4th are graduation speakers. Students graduating with highest honors receive special recognition at graduation. The top four (4) students with highest honors based on their GPA will be the speakers at graduation. The student with highest honors who has the highest cumulative GPA will receive the #1 ranking.	

In order to align with DESE's new **SUCCESS-READY PATHWAYS**, the following changes go into effect beginning with the Class of 2027.

DIPLOMAS WITH HONOR, MERIT, AND DISTINCTION (BEGINNING WITH THE CLASS OF 2027)	
Diploma with Honor	To graduate with a Diploma with Honor, a student must complete a Success Ready Pathway and have a • cumulative grade point average of 3.50 or higher and • successfully complete at least four weighted courses from at least two different subject areas.

Diploma with Merit	To graduate with a Diploma with Merit, a student must complete a Success Ready Pathway and achieve at least one of the following:
	• Credential of Value in a high wage, high demand career field
	• Certificate of Proficiency
	• Postsecondary credits (9 hours academic core)
	• AP Scholar
	  ○ Students who receive scores of 3 or higher on three or more AP exams
	• AP Scholar with Honor
	  ○ Students who receive an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on four or more of these exams
	• Seal of Biliteracy

Diploma with Distinction	To graduate with a Diploma with Distinction, a student must earn a Diploma with Merit, complete a Success Ready Pathway, and achieve at least one of the following:
	• Technical Certificate
	• Youth Apprenticeship leading to a registered apprenticeship
	• Associate's Degree
	• AP Scholar with Distinction
	  ○ Students who receive an average score of at least 3.5 on all AP exams taken and scores of 3 or higher on five or more of these exams
	• AP Capstone Diploma
	  ○ Students who earn scores of 3 or higher on AP exams in AP Seminar and AP Research and on four additional AP exams of their choosing

National Merit Scholarships

High school juniors may qualify for National Merit Scholarships by receiving a high score on the PSAT/NMSQT in October of their junior year.

~~Juniors need a high selectivity index score in the 99th percentile range. Not all students in the 99th percentile range are National Merit Semifinalists. Each state has a different cut-off score for selecting National Merit Semifinalists.~~

National Merit Scholarship Corporation (NMSC) uses NMSC Selection Index scores to screen students who enter its scholarship programs. Your score is calculated by doubling your Reading and Writing Score, adding it to your Math score, then dividing that sum by 10.

NMSC designates Semifinalists in the program on a state-representational basis to ensure that academically accomplished young people from all parts of the United States are included in this talent pool. Using the latest data available, an allocation of Semifinalists is determined for each state, based on the state's percentage of the national total of high school graduating seniors. *For example, the number of Semifinalists in a state that enrolls approximately 2% of the nation's graduating seniors would be about 320 (2% of the 16,000 Semifinalists)*

More info can be found here:https://satsuite.collegeboard.org/psat-nmsqt/scores/understanding-scores/your-score-explained

If a junior ~~student~~ plans to take the PSAT/NMSQT in the fall, then the student must review ~~pick up~~ the PSAT/NMSQT Student Guide in September and sign up in the RHS Counselor's Office.

The PSAT/NMSQT Student Guide has two ~~three~~ main sections

1. information about National Merit Scholarship Corporation scholarship competitions; and
2. test-taking advice and tips.

For more PSAT/NMSQT information: https://satsuite.collegeboard.org/psat-nmsqt

Attendance

School Board Policy 4.7

Tardies

School Board Policy 4.9

Tardies are described as missing more than 10 minutes of a class period. If a student misses more than 10 minutes of a class period, he/she is considered absent unless excused by administration. Three tardies are equivalent to one absence for exemption purposes, whether excused or not; Absences or tardiness due to dress code violations or other disciplinary actions are excused at the discretion of a principal.

Late to School Tardies

Students arriving to school after the tardy bell must consider the following:
A parent can excuse their child "late to school" no more than five (5) times per semester. After five (5) parents excused "late to school" tardies, "late to school," tardies are considered unexcused (unless approved by a Building Administrator). Note: RHS accepts only three (3) late-to-school tardies;

A parent-excused tardy is still recorded as a tardy but does not count toward the assignment of Saturday School (Saturday school is only utilized at RJHS and RHS); A student who arrives late to school regularly, unexcused, receives Saturday School after the fifth unexcused tardy. Parent conferences are held, if necessary, to resolve the problem of excessive tardies.

Credit Recovery for Attendance (Grades 9-12)

Credit Recovery is designed to allow students to regain credit who have absences totaling over the maximum number of **unexcused absences** for the semester and have a passing grade in the class. Students with six (6) unexcused absences in a semester may not receive credit for that course. Once the student has 6 or more unexcused absences in a course, the student may be subject to Saturday schools as assigned by the building principal. Failure to attend all assigned Saturday Schools and follow all rules results in dismissal from the program and loss of credit in that course. **Before** reaching 6 unexcused absences ,

the student or parent/guardian has the right to petition for extra excused absences. Extra excused absences are granted on a case-by-case basis determined by the building administrator.

College Credit/Concurrent Credit

Russellville High School, in partnership with Arkansas Tech University, offers concurrent courses taught on the RHS campus by RHS faculty. Students who meet the requirements of enrollment for ATU can receive both high school credit as well as credit from ATU for the approved courses:

- Before a student can enroll in a concurrent course, he or she must receive permission from his or her counselor and principal and must meet all of ATU's admission requirements and must have a qualifying test score submitted to ATU no later than August 1 of each school year;
- The student will be responsible for the costs of taking the qualifying test as stated in the RULES GOVERNING CONCURRENT COLLEGE AND HIGH SCHOOL CREDIT;
- US History I is a prerequisite for US History II and must be taken in consecutive semesters;
- Composition I is a prerequisite for Composition II and must be taken in consecutive semesters;
- Composition I will count as an elective, and Composition II can only replace English 12;
- Intro to Biology (420001) is a prerequisite for the concurrent Advanced course (529900) and must be taken in consecutive semesters during the student's sophomore year. Students may receive 4 hours of Biology credits from AP or Concurrent Courses, and
- Concurrent credit for Biology taken ~~at Russellville High School~~ during grades 9-12 counts as a Biology credit for non-Biology majors that enroll at ATU.

Make-up Work

School Board Policy 4.8

Marking Grades

Grades reflect only the accomplishment of educational objectives.

For grades 3-12, teachers use the following uniform grading system as required by Act 1070:

90% - 100%..... A
80% - 89%..... B
70% - 79%..... C
60% - 69%..... D
59% and below..... F

"I" indicates incomplete work. An "I" mark is upheld for up to two weeks unless otherwise determined by the administration until the deficiency is corrected. If not corrected, the "I" becomes an "F."

Note: In grades K-2, standards based grading is utilized.

Marking Grades – 9th-12th Grade Advanced Placement (AP) and Project Lead the Way (PLTW) Courses

1. 9th - 12th Grade students who take Advanced Placement (AP), PLTW, or ~~International Baccalaureate (IB)~~ courses approved for weighted credit by the Division of Elementary and Secondary Education shall be graded according to the uniform marking system.
2. For determining grade point averages, the numeric value of each letter grade shall be

   A = 5 points,
   B = 4 points,
   C = 3 points,
   D = 2 points,
   F = 0 points

Students who transfer into the district are given weighted credit for AP, IB courses, honors courses approved by the Division of Elementary and Secondary Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Students taking AP, or IB courses shall receive weighted credit as described in this policy. Credit shall be given for each grading period during the year but shall be retroactively removed from a student's grade for any course in which the student fails to take

the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she received in the course as if it were a non-AP course.

Legal References: *Division of Elementary and Secondary Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools, DESE Rules Governing Advanced Placement Courses in the Four Core Areas in High School, A.C.A. § 6-15-902(c)(1), (c) (3).*

Point System for Honor Rolls/Class Ranking

Each term, students, who achieve certain academic standards in courses taken for graduation credit, ~~can~~ may receive scholastic recognition as determined per building.~~: the All A's Honor Roll (4.0 grade point average (GPA), the Principal's Scholar List (3.66 to 3.99 GPS), and the Scholastic Honor Roll (3.25 to 3.65).~~ Other individual building recognition systems may be available. The following point system is used in computing the grade point and determining academic achievement:

A	4.00
B	3.00
C	2.00
D	1.00
F	0.00

For students enrolled in Advanced Placement (AP) courses, the following point system is used for computing GPA:

A	5.00
B	4.00
C	3.00
D	2.00
F	0.00

GPA's are computed on the courses that issue a letter grade only.
Note: A grade of "U" in any non-graded class is considered a failing grade and disqualifies a student from any of the above lists.

Student Promotion and Retention

School Board Policy 4.55

Section 3: Student Behavior and Discipline

School Board Policy 4.17

The Russellville Board of Education protects the District's students' and employees' health, safety, and welfare. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline.[1] Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school-sponsored function, activity, or event; and
- Going to and from school or a school activity.

Student Behaviors

The District's Student Code of Conduct applies to students traveling to and from school or to and from a school activity to the same extent as if the student were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct. Disciplinary action may include up to removal from any school sponsored activity.

Playground Rules for campuses with playgrounds

The playground is an area for fun and recreational activity. Students have the privilege to run and play. The following behaviors are not permitted on the playground and may result in disciplinary action:

- Use of equipment in an unsafe or inappropriate manner (i.e., no standing on top of equipment, no jumping from equipment, share with others);
- Climbing or exiting the fence unless approved by school personnel; and
- Leaving the playground to use the restroom, entering the building, or leaving with a parent without permission from the duty teacher.
- Parents are not permitted to enter building playgrounds during school hours.

Cafeteria Rules

- Students are to walk into the cafeteria quietly and ~~in a single file line~~ orderly.
- If students have not finished lunch when their class is dismissed, they may stay a few minutes to finish their meal.
- Students are expected to keep the cafeteria clean (i.e., throwing away trash, discarding unwanted food, reporting spills, returning trays to appropriate location)
- Students are not allowed to take unfinished food onto the playground.

Abuse of Public School Employee

School Board Policy 3.17

Search, Seizure and Interrogations

School Board Policy 4.32

Behavior/Items Not Permitted

All Russellville School District, students shall comply with the rules and regulations in this handbook. Students are to obey reasonable instructions and submit to the teacher, school, and Board of Education authorities on school property or at school-sponsored off-campus activities. The following behaviors/items are not permitted and result in disciplinary action

- Food and drink are only allowed in the hallway or classroom with principal/teacher approval.
- Students are not allowed to sell or trade personal items at school;
- Prohibited items include toys, games and/or items from home.
    - ~~games (including electronic/video);~~
    - ~~collector's cards, playing cards;~~
    - ~~skateboards, roller blades;~~
    - ~~dice;~~
    - ~~yo-yos;~~
    - ~~knives, water guns, cigarette lighters;~~
    - ~~fireworks; and~~
- ~~Items that were used as a toy or for non-academic related purposes.~~

- Throwing rocks or other objects on campus is prohibited;
- No laser lights are allowed. (Act 1408 of 1999 prohibits possession of laser pointers by students);
- RSD adheres to a "hands off" policy. Students are to keep their hands to themselves. Playing around may cause serious fights and injury. The "hands off" policy includes using feet, throwing objects, or any type of physical contact.
- Inappropriate displays of affection including but not limited to kissing are not permitted.
- Cameras and use of camera phones are not allowed at school unless approved through administration;
- Students are not permitted to film, post, or share any physical or verbal altercations; and
- Students are not permitted to possess, fly, or display flags in or from their vehicles. Students not following this rule may have their driving privileges revoked.

Note: Use of approved electronic devices is allowed only for educational purposes in the classroom. Students are responsible for their personal electronic devices. Schools are not liable for theft or destruction of student property.

Bullying

School Board Policy 4.43

Prohibited Conduct

School Board Policy 4.18

Sexual Harassment

School Board Policy 4.27

Student Assault or Battery

School Board Policy 4.21

Student Disciplinary Actions

Types of Disciplinary Actions

To ensure a climate conducive to learning, rules are necessary for the school. Every attempt is made to maintain rules clearly and consistently. Each discipline incident is evaluated on the basis of its circumstances and the scope of its impact. Any disciplinary infraction is punishable from the minimum of a reprimand to a maximum of expulsion. The following are descriptions of the disciplinary consequences that may be assigned to a student. Additional disciplinary action may be assigned at the discretion of building leadership.

Detention

Lunch Detention

Lunch detention may be used in buildings at the principal's discretion and is held each day during the student's lunchtime in a designated area. Lunch detention may be assigned by a teacher or principal for minor offenses including, but not limited to, tardies, classroom misconduct, misbehavior, etc. Failure to attend lunch detention will result in additional days of lunch detention or other disciplinary actions.

Saturday School

Saturday School is held at each secondary building for their students on selected Saturdays from 8:00 am until 11:30 am. Parents are notified and expected to provide transportation to and from Saturday School. Administrators assign Saturday School for a variety of disciplinary infractions. Additionally, students may be assigned community service as an alternative during Saturday School. Failure to serve Saturday School in its entirety will result in additional consequences as assigned by the building principal.

Expulsion

School Board Policy 4.31

Suspension

School Board Policy 4.30

Student Behavioral Intervention and Restraint

School Board Policy 4.60

Student Dress

School Board Policy 4.25

Principals shall have the authority to take appropriate disciplinary action when the dress of any student, or students, in the opinion of such principal is disruptive, undermining, rude, or contemptuous to the extent that it interferes with proper learning processes, detracts from proper decorum of the school, or constitutes a challenge to the authority of the school administration.

The following are expectations that should be followed in regard to dress:

- Clothing and body should be clean and in keeping with health, safety, and sanitary practices;
- All clothing should be worn as designed;
- Pants, shorts, skirts, and dresses should be appropriate and in conformity with good taste and good citizenship. Undergarments may not be exposed through the holes of clothing.
- Leggings must be opaque and not expose undergarments.
- Blouses and tops may not show skin at the midriff, chest, or cleavage. Shirts must touch the pants or skirt. No bare midriff, open-sided/open-backed tops, halter tops, or muscle shirts are allowed;
- Any "see-through" shirts that show underwear are not acceptable;
- Students are not permitted to wear any covering on their heads (hoodies, hats, caps, scarves, etc.) or hands during school hours. Caps, hats, and gloves must be placed in lockers or backpacks upon entering the school building; otherwise, they will be confiscated. Hoods attached to jackets may not be worn on campus unless weather conditions warrant it. Hoods may not be worn at any time inside the building;
- Bandanas are not allowed to be brought to school.
- Sunglasses are not to be worn in any building;
- Items of clothing with sexual messages/connotations; vulgar, obscene, or offensive messages; or which advertise weapons, alcohol, drugs, or tobacco are not allowed on campus.
- Extreme hairstyles that interfere with identifying students or with students' ability to see effectively in the classroom are unacceptable;
- Face paint, stickers, and glitter are not allowed on students or brought on campus unless approved by the building principal.
- Full-face coverage is not allowed per the Arkansas Activities Association at sporting events;
- Writing obscenities or vulgar images on clothing or body is not permitted;
- Students are not to wear gang attire or wear any clothing in a manner that represents or promotes gang activity (Refer to Policy 4.26); and
- Examples of dress that are not acceptable include, but are not limited to:
    - Shoes with steel taps, plates or spurs;
    - Contoured bodysuits (for example: spandex one-piece onesie/romper or spandex shorts);
    - Sleepwear (pajama pants, flannel pajamas, onesies, etc.);
    - Chains of any kind (belts, billfolds with chains, etc.);
    - Sagging is not allowed. Pants must be worn over the hips with a belt if necessary (Act 835 of 2011);
    - Costume wear (for example: masks, full body costumes, etc.);
    - Any type of jewelry (rings, necklaces, etc.) with sharp edges or sharp projections is prohibited.

Note: If a student develops a pattern of wearing inappropriate clothing, the administration and counselors may implement an individual dress code.

Students must follow the dress code policy while on school grounds during the day. This does not apply to school-sponsored costumes, uniforms, or athletic apparel for school activities and events. Students are required to change their clothing if it is inappropriate. Violations must be corrected before students return to class.

Exceptions for principal-approved special events will be given.

Gangs and Gang-Related Activity

School Board Policy 4.26

Exceptions to limiting access to certain foods and beverages

Afternoon snacks for students who eat an early lunch may be provided as part of the planned instructional program. Snacks should meet the United States Department of Agriculture (USDA) Afterschool Snack requirements.

Foods integrated as a vital part of the instructional program are allowed. For example, a teacher may include edible manipulatives such as a square of cheese to teach fractions.

The policy does not restrict what parents may provide for their own child's lunch or snacks, but parents may not provide restricted items to other children in school.

The policy does not apply to school nurses during the course of providing health care to individual students.

The policy does not apply to special needs students whose Individualized Education Plan indicates the use of a "Food of Minimal Nutritional Value" or candy for behavior modification (or other suitable need).

The complete set of rules governing nutrition and physical activity standards in Arkansas public schools may be accessed through the Arkansas Department of Education website: Link to Nutrition.

Child Nutrition/Food Service

Believing there is a strong relationship between a sound diet and scholastic achievement, we encourage children to eat a well-balanced breakfast and lunch. The cafeteria serves breakfast and lunch daily with entrée choices at both meals. Meals consist of meat, vegetables, fruit and/or dessert, breads and grains, and milk. All children will have ample time to eat their meal.

Please contact us if we can be of further service to you. The Child Nutrition office can be reached at (479) 498-8836 Monday through Friday from 8:00-4:00. We appreciate the opportunity to be of service to your children.

Section 4: Technology Resource Use

Acceptable Use Policy

RSD Board Policy 4.29 and 4.29F

Use of Cell Phones and Other Electronic Devices

RSD Board Policy 4.47

RHS, RJHS, RMS, and RIS are committed to being phone-free campuses. Upon arrival at school, each student will place their phone, smartwatch, and/or earbuds in a secured pouch. The pouch will be locked and can only be unlocked by school staff or the wall mounts in designated areas at dismissal.

Phones, earbuds, Smartwatches, gaming devices and/or any other electronic communication are not to be used during school. Every student will be assigned a personal storage device such as a pouch. The pouch is school property, and it is each student's responsibility to bring their storage pouch with them to school every day and keep it in good working condition.

DEFINITION

The definition of personal electronic device includes all of the following:

- Phones (both phones that connect to the internet and non-internet connected phones that send and receive text messages and make phone calls).
- Airpods, earbuds, and Bluetooth connected headphones.
- Smartwatches, fitness trackers, and other accessories that connect to the internet.
- Gaming devices and controllers of any kind will not be permitted.
- Devices that can be used to transmit or capture images, sound, or data such as a personal chromebook or laptop.

STORAGE POUCHES

Russellville School District has purchased storage pouches that will be issued to students in grades 5th-12th for the entire school year. The process for using these pouches is as follows:

1. Each student will place any personal electronic devices brought to school (phones, earbuds, Smartwatches, etc.) into the storage pouch. *Personal Devices larger than the pouch (tablet, laptop, headphones, etc.) will not be permitted on campus.
2. The pouch will be locked at the start of the school day and will remain locked throughout the school day.
3. The pouches will only be unlocked after the dismissal bell by holding the pouch up to a disengagement device available at exits as students leave the building.

Students may choose to leave their personal electronic devices at home or locked in their vehicles if they prefer not to carry the locked pouch with them throughout the day.

MEDICAL

A student that has a medical necessity, as determined by a healthcare professional and/or their educational planning team, that is documented in an IEP, 504, or individual healthcare plan, will be granted an exception. The exception is specific to the use of an electronic device to manage their condition only and still prohibits the use of the device for any other purposes. A student's Individualized Education Plan and/or Section 504 plan will override district policies and procedures.

PROCEDURE DISCLAIMER

The use of phone storage pouches is intended as a privilege to foster a focused learning environment, not as a punishment. However, if the pouches are not respected or used correctly, Russellville School District reserves the right to reconsider and remove their use from these procedures.

DAILY PROCESS

5th Grade:

1. Upon arrival to student's homeroom, the students will:
    a. Turn off their phone or place it on airplane mode.
    b. Place their phone, earbuds, and/or Smartwatch inside their pouch and secure it in the presence of school staff.
    c. Store their pouch in a designated location in the student's homeroom.
2. During the day: The pouches are to be kept in the student's backpack.
3. Access points: The homeroom teacher and the front office will have the unlocking mechanism.
4. End of day/designated event: At the end of the school day, the homeroom teacher will unlock the student's pouch in the classroom before dismissal.

Students arriving late or leaving early will pouch/unpouch their phones in the ***main office when checking into the building.***

Grade 6-12:

1. Upon arrival to student's 1st class or practice, the students will:
    a. Turn off their phone or put it on airplane mode.
    b. Place their phone, earbuds, and/or Smartwatch inside their pouch and secure it in the presence of school staff.
    c. Store their pouch in their backpack for the day.
2. During the day: The pouches are to be kept in the student's backpack.
3. End of day/designated event: At the end of the school day, students will unlock their pouches at designated exit points and retrieve their devices. Students must bring their pouch to school with them each day.

Access Points: *Access stations will be available in the office or other designated areas for unlocking.*

Students arriving late or leaving early will pouch/unpouch their phones in the main office when checking into ***the building.***

EMERGENCIES

Guardians can contact the office to reach their student. Students may use the school phone in the office to contact their parent/guardian.

CONSEQUENCES FOR NON-COMPLIANCE

Failure to Comply: If a student is found with an unlocked pouch, using their cell phone, or refusing to pouch their phone, disciplinary action will be taken as deemed appropriate by the building principal. This may include parent contact, detention, suspension, and/or other consequences as assigned by the building principal.

Tampering: Any tampering with the pouch or attempt to bypass the system will result in disciplinary measures, which may include detention, suspension, or other appropriate consequences deemed appropriate by the principal.

Damaged: Pouches damaged beyond typical wear and tear will result in a $30.00 restitution fee. The office will provide a temporary pouch to be kept in a designated locked area in the office until the fee has been paid. Disciplinary measures deemed appropriate by the principal may apply.

Examples of pouch damage include:

- Bent pin
- Ripped or cut fabric
- Deep scratches on the lock exterior + green ring
- Intentional pen marks on the inside of the pouch
- Pin and button not fully recessing due to pin damage

FORGOTTEN POUCHES
If a student forgets their pouch, the office will provide one for them. The temporary pouch and phone will be secured in the office until dismissal.

If a student consistently forgets their pouch, it is considered lost. Parent contact will be made regarding a restitution fee.

LOST
If a student loses a pouch, there will be a $30.00 replacement fee. The student may use a temporary pouch provided by the office. The phone and temporary pouch will be locked in a designated area and returned at dismissal each day until the fee has been paid.

Educational Technology Use

Russellville School District is dedicated to providing students with effective online tools and applications for learning. RSD uses Google Workspace for Education, managing education accounts for students. This includes Gmail (your child's "rsdk12.net" account), Calendar, Docs, Slides, Sheets, Drive, and Classroom. Students use these accounts for assignments, communicating with teachers, signing into Chromebooks, and learning digital citizenship skills. It is important to note that students cannot receive email from unapproved outside sources.

To use online programs and services, some information, such as the student's name and school email address, may be shared with the application. This information is only used for educational purposes, not commercial ones.

Federal and state law protects children's online information and activities through the Children's Online Privacy Protection Act (COPPA) and Arkansas Act 754 of 2023 "Student data Vendor Security Act, which limits how online services collect and use student data. RSD ensures apps used comply with COPPA and Act 754 of 2023. For a full list of tools used by each school, check our website.

District Devices

In grades K-5, students use devices in classroom carts, while grades 6-12 students receive their own devices. These are used for research, assignments, communication, and testing. Students are responsible for taking care of their devices. If a device is damaged, lost, or stolen, students must report it promptly. Intentional damage may result in charges for repair or replacement.

Student-issued devices must be returned before transferring from the district or at the end of the year for grades 6-7, or before high school graduation for grades 8-12. Devices must be returned in good condition.

Section 5: Transportation

Introduction

The Russellville School District Transportation Department provides safe transportation for students to and from school every day. Our staff is committed to providing students with a safe enjoyable environment while they ride to school and back home. RSD has 70+ buses in our fleet that our trained drivers utilize each day and our shop personnel keep clean and in top working condition. Our district covers 99 square miles that we serve by running ~~46~~ 43 routes simultaneously each morning and afternoon. We also run trips and shuttles each day to average 250+ runs per week, focused on keeping your students safe.

Safety

Safety is our number one priority. Our staff trains every year to ensure they are prepared to provide the safest environment possible while transporting students. Outside of physically driving the bus the number one variable in bus safety is student behavior. Bus rules and expectations are in place to help ensure the safety of all students. Buses are designed using compartmentalization. This means that sitting down in the seat and facing forward is equivalent to wearing a seatbelt in a car. A quiet bus ensures that the driver can hear what is going on around them and they are not distracted by the noise. Every second a driver or staff member spends having to monitor students not following expectations is a second that their eyes or attention are not focused on the road and driving.
We appreciate your partnership with us to ensure bus rules are followed to provide the safest most enjoyable transportation possible.

Some items that create a safety concern that are not allowed on the bus.

- Band instruments too big to be held in lap or may stick up over seat back. ~~absolutely no tubas or baritones.~~
- Glass containers
- Flowers
- Open food and drink containers
- Balloons
- Any item that can not be secured in the students lap
- Speakers / Playing music externally
- All items must remain in the backpack

Security

Every bus is equipped with ~~eight~~ multiple high definition cameras that record both audio and video to help us ensure the safety of our students. The system allows us to accurately diagnose issues that arise on the bus and allows us to address those responsible to make better choices while riding to help increase student safety.

Expectations

Russellville School District considers the bus as an extension of the school and classroom. The same expectations are in place on the bus as in the classroom. When students do not follow the rules and meet the expectation outlined then they create an unsafe environment that can have an impact on other students.

A driver's first responsibility is to drive the bus safely. Please consider they are driving a heavy commercial vehicle safely while supervising 60-80 students through a rear view mirror to ensure a safe environment for your student. There are very few places to safely pull over a bus to address student misbehavior that does not put the bus in a greater risk of an accident. That is why your support and students meeting the expectations are so important in ensuring the safety of all students.

School bus transportation is a service RSD takes pride in offering its students but please keep in mind that transportation is a privilege not a requirement and riding privileges can be revoked by district administration.

Bus Stop Creation

In addition to student safety, the second most important task of the Transportation Department is to develop routes to service students safely and efficiently. Routes are developed to provide the safest most economical operation of our fleet. Every attempt is made to limit the distance students must travel to their designated bus stop location.

NOTE: Transportation will not drop any student at any address unless the ~~address~~ address is verified and listed as the primary residence in the Student Information System, eSchool. In emergency situations, contact the transportation office when these occasions arise and we will assist you.

Below is a list of a few considerations used in developing bus stops per our stop procedures;

- Student Safety.
- The Walk Zone will be ~~2 blocks~~ 2-4 blocks from any school. Exemptions are at the Transportation Director's discretion.
- K-2 grade students must be met by a guardian or arrangements must have been made with the guardian that an authorized sibling is responsible for the student at the stop. This is called an eye-to-eye transfer and can be requested for students 3rd grade and above. Situations where this procedure is not followed the student will be returned to the building or the transportation office for pick-up. Multiple violations will result in loss of riding privileges.
- An adult must receive students at motels/hotels.
- We will not create stops at businesses, organizations, public places, or with friends of the student or family.
- Students will only be dropped off with guardians listed in ~~eSchool~~ eschool unless prior approval in writing from transportation.
- Students will only be dropped at the ~~address listed~~ verified address and is listed as the primary residence in Russellville School District Student Information System, eSchool.

Special needs routes - students with transportation on IEP - including above list plus;

- These student stops will be located at the residence.
- Must have a parent present at stop.
- Make wheelchair considerations.

ALE and SLC - students in these placements - including above list plus;

- These students are provided with specific transportation and are not allowed to board regular routes or shuttles.

Transportation is not provided for the following students;

- Out of zone elementary students: If your student attends an elementary school other than where they are zoned then it is the guardian's responsibility to transport the student to school.
- Out of district school choice: we are glad you have chosen RSD but it is your responsibility to get them to the building they are attending. If you have special circumstances please contact the transportation office.

The Transportation Director is the only person who can alter or establish stops and routes. Administration reserves the right to change any aspect of the routes when deemed necessary.

<u>Bus Stop Procedures</u>

NOTE: Transportation will not drop any student at any address unless the address is in the Student information System, eSchool. In emergency situations contact the transportation office when these occasions arise and we will assist you.

The following stop procedures are vital in ensuring students safety.

NOTE: Do not ask a driver to let students off the bus at any place other than your regular stop. He is not authorized to do this.

Boarding, students should…

- be at the stop 10 mins before the scheduled time.
- remain in a safe place and stand at least 10 ft from the road or as far as possible.
- be waiting at the stop location, buses can not wait for students to come down the road, off the porch, or from the house. A delay at several stops will cause the bus to be late. Each delay compounds as the bus continues through its route.
- be accompanied by a guardian or approved older sibling at all times if they are kindergarten through second grade or if requested by the parent to be eye-to-eye transfer.
- remain calm and do not approach the bus until they have opened the door and signaled you to approach.
- not horseplay at the bus stop.
- load the bus orderly and quickly while following the driver's instructions.

Exiting, students should…

- have a guardian or approved older sibling at the stop waiting if they are kindergarten through second grade or if requested by the parent to be eye-to-eye transfer.
- have a guardian at the stop 10 mins before the scheduled time if they are an eye-to-eye transfer.
- remain seated until the bus has come to a complete stop and the brake is set.
- unload the bus orderly and quickly while following the driver's instructions.
- not enter the driver area until the driver has opened the door and students are instructed to exit the bus.
- exit the bus and move immediately 5 ft away so the driver can see students clearly.
- stop if crossing the street in front of the bus until the driver has signaled them it is safe to cross.
- not horseplay at the bus stop.
- not check the mail after exiting the bus until it has ~~left~~ left the area.

Bus Laws

Below are a few laws that many people do not know:

- School bus transportation is a service RSD takes pride in offering its students but please keep in mind that transportation is a privilege not a requirement and riding privileges can be revoked by district administration.
- Individuals must not obstruct or delay any school bus.
- Individuals must not board any bus unless they are assigned to that bus.
- Adults are not allowed to board any bus for any reason.
- Individuals must not check mailboxes until the bus has left the area.
- Individuals must be seated properly at all times while the bus is in motion.
- A school choice or out of zone guardian is responsible for the students transportation to school.

Student Bus Rules

Student Handbook rules apply as the bus is an extension of the classroom and part of a students school day. Below is the statement from the Student Handbook:

The District's Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the student were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct. The preceding paragraph also applies to student conduct on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violation of the District's Student Code of Conduct, the student's bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior. Students are eligible to receive district bus transportation if they meet the District's requirements for riding a bus. The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian…

The list below is for clarification on bus-specific situations that may vary from the school handbook's expectations.

1. Anything that distracts the driver will not be tolerated and is a safety issue.

2. Only items needed for academics at school are allowed on the bus. Note: ~~baritones or tubas are not allowed on the bus, no exceptions.~~ Any instrument that does not fit in the students lap without sticking up over the seat back is not allowed on the bus.
3. No food and drinks shall be consumed on the bus. An excessive mess will result in disciplinary action (see below).
4. There is to be no profanity or vulgar language on the bus.
5. Any students taking pictures or videoing other students on the bus will be
6. Ride calmly, quietly, and correctly. Anything else is a safety concern, including blocking the aisle.
7. Any act of Vandalism/Defacing/Destruction of School Property including messing with safety equipment will result in disciplinary action (see below).
8. Bullying, physical contact, or verbal abuse will not be tolerated in any form on Russellville School District buses.

Discipline

Every student is treated fairly and equitably when receiving consequences for discipline. Our procedure is to follow a firm but progressive approach to discipline. The Transportation Director can revoke riding privileges beyond a 10 day suspension based on the severity of the incident(s).

Process:

1. A report must be filled out to launch an investigation. Incidences are handled in order of severity.
    a. Who fills out the report?
        i. Building Administrators - based on student report or patron.
        ii. Drivers
        iii. Transportation Office - based on student report or patron.
2. Transportation will investigate and collect evidence of the incident.
3. Transportation will decide the course of action for consequences to be implemented.
4. Transportation will contact the parent and explain the incident and consequences.
5. Transportation will send a report to the building administrator to be given to the student to notify them of their consequence.

Transportation will track incidences and follow procedures consistently and equitably for all students.

Consequences:

At any time the Transportation Director can determine any step can be skipped based on the severity of the incident.

Grades - K-5

1. Bus driver intervention (redirections, warnings, or assigned seating), verbal warning from Transportation Director, and/or a parent contact.
2. Written warning from Transportation Director and parent contact.
3. First suspension is 3 days and parent contact.
4. Second suspension is 5 days and parent contact.
5. Third suspension is 10 days and parent contact.
6. Fourth suspension is ~~for the remainder of the year~~ for up to a calendar year.

Grades - 6-12

1. Bus driver intervention (redirections, warnings, or assigned seating), verbal warning from Transportation Director, and/or a parent contact.
2. Written warning from Transportation Director and parent contact.
3. First suspension is 5 days and parent contact.
4. Second suspension is 10 days and parent contact.
5. Third suspension is ~~for the remainder of the year~~ for up to a calendar year.

Severity Clause: A student who distracts a bus driver from his/her responsibility of safely driving the bus or who engages in conduct endangering other students such as but not limited to fighting, smoking, or disrespect toward the bus driver will receive an immediate suspension from riding if a severe infraction

occurs. Suspension time for a severe infraction could result in the denial of bus riding privileges for the remainder of the year. Suspension includes all activities, trips, or other events.

Specific Acts Details:

Terroristic Threatening

Any behavior that falls under Terroristic Threatening will be automatic removal for the remainder of the school year at a minimum up to permanently being suspended from transportation.

Vaping

An automatic 10 day suspension and it counts as a step on the scale above. Two vaping incidents is a removal from the bus for the remainder of the year.

Vandalism/Defacing/Destruction of School Property

Grades K-12 Vandalism/Defacing/Destruction of School Property
Restitution will be up to $100.00 per item, mandatory 3-10 day bus suspension, and suspension extends indefinitely until restitution is paid. A second offense will result in the maximum restitution and suspension up to a year and the student cannot ride the next year until restitution is paid. Suspension includes all activities and trips. Three acts in a 12 month period will result in loss of riding privileges permanently.

Excessive Food Mess

Grades K-12 Excessive Food Mess
Restitution will be up to $50.00 per incident, mandatory 3-10 day bus suspension, and suspension extends indefinitely until restitution is paid. A second offense will result in the maximum restitution and suspension up to a year and the student cannot ride the next year until restitution is paid. Suspension includes all activities and trips. Three acts in a 12 month period will result in loss of riding privileges permanently.

Concerns

Students will always be treated equitably and with respect. If a student has a concern with something happening on the bus or stop, they need to report it to the driver immediately. If the student is not comfortable reporting it to the driver, they should report it to their building administrator immediately. RSD can not help unless we are aware of the situation. When reporting, please consider providing the following information to help us investigate accurately and with efficacy:

- The reporter's name and contact information.
- The names of all individuals involved.
- Descriptions of each individual involved.
- Which bus or stop.
- Which section: shuttle or route.
- Where on the bus: front, middle, back, driver side, or passenger side
- Approximate time or section of route: specific time or window of time.

If the guardian has any concerns, please report to the driver, building principal, or Transportation Office as soon as possible so we can work together to resolve the situation.

Handbook

Russellville Cyclone Virtual Academy

1000 S. Arkansas Ave.
Russellville, AR 72801
479-219-5355

Tommy Britt
Campus Supervisor

Brad Coffman
Supervisor of Alternative Programs

May 2025 Revision

Russellville School District will educate, equip, and empower all students to be productive, contributing members of their school, their community, and their world, by preparing students to be college and career ready.

Application Process

- Students must apply for Russellville Cyclone Virtual Academy with their home building counselor. It is not guaranteed that a student will be accepted into the program. They must meet the requirements listed in this document and we must have a spot available.
- Students should complete a Digital Learning Screener.
- Enrollment is available for students in the Russellville School District and anyone who uses the School Choice Process to become a part of the Russellville School District. In district students will have priority enrollment over school choice applicants.
- Students and parents must complete orientation and sign all agreement forms.
- Students 6th-12th grade must fill out a course selection form.
- Any new student must complete training on the learning management system.

What is Digital Learning?

- Digital learning gives students the flexibility to do school work from a location other than a traditional school building. Mostly this is done from home, but it doesn't have to be.
- Students have the flexibility to work at a faster and sometimes slower pace than what is allowed in a traditional school setting.
- Students are given a Chromebook or a laptop and will do their work from the virtual platform.
- Students will have Russellville School District teachers who work for RCVA to grade their work and conduct weekly virtual meetings to support their students. There are a few courses that will be taught by Virtual Arkansas teachers.

Digital Learning Platform

- Buzz is used for the majority of the courses.
- On campus (home campus) services are used for GT students.
- Canvas may be used for students taking courses from Virtual Arkansas. These are specialized courses we may not be able to offer through our RCVA teachers. Students taking Virtual Arkansas (VA) courses will still have an RCVA teacher as the facilitator to touch base with but VA will provide the actual teacher.

Courses Offered

- Students in grades Kindergarten through 8th grade will take the same courses as they would if they were attending on-site instruction.
- Some courses will be asynchronous, meaning the student will only meet with the teacher if they need help. This will be most electives.
- Courses offered in grades 9-12th
    - We will have a course catalog for courses offered by RCVA teachers.
    - We will have a course catalog for courses offered by Virtual Arkansas teachers.

Instruction

- Teachers will use weekly virtual meetings, such as Google Meet.
- The majority of the instruction comes from the curriculum built into the learning management system.

Learning Coach

Parents must designate someone to be the learning coach and they must be available as follows:

- Grades K-5, 20-40 hours average per week; learning coach should provide a strong, structured support alongside the student.
- Grades 6-12, 20-40 hours per week; a learning coach should be available for support.
- The learning coach is expected to check grades every week.
- Students must keep up with the pace of the weekly assignments as given by the teachers in order to finish the courses in the necessary amount of time for each semester. This is typically 5 lessons per week in each course. Some electives in elementary school are less.

Parent Expectations

- Parent/Guardians must complete orientation. Registration & Orientation must take place before the student can start in the program.
- Review weekly grades with your student. All grades and materials are accessible through the student's Buzz portal.
- Communicate with your student's teachers if help is needed.
- Provide a learning environment at home that is conducive to learning.
- It is important that students show learning independently so the data accurately reflects a student's growth and development. Please do not do the students work for them or help them on any assessments. If you need help with how to support your student, please communicate with the teacher and they can help you.

RCVA Advisory Teachers

- Each student will have an advisory teacher. This teacher will support the student by monitoring student progress, attendance, engagement, and making recommendations for student intervention when necessary.

GPA/Grades Requirements

To remain enrolled in RCVA, students must meet the following academic expectations each quarter (9-week grading period). Students who do not meet these expectations will be reviewed for Tier 2 or Tier 3 placement and additional supports, with possible return to on-site instruction if necessary.

Grades K–8:

- Requirement: Students must pass all courses each quarter, including completion of required state instructional minutes for electives (elementary level).
- Non-Compliance Procedure:
    - Students who are not passing all courses at the end of the 9-week period will be placed on a Tier 2 academic support plan.
    - If a student continues to struggle despite interventions, they may be moved to Tier 3, which could include daily check-ins, individualized support, and night school options (for older students).
    - If insufficient progress is made by the end of the school year, the student will not be eligible to return to RCVA the following year.
    - Students returning to onsite instruction will be placed at their original school if space allows; otherwise, they will be enrolled in another RSD school with available capacity.

Grades 9–12:

- Requirement: Students may have no more than one failing grade and must maintain a minimum 2.0 GPA each quarter.
- Non-Compliance Procedure:
    - Students with more than one failing grade or a GPA below 2.0 will be evaluated for Tier 2 or Tier 3 academic support.
    - Students with a GPA between 1.5–1.99, but passing all courses, will be placed on academic probation for one semester.
    - If the GPA remains below 2.0 after the probation period, the student will return to on-site instruction at RHS or RJHS.
    - Students with multiple failing courses may be required to return to their home campus immediately.

Progress Monitoring and Action Plans (All Grades):

- Grades will be checked weekly. Progress reports will be emailed home approximately every 4–5 weeks, and official report cards will be mailed each 9 weeks.
- If a student's grade in any course drops below 60%, an Action Plan Meeting will be held with the student and learning coach. The student will be placed into Tier 2 or Tier 3 depending on their needs.

Participation in the Action Plan is required to remain in RCVA. The plan may include:

- Weekly or bi-weekly check-ins with a teacher or mentor
- Required attendance at RTI support sessions
- Check-ins with the advisory teacher
- Parent/student conferences with the Digital Learning Supervisor
- Movement to Tier 3 supports (e.g., daily contact, counseling, night school options)
- Return to on-site instruction if virtual learning is no longer suitable

Tier placements are reviewed regularly and may be adjusted based on student progress.

District Mandated Testing

- Students must participate in all district mandated testing some of which are required to take on campus.
- If a student does not show up for these assessments, they will not be allowed to participate in RCVA the following school year.

Attendance

- The student should be in good standing with the truancy policy from the school they are coming from.
- Weekly advisory check-ins are required for all RCVA students. Additional supports/interventions may be required if necessary to support digital learners.
- Students are required to complete and submit anywhere from 1-5 lessons (depending on the subject matter) in a subject per week. This will take an estimate of 4-8 hours per day to achieve. Buzz provides a report that we review weekly to check student activity and time in the system for attendance.
- If a student has not logged in for a total of 10 days, is not meeting the weekly time requirement, and is failing any courses, they may be referred back to their original RSD campus.
- If a student has not logged in for a total of 20 days, is not meeting the weekly time requirement, and is failing any of their courses, the student/parent will be referred to the Pope County Juvenile Probation Office and court action could result.

Enrollment Commitment

- Enrollment in RCVA is a one semester commitment. At the end of the one semester, a student can transition back to an RSD building. If a student goes back to onsite learning at any point in the school year, they will not be able to enroll in RCVA again until the next school year. Elementary students who go back to on-site instruction will be able to go back to their original building as long as there is a spot available. If not, the student will be enrolled in another RSD elementary school that has a spot available.

Response To Intervention (RTI)

- If a student needs response to intervention (RTI), they will be required to attend virtual academic meetings unless a parent signs the waiver stating they do not want RTI services.

Communication

- The parent must be able to communicate with RCVA using email, phone, and virtual conferences. If a parent does not have the ability to communicate regularly with RCVA through these means, the student will not be eligible for the program.

Academic Integrity

Plagiarism

Plagiarism is passing off a source's information, ideas, or words as one's own. Spoken it is the use of someone else's work without giving proper credit to that author or source. The use of the information without proper documentation or acknowledgment is cheating. Copying another student's homework, essay, test, research paper, etc., is also cheating. The following list contains ways to avoid cheating/plagiarism:

- Do not copy another person's words or ideas from any book or reference material unless the source is acknowledged;
- Do not copy someone else's work;
- Do not lend your work to another student;
- Use the approved reference guide to cite sources;
- See the teacher about any questions or proper documentation; and
- Remember that all borrowed facts, statistics, or other illustrative material, unless the information is common knowledge, must be documented.

Other issues of Academic Integrity-Technology

The school's faculties are committed to promoting positive character qualities; hence, the issues of technological academic dishonesty must also be addressed. All students are expected to be responsible digital citizens; therefore, cheating is unacceptable.

Consequences of Academic Dishonesty

Situations of Academic Dishonesty vary in seriousness and circumstance; therefore, there are levels of offenses. Possible consequences may include but are not limited to:

- When a student copies another student's work, both parties will receive a zero. School administrators will be notified for documentation and possible disciplinary action.
- For compositions, research papers, etc., the following consequences are suggested
  - 1st Offense: A zero on the work and parent contact by the teacher;
  - 2nd Offense: A zero on the work and parent contact by the teacher. The student is referred to administration;

DISCLAIMER: The administration reserves the right to alternative penalties based on the severity of the situation.

Extracurricular Activities and Courses

- All Cyclone Virtual Academy students may participate in athletics, fine arts, and extracurricular activities.
- Students are required to attend extracurricular classes in person.
- Parents will be responsible for transporting students to and from these activities during the student schedule time.
- Students will have access to the library at the on-site schools. Each home campus will specify times and days for virtual students to access the library.
- Students may participate in book fairs, yearbook pictures, graduations, prom, dances, athletic events, and other activities such as these.
- Students may participate in courses at the onsite schools that are not offered at RCVA but must provide their own transportation.

9th-12th Course Load Exception for RJHS or RHS Students

- This would allow an RJHS or RHS student to take 7 courses at their building and up to 2 courses at RCVA.
- If a student wants to take more than 7 courses they must meet the following requirements:
    - Maintain a 3.0 GPA or higher
    - Must not have below a C in any course
    - RCVA courses will only be available if enrollment is not full
    - This will only apply to students wanting to take courses above the normal course load or if there is a conflict of period at the building.
    - Each request must be approved by the Building Principal and the Digital Learning Supervisor
    - Student must follow RCVA handbook and RJHS/RHS handbook

Technology

- Parents and students will receive training materials on the technology needed when enrolled in RCVA. Parents and students must possess the technology skills needed to use and troubleshoot when they are away from RCVA. We do have a technician on-site to help with troubleshooting.
- If a student violates the technology student use agreement they will be subject to loss of student use which would lead to disqualification of RCVA.
- If a student intentionally breaks or loses any of the equipment they are provided and doesn't not pay for it to be fixed or replaced, they will not be eligible for RCVA the next school year.

Discipline

- All virtual students will follow the same behavior expectations as onsite learners as spelled out in the elementary and secondary handbooks that are linked at the top of this document
- All students will be expected to display appropriate behavior during Google meet sessions including language use, student dress, and anything else covered in the RSD Elementary or Secondary school handbooks

Special Services

- ESL, Special Education, 504, Gifted and Talented, Dyslexia, speech, and OT/PT students are provided the same level of educational support in the digital environment as those who are in-person. Accommodations, modifications, and other supports are reviewed upon entry into RCVA to ensure any changes that need to be made to meet their new environment. Some services may require onsite meetings if virtual is not possible or feasible.

Marking Grades

Grades reflect only the accomplishment of educational objectives.

For grades 3-12, teachers use the following uniform grading system as required by Act 1070:

90% - 100%..... A
80% - 89%..... B
70% - 79%..... C
60% - 69%..... D
59% and below..... F

"I" indicates incomplete work. An “I” mark is upheld for up to two weeks unless otherwise determined by the administration until the deficiency is corrected. If not corrected, the "I" becomes an "F."

Note: In grades K-2, standards-based grading is utilized

Non-Discrimination Policy

- The Russellville School District is committed to implementing and monitoring all Civil Rights Acts and Regulations. We do not discriminate against any individual based upon that individual’s veteran status, race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability.

Supervisor Discretion

- The Digital Learning Supervisor may make an exception to the handbook for unusual and extenuating circumstances or for situations not specifically covered.

This document speaks only to rules or policies that may apply directly to virtual learning. For anything not expressly written in this document, students will adhere to all of the RSD student handbook policies for secondary or elementary.

2025-2026

Athletic Handbook

Updated May 13, 2025 (Pending Board Approval)

Forward

The Russellville Cyclones Athletic Handbook is presented to you because you have indicated a desire to participate in the athletic program of the Russellville School District. It serves as an information guide for all parents who have expressed a willingness to permit their child to participate. Participation in interscholastic sports provides a wealth of opportunities and experiences that assist students in personal growth and maturation.

As educators, coaches, and administrators, our goal is to organize and administer a broad-based athletic program that will allow students with athletic interest an opportunity for safe participation in the sports of their choice. Our programs will provide experiences that enhance each student's growth and maturity academically, socially, and physically. The Russellville athletic program will also serve as a source of pride for participants, our school district, and our community.

Our staff is committed to providing:

1. An opportunity to earn a roster position through a tryout process.
2. Adequate equipment and facilities.
3. Well trained coaches.
4. Equalized competition.
5. An atmosphere of fairness and sportsmanship through competition.

Likewise, as a student-athlete, you must commit to a standard of conduct and effort that exemplifies the fulfillment of certain responsibilities and expectations of the proud tradition of the Russellville Cyclones Athletic Program. While this handbook merely serves as an overview and does not attempt to cover every situation that could arise, it is our hope that through this information guide our students and parents will have a better understanding of these responsibilities.

UNDERSTANDING OF RULES AND REGULATIONS OF THIS HANDBOOK

We hope that the parents and athletes understand the rules and regulations covered in this handbook. If a rule or regulation is broken and dismissal from a team is necessary, then the parent will be notified why the dismissal took place. It should be understood that the coach and administration has the final say and the final authority regarding dismissal from a team.

***Any athlete or family members of an athlete that are removed from an athletic event by an official, police or administrator is subject to suspension from all athletic events for the remainder of that season or that year.**

***Any fan that disrupts an athletic event is subject to suspension from all athletic events for the remainder of that season or that year.**

PHILOSOPHY OF THE RUSSELLVILLE ATHLETIC DEPARTMENT

The philosophy of the Russellville Athletic Department is to maintain a broad-based program that will afford all students with athletic interest an opportunity for safe participation in the sports of their choice. The coaches shall deal with the athletes with firmness and fairness in order to establish the leadership they respect and admire.

GOAL OF THE RUSSELLVILLE ATHLETIC DEPARTMENT

The student athlete will develop the skills necessary to become independent problem solving adults and become a positive influence in society, not just a good athlete.

REQUIREMENTS FOR PARTICIPATION

Remember that as an athlete you are not eligible to participate in any sport until the following items have been completed. These forms are available for parents to complete on the Dragonfly website. Dragonfly is the eligibility website that is provided by the Arkansas Activities Association. Parents will be given instructions on how to use Dragonfly at their athlete's parent meeting.

DragonFly

1. **Physical examination** completed and on file in Dragonfly.

2. Completed **Emergency Consent Authorization** form and on file in Dragonfly.

3. Completed **Consent for Drug Testing** form and on file in Dragonfly.

4. All **eligibility requirements** have been satisfied as established by the Arkansas Activities Association.

ATHLETE'S RESPONSIBILITIES

1. **In the classroom**: In the academic area, the athlete is expected to become a good student. A good student does not mean all "A's". A good student means doing their best in academics.

2. **Practice & Games:** The athlete is expected to attend regardless of holidays, job commitment, social activities or week-ends.

3. **Absences:** An athlete should consult his/her coach before missing practice. Missing practice or an event without good reason is not acceptable. An athlete missing for any reason is expected to make up the practice session. Disciplinary action will be at the discretion of the coach.

4. **School Attendance:** Students who miss school or check out on the day of an athletic event will not be allowed to participate unless they missed for an emergency or the building principal excused their absence.

5. **Out of School and In School Suspension:** If an athlete is suspended from school or is assigned to In School Suspension, they may not attend, play, or practice in any school extra-curricular activity and no coach or school personnel will be allowed to work them out until they have completed their suspension.

6. **Eligibility Guidelines and SIP School:** The athletic department encourages the academic excellence of all athletes. The eligibility requirements are those set forth by the Arkansas Activities Association and the State Department of Education. Students that are not eligible can practice with the team as long as they have permission from the head coach. The student can practice, but they are not permitted to play in a game or travel with the team.

Eligibility rules are as follows:

- All first semester 7th and 8th grade students have no requirements to be eligible as long as they have been promoted for any reason.
- Second semester 8th grade students must pass (4) academic courses the previous semester as specified by the Arkansas Dept. of Education's Standards for Accreditation of Arkansas Public Schools.
- First semester 9th grade students must pass (4) academic courses the previous semester as specified by the Arkansas Dept. of Education's Standards for Accreditation of Arkansas Public Schools.
- Second semester 9th grade students must pass four academic classes and have a 2.0 GPA to be eligible for their 10th grade year.
- If you are in 10th, 11th or 12th grade you must pass (4) courses and have a 2.0 GPA.
- If a student passes (4) courses but doesn't have a 2.0 GPA, he/she can attend SIP classes. **Head Coaches and the Athletic Director can provide information regarding the SIP Program.**

7. **Care and Responsibility for Equipment**: Equipment should be turned in within one week following the end of the season. An athlete is financially responsible for all equipment checked out to him/her. The cost of destroyed/lost equipment will be replacement costs. An athlete must treat school equipment as though it were his/her personal property. It should never be abused. If an athlete is involved in the theft of school equipment, he/she could be dismissed from the team.

8. **Student Athletes and Social Networking**: As a student-athlete, one is a representative of the school and community and always in the public eye. The Athletic Department advises student-athletes to exercise extreme caution in their use of social media outlets. Student-athletes should keep the following information in mind before participating in social networking:

- Always represent oneself and one's school respectfully.
- Once any text, photo, tweets, or video is placed online, it is completely out of your control, regardless of whether you limit access to your page. Assume that everything posted is permanent.
- Student-athletes should not post inappropriate information or pictures on social media outlets that damage or embarrass you, your family, your team, the athletic department or school. This includes information, photos, tweets and items that may be posted by others on their page or on your page.
- Do not post disrespectful comments or engage in inappropriate behavior such as the following:
    - Derogatory or defamatory language
    - Derogatory or defamatory comments about teammates, coaches, officials,opponents, athletics or the school.

Student –athletes could face disciplinary action and even dismissal for violation of school, team, athletic department, or Arkansas Activities Association policy or rules.

9. **Bullying and Hazing:** Bullying and hazing of any kind will not be tolerated. (Refer to the Russellville School District Handbook.)

10. **Proper Conduct and Sportsmanship**: Proper conduct and good sportsmanship are expected at all times. Athletes should be good role models both in and out of the classroom. As ambassadors of Russellville Public Schools, student-athletes and coaches should strive to represent the very best spirit and tradition of athletics. Remember that athletes not only represent oneself, but one's teammates, coaches, the entire athletic department, the school and community. Student-athletes shall exemplify good sportsmanship on and off the field of play, during pre- and post-game comments to the media, and when traveling and participating at other institutions. Profanity, derogatory comments or other intimidating actions directed at officials, student-athletes, coaches or team representatives will not be tolerated.

ATHLETIC DEPARTMENT POLICIES

1. *Athletic Participation*

- Students will be encouraged by the coaching staff to participate in any sport they desire.
- The head coach in each sport has complete discretion as to who plays, how long they play, and under what circumstances they play or do not play.
- Try-outs: Sports that are limited in number of participants will conduct try-outs based on ability, potential and grade level. Selection of the team will be at the discretion of the coach.

2. *Dropping And Transferring Sports*

- Students who drop a sport may not rejoin the team until the next tryout period. (Exceptions will be granted for reasons deemed worthy of appeal by the Athletic Director)
- An athlete who quits a sport is not allowed to participate in another sport without the consent of both coaches involved or until the season of the sport he/she quit has ended. (Exceptions will be granted for reasons deemed worthy of appeal by the Athletic Director)

3. *Travel*

- All students will ride to school events (games, performances, etc.) on an RSD bus. If there are extenuating circumstances, please contact your building principal.
- If parents/guardians would like their child to ride home with them from the event, they will sign them out at the actual event.
- If parents would like their child to ride home with someone other than the parent/guardian, parents need to write a note to the school principal, with their phone number on the note, asking for permission to do so, prior to students departing for the event. (Parents need to write a separate note for each event.)
- The building administrator or their designee will call parents to verify each note unless it is delivered in person.
- Athletes will remain with their squad and under the supervision of their coach when attending away games or events.
- All regular school bus rules will be followed, including those pertaining to food, noise, remaining in seats, and care and respect for equipment.

4. *College Recruitment Policy*

- The Russellville Athletic Department and our coaches will work with college coaches to provide them with the information and material needed for a complete evaluation. Our staff does not make decisions regarding who gets recruited or offered scholarships. We have multiple college coaches that evaluate Russellville athletes in all sports every year. Ultimately, it is their decision as to who they recruit.

5. ***Injuries/Illness Notification***

- In effort to provide safe participation in all athletic activities, it is of the utmost importance that our coaches and training staff be informed of all injuries or illnesses no matter how minor. Please provide timely notice of any doctor's orders or recommendations pertaining to participation.

6. ***Conflicts in Extra-Curricular Activities***

- Coaches recognize that each student should have the opportunity for a broad range of experiences in the area of extra-curricular activities; and to this end, will attempt to schedule events in a manner so as to minimize conflicts.
- Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about participating in too many activities.
- When conflicts do arise, coaches will do their best to work out a solution. If it becomes obvious that a student cannot fulfill the obligation of a school activity, the student should withdraw from that activity. However, before the withdrawal occurs, the student, parents, coaches, and administration should strive to reach a solution if possible.
- Students shall not be disciplined for participating in another extra curricular activity.

7. ***Discipline Procedure*** Disciplinary action is a result of a violation of school, team, athletic department, or Arkansas Activities Association policy or rules. Disciplinary action on a particular team shall be at the discretion of the coach and should be expected to be uncomfortable. All disciplinary action shall be firm, fair, and consistent with all athletes. Any continued pattern of behavior may result in dismissal from the team.

- Disciplinary actions on a team may include but are not limited to:
  - Physical punishment before or after practice - at the coaches discretion
  - Parent meeting with the coach and athlete
  - Suspension from a portion or all of a competition
  - Suspension from a team for a period of time at which the coach is expected to accommodate supervision of the athlete during this time period

Disciplinary action shall be handled by the coach of the team that the athlete is currently participating on. Though an athlete may compete for multiple teams throughout the year, a coach whose team is not in season shall not discipline an athlete on another team without direct communication with and approval from the in season coach.

8. ***Dismissal from a Team*** Dismissal from a team is not and should not be the first option when disciplining a student athlete unless the offense is severe enough to dictate such action. It is our philosophy that we will work with student athletes to help them to grow and mature within our programs so long as their infractions are not causing repeated disruptions to the team.

- Reasons for dismissal may include but are not limited to:
  - Any pattern of behavior that is detrimental to the teams culture
  - Drug or alcohol use
  - Bullying or Hazing other athletes
  - A threat of violence to another athlete or coach
  - Repeated discipline referrals and/or suspensions from school

- Not meeting eligibility requirements
- Not completing dragonfly requirements in a timely fashion so as the athlete misses multiple practices or competitions
- Repeated unexcused absences from practices or competitions
- Severe insubordination toward a school employee

Dismissal from a team shall not be a result of an athlete's participation in another sport or school related activity so long as the participation has been clearly communicated beforehand.

If a rule or regulation is broken and dismissal from a team is necessary, then the parent will be notified why the dismissal took place. It should be understood that the coach and administration has the final say and the final authority regarding dismissal from a team.

GENERAL INFORMATION CONCERNING ATHLETICS

SUMMER WORKOUTS: All athletes are expected to maintain their physical conditioning throughout the summer. Coaches should inform athletes of any special workout programs to be followed. Weight rooms and gyms will be open as scheduled through the summer.

TEAM CAMPS: Coaches may enroll their teams in organized team camps during the summer. Athletes are encouraged to attend if possible.

INCLEMENT WEATHER: If school is canceled due to inclement weather, practices and games will be decided by RSD Administration. In the event that conditions improve throughout the day, practices may be allowed but may not be mandatory for the athletes. Administration must be notified of any team requesting to have practice on inclement weather days and approval must be granted before a practice can be scheduled.

DRUG TESTING: Any athlete who participates in extracurricular activities will be subject to a random drug test. The drug testing consent form is on the Dragonfly website. Names of the athletes are selected by an outside agency. Any athlete who tests positive to a drug test will be disciplined according to the Russellville School District Drug Testing Policy. (See Drug Testing Policy-link below) Students that are disciplined for vaping have the option of being tested to show that no illegal substances were vaped. If a vape test comes back positive for an illegal substance, the student will go into the drug testing protocol.

Consequences of a Positive Test:

1. The parent/guardian and student will be notified forthwith of a positive test result. A due process hearing will be conducted by the Drug Advisory Committee with the student/parent/guardian.

Test

a. Urine Screening Test If a sample tests positive for any controlled substance, the sample will be immediately retested. In the event that the second test reports negative, the sample will be considered negative for reporting purposes. A second positive test will result in the sample being immediately delivered to a SAMHSA certified laboratory for GC/MS confirmation with results provided to the school in one or two

days. If the confirmation test is negative, no further action will be taken.

b. Independent Agency Test Upon receipt of a positive lab test result from an independent testing agency, student/parent/guardian may, within 24 hours of notice to them, request a confirmation test of the original sample at their expense. If the second test is negative, no further action will be taken.

2. First Offense -- Any student, for a first offense, who the District determines has tested positive will be on probation for ninety days. During probation, the student may not participate in athletic/spirit competition or practice until they can produce a negative test according to policy guidelines. Once a negative test result is received, the student will be allowed to resume participation. During probation the student must complete a drug-counseling/rehabilitation program that is recognized and accepted by the District. During probation the student will be tested each month. After ninety days, and if all further test results are negative, probation will be lifted. All testing and drug-counseling/rehabilitation while on probation will be at the expense of the student.

3. Second Offense – A positive drug test for a student on probation or who has previously been on probation for a positive test will result in the student's loss of participation privileges in athletic/spirit group activities for six months or the rest of the semester, whichever is greater. The student will also be required to complete another drug-counseling/rehabilitation program.

4. Third Offense – A positive drug test by a student who has had two prior offenses will result in the student being prohibited from participation in athletic/spirit group activities for the remainder of his/her enrollment in the Russellville School District.

5. The District recognizes that there will be the possibility of trace residual drugs in students who have previously tested positive. The Drug Advisory Committee will take this into consideration when determining second and third offenses.

6. Any student refusing to submit to a drug test will not be allowed to participate in any athletic/spirit group activities for the remainder of the school year or six months, whichever is greater.

7. Student drug test results will be maintained at the District Central Office in a secure file cabinet. No files will be removed from Central Office, and only the Athletic Director and the Superintendent will have access to the files. Records will be destroyed within six (6) months of the student's high school graduation. Appeals Process All actions for student violations of the drug testing policy may be appealed by the student utilizing the District's appeals process.

SPIRIT GROUPS: This entire Athletic Handbook pertains to all members of any spirit group.

A. AACCA Safety guidelines will be followed.

B. The primary goal is to promote school spirit in the school and at athletic events.

C. All Try-outs will be held in the spring.

D. Competition is at the discretion of the Coach.

E. Spirit Groups are allowed to have handbooks with additional rules and regulations. However, they must remain consistent with the rules for dismissal of students as other sports and also follow the guidelines of the other sports in the athletic department as well as the RSD Spirit Squad Handbook linked below:

District Spirit Squads Handbook

PARTICIPATION OF ATHLETES IN DIFFERENT SPORTS:

1. The athletic department's philosophy is that each sport complements the other, both physically and competitively.
2. Students will be encouraged by the coaching staff to participate in all sports.
3. Try-outs: Sports that are limited to a predetermined number of participants will conduct try-outs based on ability and grade level. Selection of the team will be at the discretion of the coach.
4. An athlete must complete his/her season in the sport they are involved in before they can try-out for another sport.

EXTRACURRICULAR ACTIVITIES-HIERARCHY OF ACTIVITIES AND EVENTS

Students may be involved in numerous organizations and find themselves with activities scheduled on top of each other. The following hierarchy of events is to help give order to conflicts that arise between organizations. The order is listed from highest priority to lowest priority.

- AAA Sanctioned State Events that have an assigned AAA calendar week
- AAA Sanctioned Conference/Region Tournaments/Region Assessments/Region Clinics that have an assigned AAA calendar week
- AAA Sanctioned Regularly Scheduled Conference/Region events (example – regular conference games)
- AAA Sanctioned Non-Conference/Invitational events that are on the school calendar
- Local Activities and Events that are on the School Calendar prior to the start of the school year
- Events that are not on the School Calendar at the start of the school year
- Performances/Competitions/Ball Games will take a higher priority over practice

UNDERCLASSMEN PLAYING ON VARSITY TEAMS: Only special circumstances would allow a student to participate in a sport higher than their grade level unless they are in the 9th grade and they are trying out for a sport not offered at the Junior High level. Circumstances would be evaluated by the coaching staff, athletic director, and the student's parents.

Underclassmen may only be allowed to participate on a varsity team if the following requirements are met:

1. The athlete must be moved at the beginning of the season, and the move must be agreed upon by the coaches, parents, and administration.
2. If the athlete's junior high season has ended the athlete can be moved up to participate on the varsity level at the coaches discretion. This too must be agreed upon by coaches, parents and administration.

ONLY ATHLETES THAT ARE ELIGIBLE TO PLAY IN VARSITY EVENTS WILL BE ALLOWED TO DRESS OUT FOR THE VARSITY EVENTS. THEY WILL BE ALLOWED TO DRESS OUT FOR JUNIOR VARSITY EVENTS.

HOW TO REPORT A COMPLAINT When reporting a complaint, the procedures are as follows:

1. Contact the coach who had direct supervision of the athlete at the time. If satisfactory resolution of the complaint is not made, then;
2. Contact the Head Coach of the sport in which the athlete was participating. If satisfactory resolution of the complaint is not made, then;
3. Contact the Athletic Director of the Russellville School District. If satisfactory resolution of the complaint is not made, then;
4. Contact the Superintendent of the Russellville School District.

SPIRIT SQUADS HANDBOOK RUSSELLVILLE PUBLIC SCHOOLS

1) Introduction:

The purpose of this handbook is to provide guidelines for the administration of the Russellville Public School's spirit squad programs. Its purpose includes helping to establish uniform standards and procedures for all participants.

The information in this handbook has been developed in consultation with spirit squad coaches, parents, and administrators. This handbook has been approved by the Athletic Director and the administrators of Russellville Middle, Jr. and Sr. High Schools.

Changes to this handbook may be made at the coach's discretion. Spirit squad members will be responsible for changes upon notification by the spirit squad coach.

2) Philosophy:

Spirit squads play an important role in athletic contests and other school and community activities. Each squad boosts school spirit, promotes sportsmanship, and develops positive crowd involvement. Because of their high visibility and recognition by the public, it is imperative that high standards of conduct be observed, including positive personal behavior and an emphasis on teamwork. Responsibilities for team members should center on "leading" or "directing" students and other fans in positive expressions of support and involvement that create a cooperative spirit among students, faculty, athletes, and members of the community. All spirit squads' main responsibility is to support the teams at school sporting events. The junior high and high school spirit squad's next responsibility is to compete at the highest level in state competitions.

3) Responsibilities of the Spirit Squad Coach:

- Attend the fall AAA Spirit Rules Meeting
- Attend a documented safety meeting at least every other year unless he/she has the four-year ACC Safety certification
- Keep current medical information for each squad member
- Be responsible for members of the squad in all of their activities, fulfilling responsibilities to provide an environment free of safety hazards
- Attend all assigned activities, including practices, games, coaches' meetings, and community activities, or have an athletic department-approved adult substitute in case of emergencies or pre-approved absence
- Work cooperatively with the schools' administrators, activities director, other coaches, sponsors, band director, and community personnel
- Review district transportation guidelines and information and be on board the bus for all spirit squad trips
- Arrange through the athletic director the squad's transportation/meals to away contests, activities, and performances, keeping early dismissal from school to a minimum
- Make sure all routines/cheers and music are school appropriate
- Coordinate a schedule of performances at events and meet all required administrative duties
- Recognize individual and squad ability levels and limit activities accordingly
- Provide members of the squad with a copy of this handbook and enforce the policies and procedures it contains
- Keep open lines of communication with spirit squad members and parents
- Strive to develop in each squad member qualities of leadership, initiative, good judgment, high standards of conduct, and scholastic achievement
- Seek to promote good health habits, including the establishment of sound training rules

- Encourage good relationships among members of the squad and develop and maintain a positive working relationship between squads
- Respect the integrity and judgment of sports contest officials
- Manage the spirit squad budget according to the athletic department budget guidelines

4) Expectations of Squad Members:

- Act in a courteous, polite, responsible, and considerate manner
- Promote school spirit and good sportsmanship
- Cooperate with the coaches, officers, teachers, administrators, and other students
- Attend **ALL** scheduled practices, events, and activities and arrive on time
    - If you have an unexcused absence from practicing during a performance week, you will be pulled from the performance at the coach's discretion.
- Promote and maintain a **positive working relationship** between coaches, squads, and squad members
- Be enthusiastic, properly dressed, and well-groomed at all required events/activities/ and practices
- Know/master all cheers, chants, and routines by specified dates/ timelines provided by the coach.
- Follow all guidelines/procedures outlined in the Spirit Squad Handbook
- Follow all school rules/guidelines outlined in the RSD Student Handbook
- Maintain eligibility requirements (*RSD and AAA*)
- Participate in ALL required fundraisers
- Do not post derogatory or hurtful comments about the coach, team, or other squad members on social media outlets. (*See social media policy*)
- Team members should be leaders within the school and set a good example at **ALL** times.

5) Expectations of Parents:

- Provide positive attitude/behavior/role model for their student/school/community both on campus and off campus.
- Show respect for the coach, all participants, officials/judges/teachers.
- Attend pre-season meetings with the spirit squad coach.
- Provide financial support for the required costs of participation in spirit squads.
- Volunteer and be involved in parental activities throughout the season when possible.
- Do not post derogatory or hurtful comments about the coach, team, or other squad members on social media outlets.
- Follow the proper chain of command (section 6 below) when addressing concerns

6) Grievance Procedure/Chain of Command:

If you need to address a concern with the Coach, please refer to the following:

- The athlete will attempt to resolve the issue by speaking to Coach first.
- If the problem is unresolved, schedule a meeting at school with Coach.
    - **Do NOT approach the coach before, during, or after a game, practice, or on social media. You may contact Coach via Band or email.**
- If the problem is unresolved, schedule an appointment with the Athletic Director
- If the problem is still unresolved, contact the building principal.
- If the problem is still unresolved, follow the Russellville School District appeal process.

7) Summer Camp: MANDATORY

The selection of the type, date, and location of the summer camp to be attended will be made by the spirit squad coach. Summer camp costs and expenses are the responsibility of each spirit squad

member. All spirit squad members are required to attend the scheduled summer camp and ALL practices. Exceptions must be preapproved by the spirit squad coach.

8) Tryouts:
Tryout procedures must be outlined by the spirit squad coach and approved by the athletic director and building principal. **Spirit squad coaches are responsible for the selection of squad members**.

Tryouts will be held in the spring. Prior to tryouts, the spirit squad coach will hand out a tryout packet containing all tryout expectations (criteria/skills/times/locations). Instructional clinics will be held during the week of tryouts. **Attendance is required for ALL instructional clinics and Tryouts.** Exceptions must be preapproved by the spirit squad coach.

Tryout Scoring:
A total score derived from multiple areas will be utilized in determining membership of the spirit squad(s). It will be decided by performance of tryout skills and routines; Coaches Clinic Evaluation, and Teacher Evaluations with percentages to be determined by the individual coaches.

Tryout Eligibility Requirements:

- Meet all RSD and AAA eligibility requirements
- Not have resigned, quit, or been dismissed from a spirit squad
- Attend the pre-tryout meeting with a parent/guardian. Exceptions must be preapproved by the spirit squad coach.
- Have written permission from parent/guardian to participate in spirit squad activities
- Have all required paperwork/forms completely filled out/signed by parent/guardian and returned by the due date
- Have current physical
- Wear black shorts/pants, a white short-sleeved t-shirt, socks, and tennis shoes/dance shoes

Male Members:
Due to the change in competition divisions with a co-ed team, male members may or may not compete depending on the number of males on the team, skill level, and overall potential. Male members may be judged on a separate set of criteria at tryouts than female candidates.

In the selection of all spirit squads:

- The membership number of each squad will be determined where the “natural” break occurs with the top scores or at the discretion of the Coach.
- All scores will be kept confidential and <u>will not be divulged</u>.
- **The selection decision from tryouts is FINAL. Not all students chosen to be on the team will be on the competition squad.**

Tryout Grievance Procedure:
Grievances concerning tryout results must be submitted to the athletic director at least one week after the tryout results are announced.

Membership of Spirit Squads:
Russellville Middle School

- Top total scores of no less than 10 7th grade candidates. Squads may number less if enough participants do not score 50% or higher on their skill scores.

Russellville Junior High School

- Top total scores of no less than 10 8th and 9th grade candidates. Squads may number less if enough participants do not score 50% or higher on their skill scores.

Russellville High School

- Top total scores of no less than 10 10th-12th grade candidates. Squads may number less if enough participants do not score 50% or higher on their skill scores.

9) Captains and Co-Captains

The decision to have spirit team officers will be determined by the spirit squad coach. The captains and co-captains will be appointed by the spirit squad coach.

10) Involvement in other Sports or Extracurricular Activities

- Members are encouraged to participate in other school-sponsored sports/activities if it is mutually acceptable to and appropriately arranged with all involved parties (parents/student/coaches/athletic director/principal).
- Conflicts will be addressed/resolved by coaches involved.
- **Club Sports or Sports that are not school-related come second to school sports and will not be an excused absence.**

11) Grade Level Eligibility Requirements:

Middle School and Junior High Requirements

- All first semester 7th and 8th grade students have no requirements to be eligible as long as they have been promoted from the previous year.
- Second semester 8th grade students and first semester 9th grade students must pass (4) academic courses during the previous semester as specified by the Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools.
- All second semester 9th grade students must pass (4) academic courses the previous semester and have a 2.0 GPA to be eligible for their 10th grade year.

High School Eligibility Requirements

- All 10th, 11th, and 12th grade students must pass (4) academic courses and have a 2.0 GPA. If a student passes (4) courses but does not have a 2.0 GPA, he/she can attend SIP classes. Head coaches and the Athletic Director can provide further information regarding the SIP Program.
- At the end of the second semester, all students must meet RSD and AAA scholastic requirements in order to participate in spirit squad tryouts.

*The coach will do random grade checks throughout the school year; if a student is missing multiple assignments or has below a C in any particular class, the Coach has the right to bench the student from games, performances, or practices.

12) Sportsmanship:

The promotion of good sportsmanship is a primary responsibility of spirit groups. Spirit squad members should serve as role models for spectators, whether in uniform or not. All spirit squad members should know and follow the NFHS policy statement concerning good sportsmanship.

All material (cheers/choreography) should be directed toward entertaining and/or motivating the crowd to support the athletic team. All performances should exemplify positive support of the Russellville athletic teams.

13) Appearance:

- Members should look their best physically at all times.
- Hair should be worn up and **off the face** when practicing/required events/games.
- All uniforms and accessories, including shoes, must be kept neat and clean at all times.
- **No Acrylic Nails or Nail Color on nails during the season**
- **No jewelry, including body piercings, is allowed during practice or events.**
- **New ear or body piercings are not allowed if it will not have sufficient time to heal before practices/camp/games/competitions.**
- All tattoos must be covered while in uniform and must not be placed in an area of the body that cannot be covered by the spirit squad uniforms.
- Undergarments must be completely covered by the uniform, no bra straps should be showing at any time while in uniform.
- Look your best when representing RSD in uniform
- The complete uniform includes correct spandex, sports bra with maximum support, bow, socks, shell, skirt, liner, warm-up, and poms.
    - If you do not wear the correct attire, you will not be allowed to cheer/perform and it will be considered a strike within the three-strike rule. (See Three Strike Rule below.)

14) Uniforms and Expenses:

The school will provide uniforms for spirit squad members. The purchase of accessories and/or additional uniforms will be at the expense of the spirit squad. Such purchases must be approved by the spirit squad coach and athletic director or superintendent. "Out-of-pocket" expenses for spirit squad members and parents will be kept to **$500.00. This fee covers the athletes "keep items" that compliment their uniforms or are necessary for practices and/or performances. Summer camp fees are NOT covered with the member fee. Fundraising opportunities will be provided to cover the camp fees.**

Uniforms and accessories purchased with school funds remain the property of the school.

Fundraising activities will be planned and/or approved by the spirit squad coach to aid in meeting individual expenses. Other fundraisers may also be conducted which will be directed toward the general fund for operational costs. All spirit squad members are required to participate in scheduled fundraisers. Exceptions must be preapproved by the spirit squad coach.

Spirit Squad fee is non-refundable if an athlete quits the team. In the event an athlete quits or is dismissed from the team, the athlete cannot wear team attire for the remainder of the school year.

Uniform Policies:

- Members must wear the correct and complete uniform at all required events
- Members may not give out any part of their spirit squad uniform to non-spirit squad individuals-**including any practice attire that shares RSD Spirit Squad affiliation.**
- Members are to launder/clean all uniforms prior to turning them in at the end of the year
- No part of the spirit squad uniform or accessories except the spirit squad jacket/hoodie is to be worn unless in complete uniform or pre-approved by the coach.
- No jewelry or other "extras" will be worn while in uniform or at practices.
- Do not wear the spirit squad uniforms as a costume.
- Members may not take uniforms from the uniform closet without the coach's knowledge
    - If a uniform no longer fits correctly, the member will need to return their current uniform to get a replacement. Replacements will not be issued for lost items without the lost item being paid for in advance.

- All adjustments or alterations must be reversible and are the responsibility of the athlete.

15) Practices:

- **ALL** practices are required for all squad members in-school and after-school
- Absences/Leaving Early will be excused at the discretion of the coach- *If athletes miss more than 3 practices due to illness, a doctor's note will be required for the remainder of absences in order for them to be excused.*
- Coaches must be notified prior to absence/leaving early at **least one week prior** to the absence if possible
- Absences/leaving early from practice may result in restriction from activities
- Additional practices may be scheduled depending on the need
- Non-school sponsored activity classes/practices/games/activities are **not** excused absences
- Members who miss practice are responsible for any information/choreography/cheers that they missed
- All choreography/band dances/cheers must be approved in practice before being performed in a game or pep rally.
- **No** stunting may be practiced **without the supervision** of the coach.
- You must dress out and be prepared to practice at **ALL** scheduled practices.
- All practices are CLOSED (members & coaches only, unless prior approval from coach)

16) Performances and Games

- Members are required to attend **ALL** home and away ballgames/performances/ competitions/practices set by the coach.
- Coaches must be notified a minimum of **one week prior** to an absence
- Members must be on time for events and stay until the event is officially over.
- Per district policy, members must attend at least ½ of the school day in order to participate in events on that day. Exceptions must be preapproved by the coach.
- Gum/Suckers/Food are not allowed while cheering at events.
- Members are not to leave the stands or track during an event without the permission of the coach.
- Spirit squads will perform pre-game or halftime cheers/routines at home football and basketball sporting events.
- Cell phones will NOT be allowed out during games, performances, or competitions unless permission is granted by the Coach.
- In case of school closing due to weather, practices will not be held; however, if the teams still play, spirit squads are expected to participate unless directed not to by the athletic director/principal.

17) Transportation

- Members must ride school-provided transportation to all out-of-town events unless previous arrangements/permission are made with the coach/athletic director/principal by a parent at least 24 hours prior to the event.
- Members who miss the bus will not be allowed to participate in the event if he/she arrives via any means other than approved transportation unless prearranged with the coach.
- Members may ride home from out-of-town events with their own parents/guardians if the parent/guardian signs he/she out with the coach.
- Members traveling home with someone other than his/her own parent/guardian must submit **a written/signed note** at least 24 hours prior to the event to the coach and building principal for approval.

18) Competition

- The decision to participate in competitions will be made by the spirit squad coach/principal/and athletic director. Squads may attend up to five AAA-sanctioned invitational competitions per year in addition to the AAA state championships for high school teams.

School spirit coaches may cut members from competitions due to a lack of skills, poor work ethic, attitude, or failure to attend practices at ANY TIME during the competition season.

19) Vacations

- Members are encouraged to take a vacation during the designated Athletic Dead Weeks.
- Any vacation outside of the Athletic Dead Period must be communicated to the Coach in advance.
- Members may not take a vacation during the school year in which they miss practices/games/ or events.
- Members are expected to be at **ALL** scheduled practices/games/events/activities from **March 2025 - March 2026**.
- Extended absences must be approved by the Coach.
- Athletes will receive discipline, as laid out in the handbook, for practices/games/events/etc missed during that time unless approved by the Coach in advance. Please review the grievance procedures stated previously.

20) Safety

All AAA and NFHS guidelines must be followed at all practices and performances. No practice or meeting is to be held without the spirit squad coach or an adult specifically designated by the spirit squad coach being present.

21) Discipline

The very basis for, and philosophy of, the team member position demands high standards of conduct. Therefore, it should be realized that at times it may be necessary for disciplinary actions to be taken against team members which seem more severe than those taken against other students who are not team members and may have been involved in the same or similar situation. Once a member has been dismissed from or resigns from a spirit squad, he/she is ineligible for future tryouts.

THREE-STRIKE RULE

If an athlete violates **ANY** of the rules listed in this handbook, it will follow the three-strike policy, which is as follows:

First Offense: Verbal Warning
Second Offense: Written Warning (Subject to benching and other disciplinary action listed below and written notice signed by parent, athlete, and coach)
Third Offense: 1st Strike (Subject to benching and other disciplinary action listed below and written notice signed by parent, athlete, and coach)
Fourth Offense: 2nd Strike/Probation (Subject to benching and other disciplinary action listed below and written notice signed by parent, athlete, and coach)
Fifth Offense: Dismissal (Meeting with parent, athlete, and coach.)

Football and Basketball: Sit out a quarter

- Eating, drinking, or chewing gum while on the field or court unless at a designated time.
- Being tardy to ANY team activity.
- Excessive talking or out-of-proper line-up during practice/games/appearances
- Disrupting practice/event
- Failure to assume responsibility
- Turning money/notes/permission slips/etc. in late
- Not cheering, yelling, or smiling during game or performance
    - First warning only.
    - If the behavior is not corrected, athletes can be benched until the behavior is remedied.
- Inappropriate practice uniform
    - This would include any piece of the uniform.
    - This would also include inappropriate hair, jewelry, smart watches
- Forgotten props, uniform or accessories

Football and Basketball: Sit out two quarters

- Not cooperating with coaches, teachers, or other squad members
- Public display of affection
- Giving out any part of the team uniform to non-spirit squad members
- Uniform violations include but are not limited to:
    - Untidy uniform or appearance
    - Wearing a wrong or incomplete game uniform
    - Wearing clothing that is not part of the official uniform
- Unfavorable attitude or display of poor sportsmanship
- Leaving practices or games without permission/approval from the coach
- Using your phone or smart watch during any event (practice, game, fundraiser, competition) unless specified by the coach

Sit out Game and/or Performance:

- Unexcused absence from practice or in-school practice
- Receiving negative feedback from a teacher or any other school employee about poor behavior, attitude, or grades.
- Receiving lunch detention for behavioral issues or tardies.
- Not following the chain of command issued in the grievance policy by the parent or athlete
- Insubordination to the coach or being disrespectful to the coach
- Not correcting any unacceptable behavior after being notified by the coach
- Walking out of a practice or disrespecting the coach or teammates
- Any violation listed in the AAA handbook, including:
    - Acrylic Nails or Nail Color on Nails during Season
    - Wearing jewelry or hair not secured. (If jewelry is not removed, the athlete will be benched the entirety of the practice/event/game/competition. Insubordination can result in dismissal.)

For anything not covered in the list above, the coach may use their discretion for consequences depending on the severity of the occurrence. **Coach maintains the ability at any given time to bench a member or dismiss a member for inadequate performance levels and/or poor work attitude, and/or poor classroom performance. Continued failure to measure up to the standards set by the spirit coach may result in dismissal from the squad.**

Reasons for Dismissal:

- Not following the rules pertaining to travel to and from games/events/competitions
- Not following the correct plan laid out for probation
- Improper behavior, including but not limited to:
  - (This includes social media: Snapchat, Instagram, TikTok, Twitter, Facebook, etc.)
  - Bullying
  - Gossiping and/or Causing Drama that negatively impacts the team.
  - Cursing (Be careful of TikTok music and/or Instagram music)
  - Inappropriate Gestures
  - Racial Remarks and/or Comments
  - Fighting
  - Bad Sportsmanship toward another team
- Smoking, vaping, drinking, and/or drug use ON OR OFF CAMPUS
- Excessive behavior issues in school
- Walking out of a practice, game, or competition.
- Posting/Messaging anything derogatory regarding the team, coach, teammates, or school online.
- Unexcused absence from a game, mandatory activity, competition, or performance.

22) Awards

Spirit members will receive an award based on years of service. This award will align with awards given in other areas of athletics. If a member quits or is dismissed from the squad, he/she will not receive an award. End-of-the-year awards may be given at the coach's discretion..

23) Conclusion

It is understood that not every conceivable aspect of an organization can be governed by a set of rules. Therefore, the spirit squad coaches, athletic director, and superintendent reserve the right to deal with matters that may arise and are not covered in the preceding material**.** In addition, the spirit squad coaches, athletic director, and superintendent reserve the right to act jointly to waive provisions under unusual or extenuating circumstances.

Contract Signature:

I have read the RSD Spirit Handbook, and I am aware of my responsibilities and the expectations of being a Spirit Squad Member. I understand that if I violate any of the policies within the handbook that there will be disciplinary action up to dismissal from the team. I agree to follow the grievance procedure by first discussing any issue that may arise with the coach first before having a parent contact the coach.

_____ _____

Athlete Signature **Date**

I have read the RSD Spirit Handbook, and I am aware of what my responsibilities are as a member's parent. I am also aware of my member's responsibilities and the expectations of my son/daughter as a Spirit Squad member. I understand that if my child or I violate the policies within the handbook that there will be disciplinary action up to dismissal from the team for my child. I agree to follow the grievance procedure by first allowing my athlete to discuss any issue that may arise with the coach first before contacting the coach myself.

_____ _____

Parent Signature **Date**

Social Media Policy:

I will not take or distribute any inappropriate pictures/videos of myself or my teammates, in or out of uniform, on or off campus. I will not post any inappropriate pictures of myself or my teammates on any social media account or share via text messages/private messages/Snapchat. I will not post photos, music, videos, or exchange text messages that could be construed as racially derogatory, discriminatory, of illegal activity, activity that violates the handbook, or in poor taste.
Examples: Using racially derogatory language, cussing, posting music with cussing, or sexually explicit content, including TikTok videos, and sending nudes or partial nudes. This can be posted online, privately, or texted material.
Remember: The internet never forgets. If in doubt, DO NOT post or send it!

ZERO TOLERANCE: Violation of Social Media policy will immediately be considered a first strike up to dismissal. No verbal/written warnings for Social Media Policy violations. The final decision is that of the Coach.

_____ _____

Athlete Signature **Date**

_____ _____

Parent Signature **Date**

Russellville School District
Athletic Department
Coaches' Handbook
2025-2026

Table of Contents

INTRODUCTION

Welcome to the Russellville School District Athletic Department. I am excited to work alongside you to build and strengthen your programs. As an alumni, I am very passionate about the pride associated with being a Gale, Whirlwind, and Cyclone. We will work together, support each other, and create programs that our student-athletes are proud to be a part of, and that our community is proud to support.

Our district's mission is to ensure the promise of the RSD Graduate. In doing so we are building the profile of an RSD Graduate by promoting the following qualities: responsible citizen, empathetic leader, innovative achiever, inclusive collaborator, and critical thinker. This promise of an RSD Graduate demands that every student receive our best every day.

The Athletic Program in the Russellville School District is designed to provide a variety of sports that meet the needs and interest of a diverse student population. It is our desire to maintain programs that increase athletic interest and create a safe environment for participation in the sport of their choice. Our Athletic Program will offer students the opportunity to represent their school, develop positive relationships with coaches and teammates, promote self-discipline, and ultimately leave our programs a better person. It is important for our coaching staff, athletes and parents to understand that participation in our programs is a privilege to those who possess the ability, attitude, cooperative spirit and desire to be a part of our teams. It is our goal that student-athletes develop skills necessary to become independent, successful and contributory members of society.

As coaches, we will strive to function as a unified community within this district, and not create an island for ourselves or our programs. As coaches of the Russellville School District we will strive to treat all coaches and all programs with respect and dignity, and seek ways to support each other within the profession. We are one athletic program!

As coaches, we will treat all athletes with respect and fairness and establish positive relationships. We will create programs that have high expectations for discipline, attainable goals and encourage hard work. We will work to motivate players to be better students in the classroom, and within the sports program. Coaches will instill in them the desire to positively represent our school and community in a manner that creates pride. Finally, all coaches will put academic success first at all times.

This handbook is designed to give guidance and direction to the coaching staff. Hopefully this handbook can be a guide to help you with your day to day coaching assignment.

Cordially,
Ben Goodman
Athletic Director
Russellville School District

RUSSELLVILLE SCHOOL DISTRICT ATHLETIC DEPARTMENT RULES

A. Coach Expectations/Responsibilities

1. Be committed to your role in the classroom and strive to be excellent teachers.

2. Have clear knowledge of the AAA Handbook of Rules and Regulations as well as the regulations and policies set forth by the Russellville School District.

3. See that your particular sports are conducted on the highest level possible at all times, not only with the conduct of the coaches, but also the athletes involved in your programs.

4. Conduct parent meetings prior to the beginning of your individual sport's season.

5. Provide the AD's office with the date of parents' meetings. (AD is available to attend if needed).

6. Be positive role models who set high standards of conduct. Don't expect kids to act in a way that you are unwilling to model.

7. Continue to remind players that they represent the Russellville School District; therefore, their conduct on and off the field/court should be exemplary in both actions and appearance.

8. Enforce team rules and regulations. (If coaches do not enforce *some* of the rules, it is hard to justify enforcing *any* of them. Be fair but consistent.) These rules and regulations should be consistent across all programs.
   a. Students suspended from school are not eligible to participate in games or practices during or after school on the suspension days.

9. Consider the matter very carefully *(think about it overnight)* before dismissing an athlete, avoid spontaneous decisions concerning this. Make sure the decision is based on <u>well documented</u> patterns of behavior.

10. Notify parents immediately when dismissing an athlete or if an athlete quits.

11. Avoid open criticism of fellow coaches. (Problems *can* be and *should* be handled discreetly without attacking the integrity of others. Do not discuss personality problems publicly.)

12. Conduct themselves as professionals and continually strive to promote the profession and the overall program.

13. Do not criticize or marginalize another sport in our program.

14. Encourage athletes to take part in all sports. (It should not be implied that an athlete should give up one sport in favor of another; specialization is not to be encouraged.)

15. It is the expectation that all sports utilizing district facilities should engage in off-season and in-season lifting. If an athlete is not in an offseason they should have a year of in-season lifting in order to gain strength.

16. Coaches are expected to work with one another for use of the weight room facilities. These areas are expected to remain neat and orderly.

17. In-season sports will always take priority over off-season conditioning. ~~It is the student's right to refuse participation in an off-season sport if they are involved in another in-season sport at the same time.~~

18. Coaches and athletes, both in-season and off-season, should communicate to ensure that athletes have the best chance of competing at the highest level for that in-season sport. ~~In-season athletes shall not be required to participate in off-season activities, but can be encouraged to do so.~~

19. Disciplinary action shall be handled by the coach of the team that the athlete is currently participating on. Though an athlete may compete for multiple teams throughout the year, a coach whose team is not in season shall not discipline an athlete on another team without direct communication with and approval from the in-season coach.

20. Turn in necessary paperwork on time. (bus requests, incident reports, inventory etc.)

21. Do everything possible to make sure that all athletes exhibit good behavior in the classroom and on the campus.

22. Manage your sidelines. Other than competition, this is the area that the public notices the most.

23. Strive to work closely and cooperate with the principal and teachers to promote the overall well being of athletes in terms of ACADEMICS, LEADERSHIP, and ATTITUDE.

24. Communication with parents is an expectation. In order to ensure the safety of all students, communication must be clear and timely.

25. Be knowledgeable and enthusiastic, displaying the same attitudes that they want reflected by their players and preparing their teams to the best of their abilities.

26. Follow the chain-of-command should issues not be resolved:
    a. Athletic Director.
    b. Deputy Superintendent.
    c. Superintendent.

TEAM GUIDELINES

A. RMS

- 7th grade students only
- Includes "A" and "B" teams for football, volleyball, and basketball.
    - This enables more students to participate at their ability levels.
    - Coaches will work to make sure that the "A" and "B" games are as consistent as possible.
- Coaches will conduct tryouts for the sports of volleyball, basketball, cross country, and spirit team.
- Coaches will be able to have an unlimited number of students for the sports of football and track and field.
- The teaching of fundamentals and athlete participation will be stressed for the coaches at the 7th grade level.
- Strength training should be introduced and proper technique should be stressed.
- If a student is on your team or makes your team through tryouts, they are expected to get the opportunity to participate in competitions. The amount of participation will be determined by the coach.

B. RJHS

- Includes 8th and 9th grade teams for the sports of football, volleyball, basketball, and track and field. Other sports available are cheer, dance, and cross county.
- 9th grade students may play on RHS teams in baseball, softball, golf, swim/dive, soccer, wrestling, indoor track, and tennis.
- In some sports, cuts may be necessary, but efforts will be made to keep these at a minimum.
- Strength training should be an emphasis at this level
- Parents and students need to understand, at a parent meeting, that practice and playing time may be even less than at the lower levels of competition, though participation will still be stressed in the 8th grade.
    - Junior High emphasizes developing its athletes to someday become successful high school athletes in order to help build a solid foundation for high school sports.
    - With dedication and continued effort to improve, many young student athletes may contribute to team success in later years.

C. <u>RHS</u>

- Includes 10th-12th grades, and at times 9th grade. RHS athletics are expected to produce a high level of competitiveness.
- Strength training is expected to be stressed at this level
- Must often limit its number of participants. Still, in most cases, students are allowed to try out each year for teams of their choosing. Most sports also offer a JV team where participation will be stressed.
    - ★ Exceptions to this are students who have been chronic discipline problems in athletics or have committed serious discipline offenses against the school or team.
- When tryouts are necessary, the coaches will design the tryout format. Coaches that conduct tryouts for their teams, will be responsible for notifying athletes that do and do not make their team.

COMPETITIVE SPORTS IN THE RUSSELLVILLE SCHOOL DISTRICT

A. The **<u>PURPOSE</u>** of the sports' program is to provide experiences that enable students to make progress toward established objectives. Among desirable goals to be achieved through our sports' program include developing for the:

1. **Student**:
    a. Qualities of physical strength, endurance, and muscular skills.
    b. Qualities of courage, alertness, resourcefulness, and good sportsmanship.
    c. Understanding of sports so they can become enthusiastic and appreciative spectators.
    d. Proper emotional control and stability of character.
    e. Cooperation and competitiveness through competition.
2. **School**:
    a. An athletic program that is an integral part of the school system.
    b. A high standard of school loyalty, pride, morale, and school spirit.
3. **Community**:
    a. Understanding that the sports program has been promoted under conditions that lead to a wholesome school-community relationship.

B. The **<u>ATHLETIC PROGRAM</u>** is an extension of the educational program where coaches also serve as teachers; therefore, all coaches are professionally trained and competent, capable of exercising sound judgments in the best interest of all students. RSD offers the following competitive sports' programs:

- **Senior High** - Football, Volleyball, Golf, Tennis, Cross Country, Cheer, Dance, Basketball, Swimming, Bowling, Wrestling, Track and Field, Baseball, Softball, and Soccer

- **Junior High** - Football, Volleyball, Cross Country, Cheer, Dance, Basketball, Track and Field, and Baseball
  - ★ **9th Grade** plays on high school teams in Golf, Tennis, Indoor Track and Field, Swimming, Bowling, Wrestling, Softball, and Soccer.

- **7th Grade** – Football, Volleyball, Cross Country, Basketball, and Track and Field, Spirit Team

ASSIGNMENT OF COACHES

A. In the selection and assignment of coaches, effort shall be made to control the workload of each, since an imbalance could affect the level of instruction and student achievement.

B. Head coaches who share assistant coaches with other Head coaches should communicate regarding their assistants and their workloads. In-season work will take precedence over off-season activities.

C. High school head coaches are responsible for assigning both in-season and off-season workout times and communicating these times to their assistants, junior high coaches, and middle school coaches.

ADMINISTRATION AND OPERATION

A. <u>ATHLETIC DIRECTOR</u>

1. Coordinate between coaches, principals, and administrators for the organization.
2. Be under the direction of the Superintendent.
3. Operate all athletic programs in the Russellville School District including RMS, RJHS, and RHS.
4. Advise with the principal in scheduling sports activities in order to avoid conflicts.
5. Work with the maintenance supervisor on care and upkeep of facilities.
6. Coordinate the inventories of equipment and advise with coaches and administrators on requisitioning for new equipment.
7. Handle other expenditures of the sports' program such as officials, meal money, transportation, clinic fees, etc.
8. Direct ticket sales for all athletic contests to which admission is charged.
9. Submit any reports that may be needed to insure proper bookkeeping.
10. Manage athletic budgets for all sports.
11. Assist the principals and the superintendent in the employment of personnel.
12. Evaluate all coaches.
13. Create sports schedules with each head coach.
14. Distinguish new equipment needs. (Coaches should work with the A.D. on ordering equipment which must be purchased through the A.D.'s office.)

15. Approve all transportation, lodging, and food arrangements for all athletic groups on out of town trips in collaboration with the head coach.
16. Instruct coaches on setting up Dragonfly accounts per AAA requirements.
    - Participant eligibility is the responsibility of the head coach for each sport. Assistant coaches can assist with the eligibility process for all athletes, but head coaches will be held responsible for the eligibility of the athletes on their team.
    - All coaches are responsible for setting up their own Dragonfly account. All coaches will be responsible for maintaining their teaching and coaching credentials in their Dragonfly account.
17. Secure personnel – working with head coaches – for game operations such as ticket takers and sellers, police, game officials, etc.

B. <u>COACHES</u>

1. Serve under the principal and athletic director of their respective school.
2. Govern the sports' programs that they administer by making sure every aspect is aligned with common goals, skills taught, drills used, and terminology used
3. Answer to the athletic director (working in conjunction with the principal) for their overall coaching duties and responsibilities.
4. Create a Dragonfly account with the AAA.
5. Keep teaching and coaching credentials up to date.
6. Oversee the care of their athletic equipment.
    - Develop a system for checking items in and out to prevent theft and loss.
    - Report any thefts or losses of equipment.
    - Assign uniforms
    - Keep the facilities clean and orderly
7. Make sure each of their athletes is eligible by checking school records and keeping up with all rules and regulations concerning eligibility.
    ★ NEVER play an ineligible athlete.
8. Know, inform, notify, and explain to their athletes about the 2.0 rule and if they need to be in the Supplemental Instruction Program (S.I.P.).
9. Know and explain that a summer school grade will replace a semester grade for athletic eligibility only.
10. Provide the list of athletes to the S.I.P. coordinator that must attend S.I.P. The S.I.P. coordinator will be responsible for setting up the schedule for students attending S.I.P. The coordinator will also be responsible for notifying coaches if their athletes are dropped from the program or if they complete the program.
11. Notify both the principal and athletic director prior to any absence from their buildings.
    ★ Assistant coaches should never be absent from their building without notifying their building principal and the athletic director.
12. Receive prior approval from the A.D. before any reimbursement for trips. Coaches will be able to obtain meal request forms through the athletic office as well as other forms needed throughout the school year.

13. Fill out any reimbursement forms and turn in to the AD's office as soon as possible, but at least within two (2) weeks of a trip.
14. Report competition results to the Courier and the Russellville Communication Department immediately following events. Head Coaches of High School sports will also be required to report the results of their games on either Dragonfly or Scorebook Live websites.
15. Report all major injuries in practice or games to the Athletic Director. Anytime coaches have to request medical attention for an athlete, the Athletic Director will need to be notified. The call for an ambulance would be an example.
16. Complete incident forms and insurance claim forms in a timely manner and provide copies to the athletic office.
17. Work several athletic functions throughout the school year such as keeping the clock, gate, book, etc. for events that we host such as track meets, jamborees, and invitational, district, and state tournaments.
18. Outdoor sports are subject to weather disruptions - do not practice in lightning or when the wet bulb is too hot.
19. Coaches may solicit the help of their counselors to help determine the eligibility of their athletes.
20. Coaches should NOT have or use cell phones during practice or competition **(**exceptions: family illnesses or emergencies).
    - For outdoor sports, coaches need to have a cell phone easily accessible in case of an emergency.
21. At NO TIME will the use of cell phones be permitted while driving a bus. (If coaches need to answer cell phones or make calls while driving a bus, they must pull over and stop.)
22. Avoid cell phone use and email usage for anything other than information. In other words, DO NOT get into a discussion about personal matters or respond via text or email unless it is strictly to disperse information.
23. Parent and student meetings need to be conducted in person and not through text, especially disciplinary meetings.
24. Direct-bill all meals/rooms, etc… when possible. The athletic office will set up hotel reservations for teams needing to stay overnight.
    a. Even with direct-billing, coaches should ALWAYS get a receipt, showing correct amounts.
    b. If paying by check, coaches should ALWAYS get a receipt and write the check number on the receipt.
    c. Receipts should have the correct billing address and phone number of businesses.
    d. Receipts and change (if applicable) should be turned in to the A.D.'s office the next working day.
25. All fundraisers must be approved, per RSD Board Policy 6.6 "Fundraising"
26. Tobacco (including smokeless) is prohibited at school, practice, or at a school function.

- Coaches caught with tobacco products on campus will receive formal write-ups that could lead to dismissal from coaching.

27. The Athletic Director will set up postseason evaluations with all coaches
28. Log onto Dragonfly (before their sport begins) and attend the online rules' presentation for their sport.
29. SUPERVISE ATHLETES AT ALL TIMES Failure to do so is a violation of the Arkansas Code of Ethics Standard 2. Coaches are responsible for supervising their locker rooms. Students cannot be left unattended in any of the facilities before, during, or after practice. Lack of supervision is the number one write up for coaches.
30. Encourage athletes weekly:
    - To lock all valuables in their lockers during practice. Do NOT leave money in the locker room. Most theft occurs when the athletes are at practice.
        - It is virtually impossible to lock the locker rooms all the time; it is easier for athletes to lock their individual lockers.
31. Use Life Touch Photography when taking team/group pictures. Coaches will:
    - Coordinate with Life Touch and the athletic department to set up a time for their team picture and individual pictures.
    - Get picture forms from the athletic office to hand out to their athletes a few days beforehand.
    - Do not schedule any pictures that conflict with class times (except their own practice times).
    - Schedule team and individual pictures close to the beginning of their seasons – not at the end.
32. Coaches will be responsible for establishing a system in which they can contact players and parents with information concerning practice times, game times, and any other information that can be conveyed in a timely manner. This is useful when notifying parents of game location or cancellations.
34. Coaches are responsible for maintaining the requirements put forth by the AAA and the state of Arkansas to coach in the Russellville School District.
35. Coaches should provide their email address and their phone number (either cell or work) to their athlete's parents.
36. Coaches should never use an athlete to communicate or disperse information to their team or to other players.
37. Coaches should not recruit athletes from another sport, or manipulate an athlete into thinking they are doing something wrong by competing in another sport. It is the belief of this administration that all sports are important because all students are important!

JUNIOR HIGH and MIDDLE SCHOOL ATHLETICS

The objectives for junior high and middle school athletics are for as many students as possible to:

1. Prepare for senior high athletics.
2. Participate in athletic activities.
3. Develop physical skills and coordination.

4. Share in teamwork and encourage participation.

Attributes of a GOOD JUNIOR HIGH and MIDDLE SCHOOL COACH are that he or she:

1. Enjoys working with athletes in the junior high and middle school age group.
2. Is skilled at being highly organized with large groups of kids with limited attention spans
3. Utilizes time so that careful planning is a necessity.
4. Gives 100% cooperation to the principal – is an asset to the school.
5. Remember that he or she is not only building a successful junior high and middle school program, but also aiding in the development of the senior high, understanding that all coaches must work together and be supportive of each other.
6. Work as a team under the direction of the head high school coach and take pride in the success of the high school program.

WORKING RELATIONSHIPS BETWEEN BUILDING LEVEL COACHES

The relationship between the senior high and junior high and middle school coaches must be one of mutual respect and understanding for a well-balanced and coordinated program in grades 7-12.

1. High school coaches, in all sports, must realize that their success depends on the junior high and middle school programs.
2. The head coach of each respective sport in the senior high is responsible for coordinating that program in grades 7-12.
3. The head coaches' philosophies as well as techniques and fundamentals must be adhered to by junior high and middle school coaches, but the head coach should be open to suggestions and ideas from the coaches in middle school and junior high.
4. Senior high coaches are responsible for holding meetings with all the coaches in their programs at the junior high and middle school level; *good communication is a must*!

PARTICIPATION REGULATIONS

A. **<u>LEAVING/DISMISSAL FROM TEAM</u>** If an athlete quits or is dismissed from one sport, he/she cannot start another sport until the end of the sport he/she has quit. The decision can be appealed to the athletic director.

- EXCEPTION: SENIORS, who at any time decide that a sport in which they are participating is not for them, may choose to leave that sport and participate in another sport. In other words, if a senior basketball player chooses to leave at any time, he/she could begin baseball, softball, track, or soccer practice.

- Any athlete participating in TWO SAME-SEASON sports may drop one sport without affecting participation in the other.

B. **ATTENDANCE** Any athlete who misses classes the day of a contest cannot participate in that day's contests. (*Any* exception must be approved by the head coach and the principal.)

C. **ENROLLMENT** Athletes must be enrolled in four classes in school (minimum) to be eligible for athletics**.** An exception is if a student, in the last semester of their senior year, is enrolled in and attending regularly at least one academic course and is meeting all requirements for graduation. (*Coaches must check this, especially for seniors.)*

D. **AAA REQUIREMENTS** Athletes who do not have physicals on file cannot practice or play. NO EXCEPTIONS! Athlete**s** who do not meet all AAA eligibility qualifications are not eligible to participate in any varsity contest. This includes having a current Dragonfly account.

NCAA/NAIA ELIGIBILITY CENTER

This is an essential step in becoming eligible to play college sports. If a student wants to play NCAA/NAIA college sports and receive a scholarship, he/she will need to register and be cleared by the NCAA/NAIA. The Eligibility Center is the organization within the NCAA/NAIA that determines the academic eligibility and amateur status for all athletes. It is recommended that athletes begin the Eligibility process at the beginning of their junior year in high school.

The first step in registering for the NCAA/NAIA Eligibility Center is to Create An Account. This is all done online by going to the NCAA/NAIA Eligibility Center website. After creating an account, the athlete will have several more steps to submit transcripts, test scores, and answer a questionnaire. We encourage each prospective college athlete to communicate with the high school counselors since all transcripts must be sent directly from the counselors' office.

PHYSICALS & ATHLETIC INJURIES

A. **PHYSICALS**

1. It is the responsibility of head coaches to make sure their athletes have physicals before the beginning of their sports.
2. Athletes cannot practice or participate in contests without physicals.
3. The Athletic Dept. tries to secure free physicals for athletes 7th through 12th each year.
4. If athletes miss the free physicals, they are responsible for acquiring their own physicals with their family physicians at their own expense.

B. <u>ATHLETIC INJURIES</u>.

1. Coaches should make the parents aware of all injuries sustained by their athletes.
2. An incident/accident report should be filled out for all injuries and turned into the AD's office.
3. For minor injuries, refer your athlete to our athletic trainer, Mike Hilton. Best practice is to contact Mike to discuss their availability and when he/she can see the athlete. Communicate with the parents as to the nature of the injury and encourage the parents to allow the trainer to evaluate their child.
4. Handle injuries with caution; if the situation warrants it, call for emergency treatment.
5. Communicate with the athletic trainer regarding all injuries. You shall follow the athletic trainer's recommendations regarding return to practice and games. If an athlete is under a doctor's care and the doctor has instructed the athlete not to participate, that athlete shall not practice or play until the doctor has released him/her.

INSURANCE

Russellville School District carries supplemental insurance for student athletes participating in AAA sanctioned activities. Important information to know about the insurance:

1. This insurance is secondary or supplemental to any other insurance. If the student does not have primary insurance, this policy will act as their primary insurance.
2. The amount paid for an injury is set forth in the school insurance policy. The policy will not necessarily cover all costs, so please make sure parents are aware of this.

- Coaches should take blank claim forms on away trips in case needed. They can be printed from the school website or picked up in AD's office.
- When submitting a claim, the coach and parent must both fill out parts of the form, then it is up to the parent to submit the paperwork directly to the insurance company. Contact information is on the front of the claim forms.

CYBER BULLYING

A. Cyber Bullying is prohibited per RSD Board policy 4.43 "Bullying"

B. The crime of Cyber Bullying is described in Arkansas Act 905 of 2011
C. Cyber Bullying reporting process is defined in Arkansas Act 1029 of 2019
D. Cyber Bullying is defined in Arkansas Act 115 of 2007
E. Social Media Conduct for Licensed Personnel is covered in Policy 3.45R

AWARDS & LETTERING POLICIES

A. SCHOOL AWARDS AND LETTERING POLICY

- Each Coach will be able to determine their requirements for lettering in their sport. The coach will need to let the athletes know what the requirements are to earn a letter.

B. LETTERING PROGRESSION

1. First Year-The first year an athlete letters, they will receive a letter.
2. Second Year-The athlete will receive a service bar to attach to the letter.
3. Third Year-The athlete will receive an additional service bar and a plaque.
4. Fourth Year-The athlete will receive an additional service bar and a plaque.

C. OBTAINING LETTER AWARDS

- Coaches will be responsible for contacting the athletic office to submit their list of student's lettering and to also obtain the service bars and plaques.
- Head coaches will be responsible for scheduling post season banquets and the presentation of letters and awards.

POST SEASON BANQUETS

A celebration of an athletic team is always encouraged in order to create excitement and further promote the accomplishments of its members. All post season banquets and/or awards ceremonies are considered school sponsored events and should be planned accordingly. It will be the Coaches responsibility to ensure the event follows school policies and to ensure the event meets district standards.

A. Guidelines

- Make sure to communicate plans to the Athletic Director and your school principal concerning the date and details of the function.
- It is always encouraged to use school facilities to host your events if at all possible.
- If plans are being made to host a banquet off campus, approval must be obtained by the Athletic Director in advance.

PURCHASE OF EQUIPMENT

Athletic equipment and supplies are purchased each year for the athletic program, subject to approval by the athletic director.

A. In determining the need for equipment, the athletic director will confer with the head coach.

B. After needs are determined, the athletic director is responsible for the purchase of all equipment and supplies.

TRAVEL

Many hours are spent each year in travel to and from athletic events, and certain extra efforts need to be made concerning travel to avoid conflicts and problems; therefore, ALL COACHES are required to:

A. Acquire AD approval before district transportation bus drivers can be furnished for trips.
B. Discuss meal arrangements, rest stops, etc. with district transportation bus drivers, as soon as the coach boards the bus.
C. Make sure district transportation bus drivers are aware that most tournaments provide hospitality rooms to which bus drivers are invited for food and drinks.
D. Fill out travel schedules and get them to the transportation department so that buses may be scheduled at least 10 working days in advance.
E. Notify transportation if there are any changes. It's easier to cancel than to find a driver at the last second.
F. Report any damage to the bus BEFORE leaving the bus garage, for example, vandalism such as paint or cut seats, etc.
G. Return buses as clean as or cleaner than when they went out; walk the aisles looking for trash, books, bags, coats, etc., and take these with you before returning buses to the garage.
H. Notify transportation immediately of any problems with bus operations; safety always comes before anything else.
I. Turn in all receipts, credit cards, etc., upon returning from the trip.
J. Keep travel to a minimum so athletes will not have to miss classes anymore than necessary. (Tournaments are an exception.)
K. Fill out athletic-related absence request forms ahead of time whenever possible.

DRUG TESTING

A. All athletes will be eligible for drug testing. The drug tests take place four times per year, twice each semester. Athletes' names are drawn randomly by the drug testing company. Some athletes could be chosen multiple times and some may never be chosen due to the names being drawn randomly.

B. Athletes who test positive on drug tests will be disciplined according to the Russellville School District Drug Testing Policy.

Consequences of a Positive Test:

1. The parent/guardian and student will be notified forthwith of a positive test result. A due process hearing will be conducted by the Drug Advisory Committee with the student/parent/guardian.

Test

a. Urine Screening Test If a sample tests positive for any controlled substance, the sample will be immediately retested. In the event that the second test reports negative, the sample will be considered negative for reporting purposes. A second positive test will result in the sample being immediately delivered to a SAMHSA certified laboratory for GC/MS confirmation with results provided to the school in one or two days. If the confirmation test is negative, no further action will be taken.

b. Independent Agency Test Upon receipt of a positive lab test result from an independent testing agency, student/parent/guardian may, within 24 hours of notice to them, request a confirmation test of the original sample at their expense. If the second test is negative, no further action will be taken.

2. First Offense -- Any student, for a first offense, who the District determines has tested positive will be on probation for ninety days. During probation, the student may not participate in athletic/spirit competition or practice until they can produce a negative test according to policy guidelines. Once a negative test result is received, the student will be allowed to resume participation. During probation the student must complete a drug-counseling/rehabilitation program that is recognized and accepted by the District. During probation the student will be tested each month. After ninety days, and if all further test results are negative, probation will be lifted. All testing and drug-counseling/rehabilitation while on probation will be at the expense of the student.

3. Second Offense – A positive drug test for a student on probation or who has previously been on probation for a positive test will result in the student's loss of participation privileges in athletic/spirit group activities for six months or the rest of the semester, whichever is greater. The student will also be required to complete another drug-counseling/rehabilitation program.

4. Third Offense – A positive drug test by a student who has had two prior offenses will result in the student being prohibited from participation in athletic/spirit group activities for the remainder of his/her enrollment in the Russellville School District.

5. The District recognizes that there will be the possibility of trace residual drugs in students who have previously tested positive. The Drug Advisory Committee will take this into consideration when determining second and third offenses.

6. Any student refusing to submit to a drug test will not be allowed to participate in any athletic/spirit group activities for the remainder of the school year or six months, whichever is greater.

7. Student drug test results will be maintained at the District Central Office in a secure file cabinet. No files will be removed from the Central Office, and only the Athletic Director and the Superintendent will have access to the files. Records will be destroyed within six (6) months of the student's high school graduation. Appeals Process All actions for student violations of the drug testing policy may be appealed by the student utilizing the District's appeals process.

DISCIPLINARY ACTIONS

A. Head Coaches need to establish their rules and requirements for their teams. This needs to be conveyed each year at the parent meeting. Coaches will also be held to the rules in the Russellville School District Handbook as well as the Athletic Handbook.
B. Any disciplinary action handed out to a student athlete needs to be accompanied with an explanation to the athlete and their parent/guardian.
C. Before an athlete is removed from the team, the coach needs to make the Athletic Director aware of the situation and also notify the parent.
D. The Athletic Director and higher administration will need to be involved when student athletes are arrested or have disciplinary issues away from campus.

SUMMER COMPENSATION

Coaches will be eligible to work during the summer and be compensated for their time. Head Coaches are responsible for submitting a summer calendar to their athletes for required practices. Coaches will be paid $20 per hour for required practices during the summer break. These practices must coincide with the summer calendar that is turned into the athletic office by the head coach. Practices will include team camps and 7 on 7 tournaments. Head Coaches must turn in the time sheets and sign off for their assistant coaches time sheets. The Athletic Director will also sign off before submitting the time sheets to the Central Office. Coaches will only be compensated for time when they have direct contact with students. Coaches meetings, film sessions, and staff meetings, etc. will not count toward compensation of summer hours. Only mandated practices with direct student contact will count.

CONCLUSION

This handbook is not intended to dictate to you what you can and cannot do, but to serve as a helpful tool in implementing our various programs. As our school system changes and needs upgrading, so will our athletic program. Your ideas and suggestions are *always* welcome, as we all must be working toward the same common goals. We have to understand that *there is always room for improvement* if we expect our athletic program to advance. We look at revising both the coaches and athlete/parent handbook each year. As situations or concerns arise, please forward your thoughts via email to me.

Coaching is a difficult profession. Always remember that your top two goals each day are *player supervision* and *player safety*. Coaches should strive to get better each day and our athletic department should strive to get better each year. I have an open door policy and you are welcome to contact me at any time with your concerns or issues. I want to thank you for what you do for our student athletes and wish you the best of luck in our school district.

Ben Goodman
Athletic Director
Russellville School District

RUSSELLVILLE SCHOOL DISTRICT

ADULT EDUCATION

HANDBOOK

2025/2026

220 WEST 10TH STREET
RUSSELLVILLE, AR 72801

479-968-5244

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Revised 5/2/2025

Arkansas Adult Education Mission Statement

To provide adult learners with the tools to improve and refine their academic skills, attain the General Educational Development® Credential, and the life skills that prepare citizens for self-sufficiency and improvement in the quality of life.

Russellville Adult Education Mission Statement

Our mission is to provide the community with educational opportunities that empower individuals so they can achieve success.

Russellville Adult Education Vision Statement

Our vision is to cultivate awareness of resources in the River Valley as a central hub for education and employment skills, including future-focused careers, to drive community growth.

Russellville Adult Education Values

HONESTY

KINDNESS

RESPECT

Adult Education Classes (ABE)

Adult Secondary Education (ASE)

Basic Skills Refresher (BSR)

ABE, ASE, and BSR classes are designed to assist individuals in improving their educational skills, preparing for the GED Tests, and/or preparing for post-secondary standardized entrance exams.

English as a Second Language

ESL classes are provided for adults whose native language is not English. Adults receive instruction in English and in learning how to cope in American society. Beginning, Intermediate, and Advanced ESL classes are available. Some classes include instruction suggested by the US Immigration and Naturalization Service to prepare the student for the citizenship examination. The class format is open-entry, open-exit. ESL classes are offered at the Russellville and Dardanelle Campuses.

Distance Learning

Distance Learning is available for qualified individuals meeting state-mandated guidelines. The instruction combines distance learning with limited face-to-face student/teacher interaction.

WAGE™

WAGE is an Arkansas Adult Education program designed to ensure that unemployed and underemployed Arkansans have the basic skills necessary to become employed and stay successful in the workplace. WAGE certificates may be earned by meeting specific standards. Certificates available include; Employability, Industrial, Customer Service, Office Technology, Bank Teller.

Career Readiness Certificate (CRC)

The CRC is a nationally recognized WorkKeys skills assessment. Earned certificates are ranked as Platinum, Gold, Silver, and Bronze.

Russellville Adult Education Sites

Pope County

Main Center
220 West 10th Street
Russellville, AR 72801
479-968-5244

Tyson—Russellville
620 Tyler Road, Russellville

Yell County

Dardanelle Adult Education Center
507 D N. 4th Street
Dardanelle, AR 72834
479-229-5244

Tyson—Dardanelle

1291 AR 7
Dardanelle. AR 72834

Orientation Procedures

The first step of enrolling in adult education is filling out the intake, Internet policy, student rights and responsibilities, and a media release form. Once the forms are completed, you will set primary and secondary goals. The course of study is determined by these goals. Next the Locator is given to determine which level of the T.A.B.E. is appropriate for you. This evaluation takes approximately 30 minutes. You will then be T.A.B.E. tested to determine where you’re at in reading, math, and language. This evaluation takes approximately 3 hours.

Referral Procedures

If you are having barriers or problems with getting your education and need help, then we can refer you to an agency that might be of help to you. We refer students to the following agencies:

DHS

Workforce Center

Health Department

Arkansas Rehabilitation Services

Student's Rights and Responsibilities

Adult Education Student's Rights:

1. You have the right to an education that will enable you to accomplish your goals (e.g., improved basic skills in reading and /or math, GED®, English-as-a -Second Language, citizenship, computer literacy, etc.)

2. You have the right to be treated with respect in the classroom and in regard to your personal and educational information. Personal and educational information will be kept confidential and only be released with your written permission.

Adult Education Student's Responsibilities:

1. You share responsibility with the teachers for your own learning. You should spend some time when you are not being taught directly by the teacher studying on your own. There are excellent computer programs and books at each Adult Education center for you to use. The teachers will show you how to use them.

2. You are responsible for helping others to learn by being respectful. During class, you should ask questions if you don't understand, participate in the activities, and help others to understand. You should not be having casual conversations during the class. Your talking may disturb others who are trying to hear what the teacher is saying, and you will not be listening to the lesson.

3. You are responsible for taking care of the equipment, the materials, and yourself in the classroom. Please do not eat or drink at the computers. If you have a problem with a computer, tell a teacher. If you spill something or make a mess, clean it up. Please do not write on the dictionaries or other materials.

4. You should maintain proper hygiene when attending class. Do not attend class when you are sick. You could have a communicable disease that may spread to students and teachers.

5. Students attending adult education should leave campus when studies are completed for the day. Loitering is not allowed on premises. Suspension of student from campus or site will occur if this rule is not followed.

Russellville Adult Education Center Code of Student Conduct

DISCIPLINARY ACTION LEVELS

Level 1 - Verbal Warning/Reprimand: The teacher/staff member will tell/remind the student not to engage in inappropriate behavior or give the student a reminder of the rule.

Level 2 – Conference: Staff members may conduct a conference with the student, parent, or both.

Level 3 – Intervention: Staff members may use one of the following interventions: Referral to school director, psychologist, social worker, or other; Time-out, the temporary removal of a student from class; Behavioral Contract, a written agreement between the student/parent/guardian and school listing requirements for improvement; Restriction, the temporary denial of the student's right to participate in designated activities; Confiscation, temporary possession of personal property; Probation, a written agreement with the student for a defined period of good behavior in lieu of suspension; Written Communication, a letter, progress report, or other communication, sent to the parent/guardian/probation officer.

Level 4 - Suspension (Out-of-School 1-5 Days): The Director, or his/her designee may suspend a student from school for a period up to five days for engaging in prohibited conduct as outlined in the Code of Student Conduct. The parent/ guardian shall be required to confer with the principal or his/her designee prior to the student's reinstatement, if the student is under 18 years of age. A student who is under the penalty of OSS will be provided class work and homework material, if requested by the parent and/or student, so the student may remain current with school instruction as long as enrolled in school.

Level 5 - Suspension (Out-of-School 6-10 Days): The Director, or his/her designee may suspend a student from school for six to ten days for engaging in prohibited conduct as outlined in the Code of Student Conduct. The parent/guardian shall be required to confer with the principal or his/her designee prior to the student's reinstatement, if the student is under 18 years of age. A student who is under the penalty of OSS will be provided class work and homework material, if requested by the parent and/or student, so the student may remain current with school instruction as long as enrolled in school.

Level 6 - Suspension (Out-of-School Over 10 Days): A student can be suspended for more than ten days following a hearing before a hearing officer designated by the superintendent or designee. For certain offenses or habitual offenses, a student may be suspended for the remainder of the semester, the rest of the school year, or for a calendar year. It may be determined that transfer to another school serves the best interest of the student and the school. In the case of a recommendation for long-term suspension, the Superintendent shall arrange a time and place for the hearing before the hearing officer and notify the student/ parent/guardian, and Director. The student will remain on out-of-school suspension pending the hearing and written decision of the hearing officer. The student is restricted from entering upon school property and is excluded as a participant or spectator from extracurricular activities. The student will be provided class work

and homework material, if requested by the parent and/or student, so the student may remain current with school instruction as long as enrolled in school.

Level 7 – **Expulsion:** A student can be expelled only by action of the school board or a discipline committee of the school board based upon recommendation of the director and the superintendent or his/her designee. Expulsion from school excludes the student from regular school attendance until readmission by the School Board or a discipline committee of the School Board. In the case of a recommendation for expulsion by the director and the superintendent shall review the recommendation, which he/she may uphold or modify. If the superintendent upholds the recommendation of expulsion, he/she shall notify the student and his/her parent/guardian of the time and place of a hearing before a discipline committee of the school board. A hearing shall be held before the discipline committee within ten school days of the date of notice from the Director or acting Director. If the decision of the committee to uphold the expulsion is unanimous, there is no right of appeal of this decision. If, however, the decision of the committee is not unanimous, the student and his/her parent(s)/ guardian(s) may appeal the decision to the full School Board. The student will remain on out-of-school suspension pending the hearing and written decision of the hearing officer or discipline committee of the school board. The student is restricted from entering upon school property and is excluded as a participant or spectator from extracurricular activities. The student will be provided class work and homework material, if requested by the parent and/or student, so the student may remain current with school instruction as long as enrolled in school.

Prohibited Conduct

Students are subject to the Code of Student Conduct while on school property, while engaged in or attending a school activity. Students may also be disciplined for acts committed away from school property and outside school hours if the conduct is detrimental to the interest of the school or adversely affects the educational environment.

Students may be suspended or expelled from attendance at school for sufficient cause. Prohibited conduct is any behavior incompatible with the school environment and good citizenship and includes, but is not limited to, the following:

1. Attendance: Tardiness, truancy, excessive absences, skipping, being in an unauthorized area and leaving the classroom, building, or assigned area without permission.
2. Food/Beverages: A student will not eat in nor carry food to unauthorized areas of school.
3. Cheating/Plagiarism/Misrepresentation: Students are expected to perform honestly through the production of their own work and refrain from verbal or written falsification.
4. Inappropriate Property: The unauthorized possession or use of any type of personal property, which disrupts the educational process, is prohibited. Specifically prohibited are electronic devices when they are not authorized or being used for academic purposes (including cell phones), lighters, and other items deemed inappropriate.
5. Student Dress: A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually

provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low cut pants, leggings worn as outerwear, low cut neck lines that show cleavage, tube tops, halter tops, backless blouses or blouses with ties in the back, clothing constructed of see through materials and head coverings unless required for religious or medical purposes. All students are expected to wear dress appropriate to the occasion; extreme or ostentatious apparel or appearance is to be avoided. Any article of clothing or accessory or tattoo which advertises alcohol or an illegal substance, depicts lewd graphics, displays offensive or obscene language or is gang-related is forbidden. Student dress that disrupts the school environment will not be tolerated. Dress standards shall be set by the director.

6. Disruption: Any disruption, which interrupts or interferes with teaching or orderly conduct of school activities, is prohibited. Conduct, which by its nature is so extreme or offensive that it negatively impacts the school or places the student at risk either physically or educationally, will also constitute disruption.
7. Disrespectful Behavior: A student will behave in a respectful manner toward teachers/staff and other students. Examples of disrespectful behavior are: walking away, talking back, refusing to identify self properly, rude behavior, spitting, and challenging authority.
8. Insubordination: A student will obey the directions of any staff member. Examples of insubordination are: failure to comply with direction or instruction of a staff member, refusal to work in class, refusal of detention, refusal to participate during in-school alternatives, and refusal to report to in-school suspension.
9. Profanity/Obscenity: Use of language, gestures, or conduct that is vulgar, profane, obscene or abusive, or disruptive to teaching or learning, and possession of offensive materials such as nude photographs, pornographic videos, etc. are prohibited.
10. Trespassing: Students, patrons, and school personnel are expected to have appropriate authorization to be on school board property
11. Unauthorized Use of Computer Technology: Any student who fails to comply with the terms of this policy or the regulation developed by the superintendent may lose system privileges, and students may be disciplined in accordance with the Code of Student Conduct or other school board policies and division regulations governing student discipline. Students may also be the subject of appropriate legal action for violation of this policy or regulation. See Acceptable Use Policy (Computer Systems)
12. Gambling: A student will not play games of skill or chance for money or property or be present at the scene of gambling.
13. Fighting: Students and school personnel are entitled to a school environment free from threat and the physical aggression of others. The following acts are prohibited: two or more parties striking each other for the purpose of causing bodily harm, threatening, posturing to fight, incitement/instigation, physical abuse, gang activity, bullying and cyberbullying. Videotaping fights and spitting on another individual are considered incitement. A student who is assaulted and retaliates by hitting, kicking, or any other physical means, may be disciplined for fighting.
14. Improper Vehicle Use: Students should park in the appropriate area for attending the Russellville Adult Education Center.

15. Defacing/Destroying School or Private Property: A student will not willfully or maliciously deface, damage, or destroy property belonging to another, including school property at any time and private property while the student is under the school's jurisdiction. A student or parent/ guardian will be held financially responsible, as allowed by Arkansas law, for willful or malicious destruction of school property. Examples are as follows: writing on walls, mirrors, or desks; damaging another's clothing or property; and graffiti.
16. Theft/Attempted Theft: A student will not possess or attempt to possess stolen property.
17. Tobacco: The law requires all school buildings to be smoke free. Students are prohibited from the use and possession of tobacco products on school property. This includes electronic cigarettes and/or any alternative vapor products. This prohibition includes all related activities (i.e., bus stops, school bus, extracurricular activities, etc.).
18. Alcohol, Drugs, Drug Paraphernalia or Imitations: Students will not use, give to another, possess, or be under the influence of alcohol, marijuana, drug paraphernalia, controlled substances, or imitation controlled substances on School Board property, at school-sponsored activities, or while going to or coming from school.
19. Medication: Students are not to be in possession of medication (prescribed or over-the-counter) at any time unless they have a prescription for the medication in their possession. If the student is under the age of 18, the medication and a copy of the prescription should be turned in to the office so that it can be dispensed at the appropriate times during the day.
20. Arson/Attempted Arson: To unlawfully and intentionally damage, or attempt to damage, any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fires would be included in this category if they were contributing factors to a damaging fire.
21. Extortion/Attempted Extortion/Robbery and/or Larceny: A student will not take, attempt to take, or threaten to take another person's property by force, violence, threats, or intimidation. This includes obtaining money, property, or other objects of value, either tangible or intangible.
22. Mace/Mace-like Devices: A student shall not supply, handle, use, transmit, or possess pepper gas/spray, mace, chemical stink bomb, or similar substances on School Board property, on the way to or from school, or at school-sponsored activities.
23. Firearms/Pneumatic Weapons/Look-alike Weapons:: Possession of an instrument or device that resembles or looks like a pistol, revolver, or any type of weapon capable of propelling a missile is prohibited. These may include, but are not limited to, a cap pistol, water pistol, or any look-alike gun. The principal may determine if a look-alike is considered a weapon.
24. Weapons/Explosives/Fireworks: A student will not distribute, handle, use, transmit, or possess a weapon or any object that is designed or used to inflict bodily injury or place a person in fear of bodily injury or any object which can reasonably be considered a weapon. Students shall not possess, distribute, discharge, or participate in the discharge of fireworks or similar items. Examples of weapons and fireworks and other substances are as follows: bomb, knife/razor blade/box cutter, ammunition, metal knuckles, fireworks, small explosives such as firecrackers, caps, poppers, and stink bombs, the use of any

object or substance that will potentially cause harm, irritation, or bodily injury to students or any other person. When a laser pen is used to threaten, intimidate, or injure, it is considered a weapon.

25. Sexual Offenses: A student will not engage in sexual or immoral behavior such as offensive touching, sexual harassment, indecent exposure, amorous behavior, obscene phone calls, inappropriate sexual behavior, or acts of sexual assault or battery. If a student believes he/she is a victim of sexual harassment, he/she may file a complaint with the school director.

26. Serious Violations: A student will not participate in any criminal acts in violation of local, state, or federal laws.

27. False Fire Alarms/Bomb Threats/911 Calls/Threats Against Persons/ Hoaxes: Activating a fire alarm without cause, making a bomb threat, false threats, oral threats, written threats, and hoaxes (imitation infectious, biological, toxic, or radioactive substances) against students, division personnel or School Board property, communicating a threat in writing or electronically.

28. Unlawful Assembly: A student will neither participate in nor instigate a public disturbance where students and/or staff are assembled involving violence, confusion, or disorder on school grounds.

29. Harassment or discrimination based on race, color, sex, disability, national origin, ethnicity, religion or sexual orientation: A student will not harass or discriminate against another person based upon that person's race, color, sex, disability, national origin, ethnicity, religion or sexual orientation. If a student believes he/she has been discriminated against as listed, he/she may file a complaint with the Director or the Superintendent.

Mandatory Expulsion

Any student committing any of the following offenses while on school property or at school-sponsored or related activities, shall, except for a first-time simple drug possession or drug paraphernalia possession offense at the discretion of the Director, be automatically recommended by the Director to the superintendent for expulsion of at least one calendar year and, when appropriate, referred for criminal prosecution. Students may also be disciplined for acts committed away from school property and outside school hours if the conduct is detrimental to the interest of the school or adversely affects the educational environment.

1. Arson or attempted arson.

2. Assault and battery on an employee or student.

3. Possession, use or sale of a firearm or dangerous weapon.

4. Use, possession, being under the influence of, selling, bringing, giving, distributing or passing to another individual or possessing with intent to sell, give, or distribute alcohol, marijuana, controlled substances or imitation controlled substances, and inhalants.

5. Extortion, attempted extortion, robbery, burglary, motor vehicle theft, and/or larceny.

6. Sex Offenses: sexual battery, inappropriate sexual behavior, obscene phone calls, and sexual assault.

7. Hazing: initiation of another student into a club, group, or any other organization through abuse and humiliation so as to cause bodily injury.

8. Kidnapping or other serious criminal violations.

9. Possession, use, distribution, sale, lighting or discharge of explosive devices.

10. Homicide.

11. Malicious wounding of an employee or student.

12. And other good and just causes as determined by the superintendent.

_____ _____

Student Parent/Guardian

Student Grievance Procedures

It is Russellville Adult Education Center's belief that most problems can best be resolved with personal discussion. If you have a complaint about the way things are being handled at the Russellville Adult Education Center, please try to discuss your feelings with your Instructor or other staff member. However, as a part of due process, the following steps should be used in any formal complaint or grievance:

1. You must present your complaint in written form within five (5) working days of the alleged incident to Program Director; you must include the specific grievance/complaint and specific remedies sought.

2. The Director has five (5) working days in which to investigate and respond in written form.

3. If not satisfied, you may appeal within five (5) working days to the School Superintendent who must respond in writing within five (5) working days.

School staff will utilize the Conflict Resolution Contract when applicable to assist in resolving any conflicts that may arise while at the Russellville Adult Education Center.

Accommodations for special needs are on an as needed, individual basis. Interpreters, readers, note takers, etc., can be made available to assist in the hearing and appeals process. Please contact the ADA coordinator to request accommodations.

Accommodations

Accommodations are changes made to give you an equal opportunity to learn. If you know your rights and responsibilities, you can help yourself learn better by finding accommodations that work for you.

Sample Accommodations:

- Extra time
- Private room for testing
- Take individual tests on different day
- Calculator or talking calculator
- Scribe
- Frequent, supervised breaks during testing
- Large-print
- Assistive technology devices for classroom use

Contact your instructor or Russellville Adult Education Center ADA Coordinator if you wish to apply for accommodations.

Parking:

Vehicles should be parked in the spaces at the front of the building at the Center location or across the street at the Gardner Indoor Facility. **At the satellite locations there are designated spaces. Staff at the satellite locations will inform students where they will park.*

Food & Drink:

Drinks in re-closable containers are allowed in the classroom. Please help keep the building neat and clean by placing trash in designated containers. **At the satellite locations there are designated areas for food/beverage consumption.*

Computer Lab:

Every student must read and sign a student agreement form before using the computer. No music, e-mail or Internet usage without permission of the instructor. The computer lab should be treated as a library – no loud conversations. Leave workspaces clean when finished using the computer. *At satellite locations there are written policies/procedures governing usage of the computer lab.

Inclement Weather Policy:

The inclement weather policy is the same as the Russellville School District. The information will be broadcast on the Little Rock television stations, the local community channel, and local radio stations. If classes are canceled during the day, the night class will be canceled also. In case of inclement weather that is life threatening, fire, and/or explosion, evacuation/exit signs are posted throughout the building. Staff members have been trained in evacuation procedures.

Attendance:

Students are expected to attend Russellville Adult Education Center on a regular basis once enrolled in classes. 16-17-year old students can only be absent for five days before having to re-enroll in the school they came from before entering Adult Education. Adults 18 and over should not miss their regular class more than 4 times or they will have to attend another class until they are caught up with their cohort.

Definitions

“Attribute” means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public-school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public-school employee is associated and that causes or creates actual or reasonably foreseeable:

- Physical harm to a public-school employee or student or damage to the public-school employee's or student's property;
- Substantial interference with a student's education or with a public-school employee's role in education;
- A hostile educational environment for one (1) or more students or public-school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student’s personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person,
6. Demeaning humor relating to a student’s actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,

11. Threats of harm to student(s), possessions, or others,

12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or

13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

a. Building a fake profile or website of the employee;
b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
c. Posting an original or edited image of the school employee on the Internet;
d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
g. Signing up a school employee for a pornographic Internet site; or
h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is

directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

“Harassment” means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

“Substantial disruption” means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:

    a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
    b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.

3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.

4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:

    a. That a credible report or complaint of bullying against their student exists;
    b. Whether the investigation found the credible report or complaint of bullying to be true;
    c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
    d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;

5. Make a written record of the investigation, which shall include:

    a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
    b. Any action taken as a result of the investigation; and

6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration

may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Copies of this policy shall be available upon request.

Note:
DESE has created a guidance document on bullying that could be useful in developing staff and student training on bullying. The document can be found at https://dese.ade.arkansas.gov/Offices/communications/safety/anti-bullying-and-violence-prevention.

Legal Reference: A.C.A. §6-18-514, A.C.A. §5-71-217, DESE Rules Governing Student Discipline and School Safety
Former Policy Numbers: JDB1-2, 00.14
Adopted: 9/16/2003
History BOE:9/16/2003, 6/21/2005, 3/17/2009, 5/3/2011, 4/17/2018, 6/18/2019
Revised: 6/21/2005, 3/17/09; 5/3/2011, 4/17/2018, 6/18/2019

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information (hereinafter "PII") from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

- it is in the sole possession of the individual who made it;
- it is used only as a personal memory aid; and
- information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student's case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.

When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Russellville School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal and the superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor role (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school.

Failure to file an objection by that time is considered a specific grant of permission. The district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education at

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

Cross References: 4.34 – COMMUNICABLE DISEASES AND PARASITES, 5.20 – DISTRICT WEB SITE, 5.20.1 – WEB SITE PRIVACY POLICY, 5.20.F1 PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE
Legal References: A.C.A. § 9-29-113(b)(6), 20 U.S.C. § 1232g, 20 U.S.C. § 7908 (NCLB Section 9528), 34 CFR 99.3, 99.7, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64
Adopted: 7/16/2013
History BOE: 7/11/2013, 5/11/2015, 06/05/2023
Revised: 7/16/2013, 5/19/2015, 06/05/2023

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 13, 2025

Item Title: FUELING BRAINS CONSORTIUM 2025-2026
POPE COUNTY LEAD AGENCY COLLABORATION

Responsible Administrator: Krista Geurian, PreK Coordinator
Jenny Barber, Federal Programs Supervisor

Strategic Plan Priority: Academic Success

Background:

The RSD PreK Program requests approval to continue the successful Fueling Brains System.
The Fueling Brains model is grounded in intentional development of student executive functioning skills, which are critical in literacy attainment. The Fueling Brains model has enhanced evidence- based instruction practices already in place.

The LEARNS Act calls for Local Lead Agencies to improve the experience of families and providers by making and executing a plan for their area on how to best prepare Arkansas children for kindergarten. This includes exploring high quality instruction materials (HQIM) and assessment of high quality environments for early learners. As the Lead Agency for Pope County, RSD has supported programs by sharing this knowledge as well as by piloting the CLASS assessment and providing model classrooms for the use of the Fueling Brains model and other high quality instruction practices.

The anticipated cost for the 12 RSD Preschool Classes is a maximum of $60,000, using dedicated preschool funding. All costs are tailored to the needs of the RSD Preschool Program. The maximum cost of $60,000 is significantly lower than the cost for the pilot year which was estimated at $200,000 maximum.

The Fueling Brains model includes data management of six assessment protocols; periodic flexible days of train-the-trainer model coaching and program support geared at further reducing cost in the future. This Fueling Brains Arkansas Consortium model is to be accomplished through a renewed MOU with Arch Ford ESC, which is serving as the sponsoring fiscal agent for the consortium. The RSD Pope County Early Childhood Lead Agency Passthrough Grant will assist Pope County schools, including RSD, with costs for a portion of the coaching as funds are available.

RECOMMENDATION:
Approve the cost for continued Fueling Brains System utilizing dedicated PreK and Lead Agency funds as listed.

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 13, 2025
Item Title: Proposed Revised School Calendar for 2025-2026
Responsible Administrator: Justin Robertson
Strategic Plan Priority: Academic Excellence

Background:
Previously, districts would have to obtain a waiver to start school earlier than the date allowed by statute. Now, due to a change in statute ACA 6-10-106, the "board of directors shall establish the first day of the school year for student attendance."

Area schools in the River Valley have been starting school earlier than RSD. This would allow a more consistent start time. The earlier start to the year (3 days) plus changing two PD days in December and February to days of instruction would allow an additional five days of instruction for students before taking the state exams in the Spring.

The proposed revised calendar allows certified employees an option to obtain professional development "flex" days (4) which would be granted at the end of the calendar year.
The last student day would be May 20. If the teachers obtained "flex" credit, their last day would be May 22.

Recommended Action: To approve the revised RSD School Calendar for the 2025-2026 school year.

Draft 2025 - 2026

RSD Student Calendar

RUSSELLVILLE SCHOOL DISTRICT

SCHOOL CLOSED FOR STUDENTS

First Day of School	Aug 13
Labor Day	Sept 1
Fall Break	Oct 24-27
Thanksgiving Break	Nov 24-28
Christmas Break	Dec 22-Jan 2
Dr. MLK Day	Jan 19
Spring Break	Mar 23-27
Off School	April 17
Scheduled Last Day	May 20
Ext. Last Day of School	May 27

**pending inclement weather days

PARENT TEACHER CONFERENCES

October 21-23, after school
March 10-12, after school

May 21-22, 26-27 are designated make up days
(please do not plan vacations on these dates)

*June 15-July 3 Dead Weeks

GRADING PERIODS

1st Quarter (ends October 16)
2nd Quarter (ends December 19)
3rd Quarter (ends March 6)
4th Quarter (ends May 20*)
*pending inclement weather days

RHS Graduation May 9 or 16

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SOCIAL MEDIA

FIRST DAY FOR STUDENTS: AUGUST 18 **LAST DAY FOR STUDENTS: MAY 28*****

JULY 2025						
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Draft 2025 - 2026

RSD Staff Calendar

RUSSELLVILLE SCHOOL DISTRICT

SCHOOL CLOSED FOR STUDENTS

Teacher Contract Days	Aug 7,8,11,12
First Day of School	Aug 13
Labor Day	Sept 1
Fall Break	Oct 24
Teacher Contract Day	Oct 27
Thanksgiving Break	Nov 24-28
Christmas Break	Dec 22-Jan 2
Dr. MLK Day	Jan 19
Spring Break	Mar 23-27
Teacher Contract Day	April 17
Last Student Day	May 20
Teacher Contract Days	May 21-22
Teacher Contract "FLEX"	May 26-29
Ext. Last Day of School*	May 27

*pending inclement weather days

PARENT TEACHER CONFERENCES

October 21-23, after school
March 10-12, after school

May 21-22, 26-27 are designated make up days
(please do not plan vacations on these dates)

*June 15-July 3 Dead Weeks

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2nd Quarter (ends December 19)
3rd Quarter (ends March 6)
4th Quarter (ends May 20*)
*pending inclement weather days

RHS Graduation May 9 or 16

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FIRST DAY FOR STUDENTS: AUGUST 18 **LAST DAY FOR STUDENTS: MAY 28*****

JULY 2025

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MARCH 2026

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JUNE 2026

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RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 13, 2025
Item Title: Financial Reports for Period 10
Responsible Administrator: Justin Robertson
Strategic Plan Priority: Financial Stability

Background:

Financial Reports will be information only.

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
1000	TEACHER SALARY FUND	-17,909,113.69	.00	.00	.00	2,257,536.62	-20,166,650.31
1001	OTHER TEACHER SALARY	-33,752.97	.00	.00	.00	3,750.33	-37,503.30
1004	PREK SALARY	.00	.00	.00	.00	.00	.00
1005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
1014	PERFM ARTS TCH SALAR	.00	.00	.00	.00	.00	.00
1214	MERIT TEACHER INCENT	.00	.00	.00	.00	.00	.00
1217	STUDENT GROWTH FUND	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1220	ADE NBC SALARY	.00	.00	.00	.00	.00	.00
1223	PROFESSIONAL DEVELOP	-1,234.08	.00	.00	.00	.00	-1,234.08
1227	CCRPP	.00	.00	.00	.00	.00	.00
1229	NAT'L BOARD	.00	.00	.00	.00	.00	.00
1232	AR SCHOOL RECOGNITIO	.00	.00	.00	.00	.00	.00
1240	SUPV GRANT	.00	.00	.00	.00	.00	.00
1244	ESY	-1,102.50	.00	.00	.00	.00	-1,102.50
1246	PATHWISE	.00	.00	.00	.00	.00	.00
1260	STATE EARLY CHILD SP	-124,677.28	.00	.00	.00	15,584.66	-140,261.94
1262	EIDT TEACHER FUND	-51,133.36	.00	.00	.00	6,391.67	-57,525.03
1271	GT - ADVANCED PLACEM	-9,069.48	.00	.00	.00	.00	-9,069.48
1275	ALE	-183,346.64	.00	.00	.00	21,670.83	-205,017.47
1276	ELL ENG LAN	-96,209.79	.00	.00	.00	12,402.76	-108,612.55
1281	ESA	-612,140.78	.00	.00	.00	78,515.39	-690,656.17
1282	NSLA MATCH GRANT	-26,375.00	.00	.00	.00	5,275.00	-31,650.00
1293	SEC WORKFORCE	.00	.00	.00	.00	.00	.00
1365	ABC	-321,745.16	.00	.00	.00	42,447.13	-364,192.29
1382	SMART START - MATH	.00	.00	.00	.00	.00	.00
1941	ADE COMP SCI SALARY	.00	.00	.00	.00	.00	.00
TOTAL TEACHER SALARY FUND		-19,369,900.73	.00	.00	.00	2,443,574.39	-21,813,475.12
2000	OPERATING FUND	-13,273,738.23	.00	.00	.00	1,552,141.47	-14,825,879.70
2001	OTHER OP FUND	48,834,127.58	7,030,153.33	8,885.24	913.57	863,442.71	55,008,809.87
2002	ASBOA	.00	.00	.00	.00	.00	.00
2004	QUALITY PRESCHOOL VO	.00	.00	.00	.00	.00	.00
2005	BETTER BEGINNINGS	2,315.88	.00	.00	.00	2,315.88	.00
2006	PRESCHOOL PRIVATE PA	223,087.90	8,350.00	.00	.00	3,748.70	227,689.20
2007	ABC ENHANCEMENT GRAN	606.01	.00	.00	.00	609.01	-3.00
2008	PRE-K SNACK	.00	.00	.00	.00	.00	.00
2011	SREB GRANT	.00	.00	.00	.00	.00	.00
2014	PERFORMING ARTS CENT	96,999.96	12,518.11	.00	.00	1,975.00	107,543.07
2201	ADULT BASIC EDUCTION	-50,940.36	40,873.66	.00	4,710.00	28,982.36	-43,759.06
2202	ADULT GENERAL ED	-30,475.78	25,047.44	.00	3,090.00	22,986.36	-31,504.70
2205	OTHER ADULT EDUCATIO	-5,490.56	4,265.86	.00	.00	4,198.43	-5,423.13
2214	MERIT INCENTIVE OPER	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH FUNDI	20,418.00	.00	.00	.00	.00	20,418.00
2218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
2220	ADE NBC BENEFITS	.00	82,788.75	.00	.00	.00	82,788.75
2223	PROFESSIONAL DEVELOP	45,170.75	.00	.00	.00	6,302.76	38,867.99
2227	CCRPP	.00	.00	.00	.00	.00	.00
2229	NATIONAL BOARD NBPTS	.00	.00	.00	.00	.00	.00
2232	AR SCHOOL RECOGNITIO	66,373.72	.00	.00	.00	29,620.44	36,753.28

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
2239	RISE ACADEMIES	9,337.68	.00	.00	.00	.00	9,337.68
2240	SP ED SUP	38,194.47	.00	.00	.00	.00	38,194.47
2244	ESY	14,594.12	.00	.00	.00	.00	14,594.12
2246	TRAVELING TEACHER PG	189.51	.00	.00	.00	.00	189.51
2247	PROFESSIONAL LEARNIN	130,477.75	.00	.00	.00	22,720.00	107,757.75
2255	CHILDREN W/ DISABILI	.00	.00	.00	.00	.00	.00
2260	STATE EARLY CHILD SP	208,306.70	40,458.40	.00	.00	10,758.57	238,006.53
2262	EIDT	58,212.57	14,369.96	.00	.00	1,666.31	70,916.22
2265	CATASTROPHIC LOSS FN	260,968.64	.00	.00	.00	19,096.59	241,872.05
2271	GT-ADVANCED PLACEMEN	34,538.29	1,988.52	.00	.00	2,479.65	34,047.16
2272	AP STATISTICS	.00	.00	.00	.00	.00	.00
2275	ALE	239,742.41	.00	.00	.00	7,949.07	231,793.34
2276	ELL	285,790.25	.00	.00	.00	13,385.08	272,405.17
2281	ESA	1,159,410.32	171,182.00	.00	.00	45,584.87	1,285,007.45
2282	NSL MATCH GRANT	136,944.50	.00	.00	.00	8,964.30	127,980.20
2293	SECONDARY WORKFORCE	.00	.00	.00	.00	.00	.00
2340	CAREER NEW PROG STAR	.00	.00	.00	.00	.00	.00
2341	CAREER MODERNIZATION	.00	.00	.00	.00	.00	.00
2365	ABC	544,858.27	88,827.00	.00	.00	35,303.61	598,381.66
2366	CHILDCARE BLOCK GRAN	29,295.00	.00	.00	.00	.00	29,295.00
2382	SMART START - MATH	.00	.00	.00	.00	.00	.00
2390	PHONE FREE SCHOOL	.00	.00	.00	.00	.00	.00
2397	SCHOOL SAFETY GRANT	-228.74	228.74	.00	.00	.00	.00
2398	AR GAME & FISH COMMI	2,899.72	.00	.00	.00	1,492.21	1,407.51
2902	RUSSELLVILLE SBHC	-22,446.64	.00	.00	.00	24,013.59	-46,460.23
2903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
2931	BROADBAND	.00	.00	.00	.00	.00	.00
2940	CAREER PATHWAY	.00	.00	.00	.00	.00	.00
2941	AP COMPUTER SCIENCE	1,013.64	2,453.00	.00	.00	.00	3,466.64
2946	COMP SCI INITIATI	4,100.00	.00	.00	.00	1,874.50	2,225.50
TOTAL OPERATING FUND		39,064,653.33	7,523,504.77	8,885.24	8,713.57	2,711,611.47	43,876,718.30
4000	DEBT SERVICE FUND	-4,525,741.79	.00	.00	.00	.00	-4,525,741.79
TOTAL DEBT SERVICE FUND		-4,525,741.79	.00	.00	.00	.00	-4,525,741.79
TOTAL		15,169,010.81	7,523,504.77	8,885.24	8,713.57	5,155,185.86	17,537,501.39

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund like '3%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3001	BUILDING FUND 2	822.79	.00	.00	.00	.00	822.79
3002	BUILDING FUND 3	1,299.10	.00	.00	.00	.00	1,299.10
3003	BUILDING FUND 4	.00	.00	.00	.00	.00	.00
3004	INDOOR PRACTICE FACI	.00	.00	.00	.00	.00	.00
3005	RMS ROOFING PROJECT	.00	.00	.00	.00	.00	.00
3006	BOND ATHLETIC ARENA	1,704.15	.00	.00	.00	.00	1,704.15
3007	BOND SUMMER PROJECTS	.00	.00	.00	.00	.00	.00
3008	FUTURE PROJECTS	3,834,896.19	17,799.71	.00	.00	443,557.13	3,409,138.77
3099	QSCB	810,338.03	.00	.00	.00	.00	810,338.03
3198	QSCB	.00	.00	.00	.00	.00	.00
3200	FUTURE PROJECTS	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		4,649,060.26	17,799.71	.00	.00	443,557.13	4,223,302.84
TOTAL		4,649,060.26	17,799.71	.00	.00	443,557.13	4,223,302.84

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund like '5%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
5000	CAPITAL OUTLAY FUND	1,856,240.70	209,071.57	.00	.00	553,203.14	1,512,109.13
TOTAL CAPITAL OUTLAY FUND		1,856,240.70	209,071.57	.00	.00	553,203.14	1,512,109.13
TOTAL		1,856,240.70	209,071.57	.00	.00	553,203.14	1,512,109.13

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6203	CHILDCARE BLOCK GRAN	208,843.00	38,120.00	.00	.00	.00	246,963.00
6430	JROTC	-19,393.11	6,562.49	.00	.00	8,675.97	-21,506.59
6465	FEMA SAFE ROOM PROJE	.00	.00	.00	.00	.00	.00
6467	HURRICAN RELIEF	.00	.00	.00	.00	.00	.00
6501	ESEA TITLE I	-233,209.43	116,931.02	.00	.00	116,166.33	-232,444.74
6502	ESEA MIGRANT	5,681.17	.00	.00	5,694.37	-13.20	.00
6511	ARRA-ESEA STBL	.00	.00	.00	.00	.00	.00
6516	ARRA/TITE1/A	.00	.00	.00	.00	.00	.00
6519	EDUCATION JOBS FUND	.00	.00	.00	.00	.00	.00
6520	TITLE V	.00	.00	.00	.00	.00	.00
6521	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6522	TITLE VI CSR	.00	.00	.00	.00	.00	.00
6530	HOMELESS CHILDREN	-7,595.78	3,882.38	.00	.00	3,756.14	-7,469.54
6535	CHARTER GRANT	.00	.00	.00	.00	.00	.00
6540	JTPA	.00	.00	.00	.00	.00	.00
6556	HEALTHY SCHOOLS	.00	.00	.00	.00	.00	.00
6560	CARES PREK	48,341.66	.00	.00	.00	859.91	47,481.75
6562	AR DHS CCD (VOUCHER)	168,150.72	.00	.00	.00	16,034.47	152,116.25
6563	DHS/BETTER BEGINNING	45,750.00	.00	.00	.00	.00	45,750.00
6570	VOC.FEDERAL/CARL PER	-12,054.73	16,455.66	.00	.00	9,543.93	-5,143.00
6571	LEADERSHIP PROJECTS	.00	.00	.00	.00	.00	.00
6573	CTE MODERNIZATION GR	.00	.00	.00	.00	.00	.00
6577	CTE CERTIFICATION GR	-123.27	123.27	.00	.00	.00	.00
6578	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6595	TITLE IID	.00	.00	.00	.00	.00	.00
6596	ENHANCING ED/TECHNOL	.00	.00	.00	.00	.00	.00
6600	DIRECT & EQUITABLE	-16,584.58	11,664.25	.00	.00	11,664.25	-16,584.58
6601	EL/CIVICS AWARD	.00	.00	.00	.00	.00	.00
6606	GEER GRANT	.00	.00	.00	.00	.00	.00
6608	ESSER ADULT ED	.00	.00	.00	.00	.00	.00
6610	CORRECTIONAL AD ED	.00	.00	.00	.00	.00	.00
6630	E & T PROGRAM	.00	.00	.00	.00	.00	.00
6636	ADULT ED EL CIVICS	.00	.00	.00	.00	.00	.00
6700	VI-6 PASSTHROUGH	.00	.00	.00	.00	.00	.00
6701	TITLE VI-B AREA SERV	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B PASSTHROU	-195,091.55	98,465.40	.00	.00	90,223.44	-186,849.59
6703	ARP	.00	.00	.00	.00	.00	.00
6704	ARP EARLY CHILDHOOD	.00	.00	.00	.00	.00	.00
6710	FED. EARLY CHILD SPE	-7,365.55	14,731.10	.00	.00	7,365.55	.00
6719	ESSER	.00	.00	.00	.00	.00	.00
6720	SLIVER GRANT	.00	.00	.00	.00	.00	.00
6721	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6722	ARRA/IDEA/CEIS	.00	.00	.00	.00	.00	.00
6750	MEDICAID SP ED	249,511.09	61,482.86	.00	.00	111,227.75	199,766.20
6751	MEDICAID REGULAR	.00	.00	.00	.00	.00	.00
6752	MEDICAID ADMIN CLAIM	558,395.87	87,486.14	.00	.00	10,804.95	635,077.06
6754	IMMIGRANTSUB-GRANT	.00	.00	.00	.00	.00	.00
6755	MATH & SCIENCE EISEN	.00	.00	.00	.00	.00	.00
6756	TITLE IIA IMPR TEACH	-60,963.46	20,339.00	.00	.00	13,255.84	-53,880.30
6758	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6761	TITLE III ENG LANGUA	-8,157.93	18,729.65	.00	.00	13,027.03	-2,455.31
6765	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6766	SAFE SCH/HEALTHY STU	.00	.00	.00	.00	.00	.00
6767	ALCOHOL ABUSE REDUCT	.00	.00	.00	.00	.00	.00
6768	ARP	-2,786.00	.00	.00	.00	307.13	-3,093.13
6774	COVID EMERGENCY LEAV	.00	.00	.00	.00	.00	.00
6778	AR AWARE ADVANCED MI	.00	.00	.00	.00	81.12	-81.12
6779	STRONGER CONNECTION	-12,775.61	12,775.61	.00	.00	26,674.08	-26,674.08
6780	CARES/ESSER I	.00	.00	.00	.00	.00	.00
6781	CARES/ESSER II	.00	.00	.00	.00	.00	.00
6784	TITLE V	-2,000.00	6,769.00	.00	.00	.00	4,769.00
6786	TITLE IV	-11,122.32	11,122.32	.00	.00	27,805.80	-27,805.80
6787	SEL GRANT	.00	.00	.00	.00	.00	.00
6788	PRESCHOOL DEVELOPMEN	41,058.72	.00	.00	.00	8,563.16	32,495.56
6791	S.O.A.R. GRANT	.00	.00	.00	.00	.00	.00
6795	ARP ESSER	-45,248.66	.00	.00	.00	.00	-45,248.66
6797	EARLY HEAD START	.00	.00	.00	.00	.00	.00
6802	MODERNIZATION STBL	.00	.00	.00	.00	.00	.00
6803	ARRA/RENOV STBL	.00	.00	.00	.00	.00	.00
6804	ARRA/REPAIR STBL	.00	.00	.00	.00	.00	.00
6805	SOF	-658.37	.00	.00	.00	.00	-658.37
6807	ARRA/INNV GRTS	.00	.00	.00	.00	.00	.00
6809	ARP ESSER ABC STIPEN	36.75	.00	.00	.00	.00	36.75
6811	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
6815	CLEAN DIESEL GNT GO	.00	.00	.00	.00	.00	.00
6819	SCHOOL HEALTH SERVIC	.00	.00	.00	.00	.00	.00
6903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
TOTAL FEDERAL GRANTS FUND		690,638.63	525,640.15	.00	5,694.37	476,023.65	734,560.76
TOTAL		690,638.63	525,640.15	.00	5,694.37	476,023.65	734,560.76

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund like '8%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8000	FOOD SERVICE FUND	951,839.50	57,654.91	360.57	.00	891,973.44	117,881.54
8004	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
8017	FOOD SERVICE CRAWFOR	.00	.00	.00	.00	.00	.00
8018	FOOD SERVICE DWIGHT	.00	.00	.00	.00	.00	.00
8019	FOOD SERVICE LONDON	.00	.00	.00	.00	.00	.00
8020	FOOD SERVICE OAKLAND	.00	.00	.00	.00	.00	.00
8021	FOOD SERVICE SEQUOYA	.00	.00	.00	.00	.00	.00
8022	FOOD SERVICE RMS	.00	.00	.00	.00	.00	.00
8023	FOOD SERVICE RJHS	.00	.00	.00	.00	.00	.00
8024	FOOD SERVICE RHS	.00	.00	.00	.00	.00	.00
8025	FOOD SERVICE CENTER	.00	.00	.00	.00	.00	.00
8026	FOOD SERVICE UE5	.00	.00	.00	.00	.00	.00
8028	FOOD SERVICE GARDNER	.00	.00	.00	.00	.00	.00
8056	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
8058	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8059	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8060	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8061	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8657	FFVP	25,349.77	.00	.00	.00	19,677.80	5,671.97
8672	ARRA-SCHL LUNCH EQUI	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		977,189.27	57,654.91	360.57	.00	911,651.24	123,553.51
TOTAL		977,189.27	57,654.91	360.57	.00	911,651.24	123,553.51

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAXES-CURRENT	25,250,000.00	.00	.00	25,316,689.47	-66,689.47	100.26
11115	PROPERTY TAX RELIEF	30,000.00	.00	.00	47,652.75	-17,652.75	158.84
11120	PROPERTY TAX-JAN-JUNE	17,500,000.00	5,411,170.17	.00	7,107,595.75	10,392,404.25	40.61
11125	TAX RELIEF - JAN-JUNE	2,750,000.00	380,937.49	.00	3,095,880.09	-345,880.09	112.58
11140	PROPERTY TAXES DELINQUENT	700,000.00	78,876.00	.00	702,645.13	-2,645.13	100.38
11150	EXCESS COMMISSION	1,600,000.00	.00	.00	1,672,112.55	-72,112.55	104.51
11160	LAND REDEMP-IN STATE SALE	30,000.00	12,742.81	.00	75,033.48	-45,033.48	250.11
11200	SALES AND USE TAX	.00	.00	.00	.00	.00	.00
11500	INT ON PROPERTY TAXES	80,000.00	.00	.00	85,651.11	-5,651.11	107.06
12800	REV IN LIEU OF TAXES	45,000.00	.00	.00	84,291.33	-39,291.33	187.31
13100	FROM INDIVIDUALS	.00	.00	.00	.00	.00	.00
13110	REGULAR DAY SCHOOL	.00	.00	.00	.00	.00	.00
13120	SUMMER SCHOOL	.00	.00	.00	.00	.00	.00
13140	PRE-K PRIVATE PAY	60,000.00	8,350.00	.00	93,510.00	-33,510.00	155.85
13211	TUITION-LEAS VOC.CENTER	.00	.00	.00	.00	.00	.00
13220	SUMMER SCHOOL OTHER LEA	.00	.00	.00	.00	.00	.00
13290	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
14110	REGULAR DAY SCHOOLS	.00	1,841.31	.00	8,168.62	-8,168.62	.00
14211	TRANS - LEAS VOC	.00	.00	.00	.00	.00	.00
14290	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
14900	TRANS FEES-OTHER SOURCES	.00	.00	.00	.00	.00	.00
15100	INTEREST ON INVESTMENTS	542,000.00	63,469.38	.00	773,852.74	-231,852.74	142.78
15901	SALE OF EQUIP	.00	.00	.00	.00	.00	.00
15902	SALE OF VEHICLES	.00	.00	.00	.00	.00	.00
17120	OTHER SCH SPONSORED EVENT	.00	.00	.00	.00	.00	.00
19120	OTHER RENT-LAND OWNED LEA	.00	.00	.00	.00	.00	.00
19130	LEA BUILDGS & FACILITIES	110,000.00	18,305.14	.00	92,487.95	17,512.05	84.08
19140	RENTAL EQUIP & VEHICLES	3,000.00	.00	.00	2,365.00	635.00	78.83
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	100.00	-100.00	.00
19201	*GRANTS - ARCH FORD	.00	.00	.00	.00	.00	.00
19202	*GRANTS - AR COMMUNITY FO	.00	.00	.00	.00	.00	.00
19203	*GRANTS -ENTERGY COMMUNIT	.00	.00	.00	.00	.00	.00
19204	AR HUMANITIES	.00	.00	.00	.00	.00	.00
19205	*JUNIOR AUXILIARY	.00	.00	.00	.00	.00	.00
19207	*AASCD/LEADERSHIP	.00	.00	.00	.00	.00	.00
19208	*GR INTERNATIONAL PAPER	.00	.00	.00	.00	.00	.00
19209	EXXONMOBIL FOUNDATION	.00	.00	.00	.00	.00	.00
19210	*GRANT-WAL MART	.00	.00	.00	.00	.00	.00
19211	*ASBOA	.00	.00	.00	.00	.00	.00
19212	GRANT-PARENT INSTITUTE	.00	.00	.00	.00	.00	.00
19213	*GRANT-REGION 5 CAREER	.00	.00	.00	.00	.00	.00
19300	GAIN/LOSS SALE CAP ASSEST	.00	.00	.00	.00	.00	.00
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
19511	TEST SCORING	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	30,000.00	1,155.51	.00	37,858.92	-7,858.92	126.20
19900	MISC REV FR LOCAL SOURCES	20,000.00	1,775.00	.00	13,624.67	6,375.33	68.12
19910	SALE OF MISC ITEMS	1,000.00	.00	.00	2,577.75	-1,577.75	257.78
19911	PARA TEST/BACKGROUND CHKS	.00	.00	.00	110.00	-110.00	.00
19912	FUEL REIMBURSEMENT	.00	365.32	.00	365.32	-365.32	.00
19913	PURCHASING REWARDS	7,000.00	381.43	.00	5,172.85	1,827.15	73.90
21100	CNTY GENERAL APPORTIONMNT	.00	.00	.00	.00	.00	.00
21200	SEVERANCE TAX	2,500.00	577.88	.00	2,865.84	-365.84	114.63
21900	OTHER REV FR COUNTY	.00	.00	.00	.00	.00	.00
22000	RESTRICTED GRANTS	.00	.00	.00	.00	.00	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
31101	STATE FOUNDATION FUNDS	11,863,015.00	988,146.00	.00	9,884,533.00	1,978,482.00	83.32
31102	ENHANCED EDUC FUNDING	.00	.00	.00	.00	.00	.00
31103	98% GUARANTEE	.00	.00	.00	.00	.00	.00
31450	STUDENT GROWTH	20,418.00	.00	.00	20,418.00	.00	100.00
31460	DECLINING ENROLLMENT FUND	.00	.00	.00	.00	.00	.00
31600	INCENTIVE FUNDING	.00	.00	.00	.00	.00	.00
31900	OTHER STATE REVENUE	.00	.00	.00	.00	.00	.00
32110	ABE ADULT BASIC EDUCATION	334,720.00	40,873.66	.00	240,496.55	94,223.45	71.85
32120	ADULT GENERAL EDUCATION	256,864.00	25,047.44	.00	195,625.80	61,238.20	76.16
32140	ADULT ED SPECIAL PROJECTS	48,356.00	4,265.86	.00	33,257.25	15,098.75	68.78
32204	TEACHER SAL EQUALIZATION	995,139.00	82,928.00	.00	829,280.00	165,859.00	83.33
32205	LEARNS TCHR SAL/RAISE FN	1,196,839.00	.00	.00	1,196,839.00	.00	100.00
32211	READING PROGRAMS	.00	.00	.00	.00	.00	.00
32214	MERIT TEACHER INCENTIVE	.00	.00	.00	.00	.00	.00
32220	NBC ADE/SUPPLEMENTAL SAL	104,000.00	82,788.75	.00	82,788.75	21,211.25	79.60
32221	CS INITITIVE SUPPORT	2,000.00	2,453.00	.00	2,453.00	-453.00	122.65
32227	CS SPECIALIST FUNDING	.00	.00	.00	.00	.00	.00
32229	CS INTIATIVE STU SUPPORT	3,000.00	.00	.00	10,900.00	-7,900.00	363.33
32232	AR SCHOOL RECOGNITION PRO	.00	.00	.00	44,306.29	-44,306.29	.00
32234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
32239	RISE ACADEMIES	.00	.00	.00	.00	.00	.00
32250	PROF QUALITY ENHANCEMENT	.00	.00	.00	.00	.00	.00
32251	PROFESSIONAL LEARNING GNT	.00	.00	.00	189,077.75	-189,077.75	.00
32253	INVESTING & SECURITIES	.00	.00	.00	.00	.00	.00
32256	PROFESSIONAL DEVELOPMENT	203,281.00	.00	.00	203,281.00	.00	100.00
32260	AR GAME & FISH	.00	.00	.00	.00	.00	.00
32290	OTHER GRANTS AND AID	.00	.00	.00	.00	.00	.00
32310	CHILDREN W/ DISABILITIES	20,000.00	.00	.00	.00	20,000.00	.00
32314	SPED EXTENDED SCHOOL YEAR	3,760.61	.00	.00	2,812.00	948.61	74.78
32330	CHILDREN W/OUT DISABILITY	.00	.00	.00	.00	.00	.00
32340	CWD RESIDENT TREATMENT	.00	.00	.00	.00	.00	.00
32350	EARLY CHILDHOOD SPED	203,315.53	40,458.40	.00	162,447.70	40,867.83	79.90
32351	YOUTH SHELTER STUDENTS	.00	.00	.00	.00	.00	.00
32352	EIDT	72,213.50	14,369.96	.00	57,698.06	14,515.44	79.90
32355	SPEC ED CATASTROPHIC LOSS	275,000.00	.00	.00	.00	275,000.00	.00
32360	G&T AEGIS/GOVENORS	.00	.00	.00	.00	.00	.00
32361	G&T ADVANCED PLACEMENT	19,000.00	1,988.52	.00	29,738.52	-10,738.52	156.52
32370	ALE ALTERNATIVE LEARN ENV	347,546.00	.00	.00	278,037.00	69,509.00	80.00
32371	ELL ENGLISH LANGUAGE LEAR	343,674.00	.00	.00	357,216.00	-13,542.00	103.94
32381	ESA ENHANCED STU ACHIEVE	1,883,000.00	171,182.00	.00	1,540,638.00	342,362.00	81.82
32382	ESA MATCH GRANT	68,000.00	.00	.00	91,759.09	-23,759.09	134.94
32410	CTE COORDINATORS	.00	.00	.00	.00	.00	.00
32415	SECONDARY CAREER CENTERS	.00	.00	.00	.00	.00	.00
32420	CAREER COACHES	.00	.00	.00	.00	.00	.00
32430	COORDINATED CAREER ED SER	.00	.00	.00	.00	.00	.00
32445	WORKPLACE READINESS	.00	.00	.00	.00	.00	.00
32450	WORKFORCE COUNSELING	.00	.00	.00	.00	.00	.00
32460	YOUTH APPRENTICESHIP	.00	.00	.00	.00	.00	.00
32470	TRADITONAL APPRENTICESHIP	.00	.00	.00	.00	.00	.00
32480	DCTE CAREER NEW PRO START	.00	.00	.00	.00	.00	.00
32481	CAREER MODERNIZATION GRNT	.00	.00	.00	.00	.00	.00
32611	COOP DISTANCE LEARN OP GR	.00	.00	.00	.00	.00	.00
32710	AR BETTER CHANCE(ABC)GRNT	888,270.00	88,827.00	.00	888,270.00	.00	100.00
32711	ADE CHILDCARE BLOCK GRNT	.00	.00	.00	29,295.00	-29,295.00	.00

SELECTION CRITERIA: revledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
32715	POVERTY INDEX GRANT	.00	.00	.00	.00	.00	.00
32720	K-3 AT RISK	.00	.00	.00	.00	.00	.00
32725	K-3 MATH/SCIENCE	.00	.00	.00	.00	.00	.00
32735	*GR PARENT INVOLVEMENT	.00	.00	.00	.00	.00	.00
32750	SMART START - MATH	.00	.00	.00	.00	.00	.00
32755	SMART START LITERACY	.00	.00	.00	.00	.00	.00
32790	OTHER (PRESCHOOL)	.00	.00	.00	.00	.00	.00
32902	RUSSELLVILLE SBHC	.00	.00	.00	5,448.75	-5,448.75	.00
32906	PHONE FREE SCHOOL	113,100.00	.00	.00	71,469.50	41,630.50	63.19
32907	STATE SCHOOL SAFETY GRANT	.00	228.74	.00	228.74	-228.74	.00
32910	WORKER'S COMP INSURANCE	.00	.00	.00	.00	.00	.00
32913	GROWTH FACILITIES FUNDING	.00	.00	.00	.00	.00	.00
32916	DHS HUMAN SVC. WORKER	.00	.00	.00	.00	.00	.00
32920	AR GAME & FISH COMMISSION	.00	.00	.00	2,885.00	-2,885.00	.00
32931	BROADBAND PROJECT	.00	.00	.00	.00	.00	.00
32940	BLOOMBOARD TRAININGS	.00	.00	.00	.00	.00	.00
32941	GOVERNOR'S COMP SCI GRANT	.00	.00	.00	.00	.00	.00
32950	PROPERTY INS PRE OFFSET	.00	.00	.00	.00	.00	.00
32990	OTHER STATE AID	.00	.00	.00	.00	.00	.00
41300	REV IN LIEU OF TAXES	.00	.00	.00	.00	.00	.00
42200	FLOOD CONTROL	2,000.00	.00	.00	2,959.65	-959.65	147.98
42300	MINERAL LEASES	.00	.00	.00	.00	.00	.00
43980	INTEREST REBATE	43,298.00	.00	.00	.00	43,298.00	.00
45541	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
51800	REFUNDING SAVINGS	.00	.00	.00	.00	.00	.00
51999	AUDIT ADJUSTMENT PRIOR YE	.00	.00	.00	.00	.00	.00
52100	TRANS FROM SALARY FUND	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	32,250,812.92	.00	.00	.00	32,250,812.92	.00
52201	TRANSFER FROM 2001	42,125,192.22	.00	.00	.00	42,125,192.22	.00
52202	TRANS INTO 2000 FROM 2001	1,459,734.28	.00	.00	.00	1,459,734.28	.00
52204	TRANSFER ADE BONUS SAL	995,139.00	.00	.00	.00	995,139.00	.00
52205	LEARNS TRANSFER FROM 2001	1,196,839.00	.00	.00	.00	1,196,839.00	.00
52207	TRANS IN FROM PROG	.00	7,800.00	.00	28,600.00	-28,600.00	.00
52208	TRANSFER ADE NBC BENEFITS	.00	.00	.00	.00	.00	.00
52300	TRANS FROM BUILDING FUND	.00	.00	.00	.00	.00	.00
52600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
52700	TRANS FROM STUDENT ACTVTY	.00	1,085.24	.00	1,552.63	-1,552.63	.00
52900	INDIRECT COST REIMB	210,000.00	.00	.00	.00	210,000.00	.00
53100	SALE OF EQUIPMENT	.00	.00	.00	.00	.00	.00
53200	SALE OF BUILD & GROUNDS	.00	.00	.00	.00	.00	.00
53400	COMPEN-LOSS FIXED ASSETS	.00	.00	.00	7,567.18	-7,567.18	.00
56400	EXTRAORDINARY ITEM	.00	.00	.00	17,069.87	-17,069.87	.00
TOTAL REPORT		146,308,027.06	7,532,390.01	.00	55,729,560.40	90,578,466.66	38.09

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '3%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
15100	INTEREST ON INVESTMENTS	200,000.00	17,799.71	.00	234,691.62	-34,691.62	117.35
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	40,000.00	-40,000.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	.00	.00	.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	.00	.00	.00
32990	OTHER STATE AID	.00	.00	.00	.00	.00	.00
51100	BONDED INDEBTEDNESS	.00	.00	.00	.00	.00	.00
51102	GOOD FAITH/BONDED INDEBT	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	1,200,000.00	.00	.00	.00	1,200,000.00	.00
52300	TRANS FROM BUILDING FUND	.00	.00	.00	.00	.00	.00
52400	TRANS FROM DEBT SERV FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		1,400,000.00	17,799.71	.00	274,691.62	1,125,308.38	19.62

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '5%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
11110	PROPERTY TAXES-CURRENT	890,000.00	.00	.00	877,117.76	12,882.24	98.55
11115	PROPERTY TAX RELIEF	1,000.00	.00	.00	1,694.06	-694.06	169.41
11120	PROPERTY TAX-JAN-JUNE	635,000.00	192,275.08	.00	274,551.23	360,448.77	43.24
11125	TAX RELIEF - JAN-JUNE	98,000.00	13,535.51	.00	110,008.29	-12,008.29	112.25
11140	PROPERTY TAXES DELINQUENT	25,000.00	2,807.51	.00	24,995.23	4.77	99.98
11150	EXCESS COMMISSION	60,000.00	.00	.00	.00	60,000.00	.00
11160	LAND REDEMP-IN STATE SALE	2,000.00	453.47	.00	2,643.99	-643.99	132.20
11500	INT ON PROPERTY TAXES	3,000.00	.00	.00	3,043.44	-43.44	101.45
11900	OTHER TAXES	.00	.00	.00	.00	.00	.00
12800	REV IN LIEU OF TAXES	1,000.00	.00	.00	2,247.80	-1,247.80	224.78
15100	INTEREST ON INVESTMENTS	.00	.00	.00	.00	.00	.00
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	.00	.00	.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	.00	.00	.00
TOTAL REPORT		1,715,000.00	209,071.57	.00	1,296,301.80	418,698.20	75.59

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '6%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
32253	INVESTING & SECURITIES	.00	.00	.00	.00	.00	.00
43160	ROTC	60,000.00	6,562.49	.00	52,499.94	7,500.06	87.50
43920	FEMA STORM SHELTER PROJEC	.00	.00	.00	.00	.00	.00
43921	HURRICANE RELIEF	.00	.00	.00	.00	.00	.00
43922	HOMELESS YOUTH	.00	.00	.00	.00	.00	.00
45110	ESEA CH1 COMP(R) 100-297	1,872,934.00	116,931.02	.00	812,293.84	1,060,640.16	43.37
45111	ESEA CH1 MIGNT-MOBILE LIF	.00	.00	.00	.00	.00	.00
45113	ESEA CH1 STATE PGM IMPROV	.00	.00	.00	.00	.00	.00
45129	EJFP	.00	.00	.00	.00	.00	.00
45140	SBMHAA HOMELESS ASSIS ACT	71,526.78	3,882.38	.00	34,391.41	37,135.37	48.08
45166	PROMOTING ADOLESCENT HEAL	.00	.00	.00	.00	.00	.00
45170	DHS/BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
45172	AR DHS ECE GRANT	.00	.00	.00	.00	.00	.00
45173	DHS/BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
45310	CARL PERKINS	124,526.00	16,455.66	.00	67,142.44	57,383.56	53.92
45311	VOC-LEADERSHIP PROJECT	.00	.00	.00	.00	.00	.00
45313	VOC-SEX EQUITY	.00	.00	.00	13,336.71	-13,336.71	.00
45317	VOC-TECH PREP ED	.00	123.27	.00	2,308.27	-2,308.27	.00
45318	VOC-SUPP GRNTS-IMPROV ACT	.00	.00	.00	.00	.00	.00
45325	TITLE IID	.00	.00	.00	.00	.00	.00
45326	ENHANCING ED/TECHNOLOGY	.00	.00	.00	.00	.00	.00
45406	GEER GRANT	.00	.00	.00	.00	.00	.00
45410	DIRECT & EQUIT-SECT 322A	151,011.00	11,664.25	.00	100,264.43	50,746.57	66.40
45411	EL CIVICS GRANT	.00	.00	.00	.00	.00	.00
45430	CORRECTIONAL ADULT ED PGN	.00	.00	.00	.00	.00	.00
45470	ADULT BASIC EDUCATION	.00	.00	.00	.00	.00	.00
45591	S.O.A.R.	.00	.00	.00	.00	.00	.00
45603	ARP IDEA PART B	.00	.00	.00	.00	.00	.00
45604	ARP IDEA PART B	.00	.00	.00	.00	.00	.00
45612	TITLE VI-B AREA SERVICES	.00	.00	.00	.00	.00	.00
45613	TITLE VIB PASSTHROUGH	1,605,945.91	98,465.40	.00	728,012.28	877,933.63	45.33
45630	EARLY CHILD-DISAD INDIVID	90,680.95	14,731.10	.00	66,289.95	24,391.00	73.10
45650	MEDICAID	600,000.00	61,482.86	.00	484,783.96	115,216.04	80.80
45703	CHILDCARE DIRECT SERVICES	245,000.00	38,120.00	.00	246,963.00	-1,963.00	100.80
45802	ARRA/MODERN STAB	.00	.00	.00	.00	.00	.00
45805	ARRA/EDU FOR HOMELESS CHL	.00	.00	.00	24,471.06	-24,471.06	.00
45809	ABC STIPENDS INCENTIVE	.00	.00	.00	.00	.00	.00
45812	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
45815	CLEAN DIESEL GNT GO RED	.00	.00	.00	100,000.00	-100,000.00	.00
45819	SCHOOL HEALTH SERVICES	.00	.00	.00	.00	.00	.00
45910	MEDICARE CATASTROPHIC COV	.00	.00	.00	.00	.00	.00
45911	MEDICAID/DISTRICT	.00	.00	.00	.00	.00	.00
45913	ARMAC	300,000.00	79,031.10	.00	173,708.47	126,291.53	57.90
45914	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00
45916	MEDICAID/PERSONAL CARE	2,000.00	.00	.00	.00	2,000.00	.00
45917	MEDICAID VISION & HEARING	3,000.00	8,455.04	.00	8,455.04	-5,455.04	281.83
45920	EISENHOWER MATH/SCI PROJ	.00	.00	.00	.00	.00	.00
45925	TEACHER/PRIN TRA	377,470.00	20,339.00	.00	176,953.06	200,516.94	46.88
45928	TITLE III SUB GRANT	.00	.00	.00	.00	.00	.00
45935	TITLE III ENG LANGUAGE	109,613.96	18,729.65	.00	76,772.61	32,841.35	70.04
45938	AWARE ARKNASAS	.00	.00	.00	.00	.00	.00
45945	SAFE SCH/HEALTHY STUDENTS	.00	.00	.00	.00	.00	.00
45946	ALCOHOL ABUSE REDUCTION	.00	.00	.00	.00	.00	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '6%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
45958	TITLE III SUB GRANT	3,832.58	.00	.00	3,832.58	.00	100.00
45967	ARP HOMELESS II	17,039.00	.00	.00	17,038.44	.56	100.00
45968	ARP HOMELESS	32,916.00	.00	.00	29,567.48	3,348.52	89.83
45971	TITLE IVA SAFE & DRUG FRE	.00	.00	.00	.00	.00	.00
45974	COVID EMERGENCY LEAVE P2	.00	.00	.00	.00	.00	.00
45977	REAP	.00	6,769.00	.00	6,769.00	-6,769.00	.00
45979	TITLE IV STRONGER CNCTNS	240,998.81	12,775.61	.00	77,310.31	163,688.50	32.08
45980	AIDS EDUCATION ACT	.00	.00	.00	.00	.00	.00
45981	ESSER II	.00	.00	.00	.00	.00	.00
45986	TITLE IV	165,797.16	11,122.32	.00	91,661.66	74,135.50	55.29
45987	SEL / COVID SUPP	.00	.00	.00	.00	.00	.00
45988	PRESCHOOL DEV GRANT	265,390.72	.00	.00	215,390.72	50,000.00	81.16
45991	AR COMP LITERACY GRANT	50,000.00	.00	.00	156,673.00	-106,673.00	313.35
45995	CONNECTED MATH PROJECT	636,621.00	.00	.00	507,850.24	128,770.76	79.77
52200	TRANS FROM OPERATING FUND	.00	.00	.00	.00	.00	.00
52600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
52930	GRANT REV PASS THRU	.00	.00	.00	.00	.00	.00
TOTAL REPORT		7,026,303.87	525,640.15	.00	4,274,739.90	2,751,563.97	60.84

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: revledgr.key_orgn like '8%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
15100	INTEREST ON INVESTMENTS	6,100.00	3,853.61	.00	22,384.23	-16,284.23	366.95
16210	STUDENT	40,300.00	3,796.91	.00	33,173.96	7,126.04	82.32
16215	A LA CARTE INCOME	21,400.00	3,393.70	.00	21,094.16	305.84	98.57
16220	ADULT	24,300.00	2,473.45	.00	24,419.50	-119.50	100.49
16400	6 CENT REIMBURSEMENT	.00	.00	.00	.00	.00	.00
16900	OTHER FOOD SVS REVENUE	382,700.00	36,991.74	.00	332,951.15	49,748.85	87.00
19200	PRIVATE CONTRIBUTIONS	7,500.00	.00	.00	.00	7,500.00	.00
32520	MATCHING (STATE)	18,600.00	.00	.00	18,772.39	-172.39	100.93
32530	ST FUND COPAY REDUCE MEAL	40,600.00	7,145.50	.00	48,215.30	-7,615.30	118.76
43974	COMMODITIES	.00	.00	.00	.00	.00	.00
45500	FEDERAL REIMBURSEMENT	.00	.00	.00	.00	.00	.00
45510	REIMB LUNCH	1,924,800.00	.00	.00	1,381,977.55	542,822.45	71.80
45512	8 CENT REIMBURSEMENT	44,900.00	.00	.00	34,889.40	10,010.60	77.70
45519	SN LUNCH	9,000.00	.00	.00	.00	9,000.00	.00
45520	REIMB BREAKFAST	1,039,000.00	.00	.00	706,717.17	332,282.83	68.02
45529	SEV BRKFST	108,900.00	.00	.00	.00	108,900.00	.00
45540	REIMB SNACK	4,500.00	.00	.00	336.38	4,163.62	7.48
45541	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
45542	FFV GRANT	66,300.00	.00	.00	36,780.05	29,519.95	55.48
45549	SUPPLY CHAIN ASSISTANCE 3	.00	.00	.00	.00	.00	.00
45554	SUPPLY CHAIN ASSISTANCE 4	.00	.00	.00	.00	.00	.00
45556	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
45558	SUPPLY CHAIN ASSISTANCE	.00	.00	.00	.00	.00	.00
45559	SUPPLY CHAIN ASSISTANCE 2	.00	.00	.00	.00	.00	.00
45561	REG COMM (THROUGH DHS)	.00	.00	.00	.00	.00	.00
45562	FFV	.00	.00	.00	.00	.00	.00
45586	ARRA EQUIPMENT GRANT	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	.00	360.57	.00	360.57	-360.57	.00
52700	TRANS FROM STUDENT ACTVTY	.00	.00	.00	.00	.00	.00
52800	TRANS FROM FOOD SERVICE	.00	.00	.00	.00	.00	.00
TOTAL REPORT		3,738,900.00	58,015.48	.00	2,662,071.81	1,076,828.19	71.20

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund='2014'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2014	PERFORMING ARTS CENT	96,999.96	12,518.11	.00	.00	1,975.00	107,543.07
TOTAL OPERATING FUND		96,999.96	12,518.11	.00	.00	1,975.00	107,543.07
TOTAL		96,999.96	12,518.11	.00	.00	1,975.00	107,543.07

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund='7999'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7999	ATH ACCT	11,495.88	2,858.97	.00	.00	1,690.52	12,664.33
TOTAL ACTIVITY FUND		11,495.88	2,858.97	.00	.00	1,690.52	12,664.33
TOTAL		11,495.88	2,858.97	.00	.00	1,690.52	12,664.33

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	SALARY-CERTIFIED	29,367,273.95	2,423,844.43	.00	22,023,038.64	7,344,235.31	74.99
61120	SLRY-CLS	8,622,411.30	778,955.15	.00	7,252,834.19	1,369,577.11	84.12
61210	TEMP-CERTIFIED	.00	.00	.00	.00	.00	.00
61220	TEMP-CLASSIFIED	22,015.33	320.00	.00	320.00	21,695.33	1.45
61320	OVERTIME PAY	188,599.82	13,680.19	.00	133,364.80	55,235.02	70.71
61510	BONUS/CERTIFIED	88,700.00	14,879.10	.00	14,879.10	73,820.90	16.77
61520	BONUS/CLASSIFIED	152,500.00	6,199.00	.00	159,699.00	-7,199.00	104.72
61600	WORKSHOPS	.00	.00	.00	.00	.00	.00
61610	ONSITE DIR STIPEND	.00	.00	.00	.00	.00	.00
61620	WORKSHOPS/CLASSIFIED	.00	.00	.00	.00	.00	.00
61710	SUBSTITUTES-CERTIFIED	.00	.00	.00	.00	.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
61810	UNUSED SICK-CERTIFIED	.00	.00	.00	.00	.00	.00
61819	CERT UNUSED SICK LV	.00	9,675.28	.00	9,675.28	-9,675.28	.00
61820	UNUSED SICK-CLASSIFIED	.00	.00	.00	.00	.00	.00
61829	CLS UNUSED SICK LV	.00	.00	.00	.00	.00	.00
61839	CERT UNUSED VACATION LV	.00	35,603.60	.00	35,603.60	-35,603.60	.00
61840	UNUSED VAC PAY CLASS	.00	.00	.00	.00	.00	.00
61849	CLS UNUSED VACATION LV	.00	.00	.00	.00	.00	.00
61960	CRT UNUSED VAC	.00	.00	.00	.00	.00	.00
61961	UNUSED VACATION CLS	.00	.00	.00	.00	.00	.00
62100	GRP INSURANCE	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	33,678.97	382.88	.00	3,448.28	30,230.69	10.24
62120	GRP INS-CLS	4,518.46	192.61	.00	1,753.75	2,764.71	38.81
62200	SOC SEC	.00	.00	.00	.00	.00	.00
62210	SOC SEC-CERTIFIED	1,801,743.70	145,192.64	.00	1,296,230.58	505,513.12	71.94
62220	SOC SEC-CLS	553,504.00	46,926.67	.00	449,629.41	103,874.59	81.23
62260	MEDICARE-CERTIFIED	430,632.28	34,174.11	.00	304,088.33	126,543.95	70.61
62270	MEDCARE-CLS	128,480.04	10,974.79	.00	105,154.90	23,325.14	81.85
62310	TCH RET CONT-CERTIFIED	4,387,912.14	369,381.99	.00	3,297,549.29	1,090,362.85	75.15
62320	TCH RET CONT-CLS	1,495,606.97	120,467.53	.00	1,145,002.15	350,604.82	76.56
62321	ATRS SURCHARGE	63,525.10	7,034.02	.00	68,489.58	-4,964.48	107.81
62510	UNEMPLY COMP-CERT	217,286.50	.00	.00	.00	217,286.50	.00
62520	UNEMPLY COMP-CLS	383,673.46	.00	.00	1,142.00	382,531.46	.30
62610	WK'S COMP-CERTIFIED	18,565.12	.00	.00	.00	18,565.12	.00
62620	WK'S COMP-CLS	5,225.96	.00	.00	.00	5,225.96	.00
62710	HLTH BENEF.CERTIFIED	1,055,502.56	83,224.44	.00	744,028.42	311,474.14	70.49
62711	CRT PREMIUM ASSISTNCE EBD	87,671.00	4,947.66	.00	44,780.40	42,890.60	51.08
62720	HLTH BENE.CLS	496,964.48	37,144.84	.00	351,109.94	145,854.54	70.65
62721	CLS PREM ASSISTANCE EBD	23,519.42	1,420.06	.00	13,045.08	10,474.34	55.47
62820	PUB RET.CONTR-CLS	24,860.33	.00	.00	.00	24,860.33	.00
62910	OTHER BENEFITS-CERTIFIED	.00	.00	.00	.00	.00	.00
62920	OTHER BENEFITS-CLASSIFIED	.00	.00	.00	.00	.00	.00
63120	MANAGEMENT SERVICES	.00	.00	.00	.00	.00	.00
63130	BOARD OF ED SERVICES	.00	12,000.00	.00	21,000.00	-21,000.00	.00
63200	PROFESSIONAL-EDUCATIONAL	.00	.00	.00	.00	.00	.00
63210	PS/CONSLT	200,862.17	15,152.80	.00	89,947.65	110,914.52	44.78
63220	PUR SERV	985,987.09	92,608.08	.00	597,196.45	388,790.64	60.57
63221	GAE PS GRAD	.00	.00	.00	.00	.00	.00
63230	COUNSULTING/EDUCATIONAL	9,000.00	22,720.00	77,680.00	131,052.09	-122,052.09	1456.13
63240	STUDENT ASSESSMENT	6,500.00	.00	.00	.00	6,500.00	.00
63300	OTHER PROFESSIONAL	.00	.00	.00	.00	.00	.00
63310	CERTIFIED	139,345.98	4,916.00	1,680.00	135,557.10	3,788.88	97.28
63320	CLASSIFIED	19,020.00	.00	5,520.00	18,268.70	751.30	96.05

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63410	PUPIL SERVICES	3,300.00	590.00	350.00	1,937.50	1,362.50	58.71
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63430	ACCOUNTING	.00	.00	.00	.00	.00	.00
63431	FINANCIAL AUDITS	15,000.00	2,650.00	.00	15,500.00	-500.00	103.33
63441	LEGAL-LITIGATION-DEFENSE	10,000.00	.00	.00	.00	10,000.00	.00
63445	LEGAL-RESEARCH/OPINION	65,500.00	3,050.00	.00	22,400.00	43,100.00	34.20
63450	OTHER PROF/MEDICAL	163,900.00	460.00	.00	12,424.50	151,475.50	7.58
63470	ARCHITECTURAL	.00	18,084.62	.00	18,084.62	-18,084.62	.00
63480	SECURITY	178,600.00	27,456.12	.00	122,267.23	56,332.77	68.46
63490	OTHER PROF SERV	.00	.00	.00	.00	.00	.00
63491	PROFESSIONAL ADVERTISING	.00	.00	.00	.00	.00	.00
63510	DATA ENTRY/PROCESSING	5,500.00	70.00	.00	2,304.80	3,195.20	41.91
63511	DOCUMENT SHREDDING	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	146,716.00	4,308.90	.00	81,070.47	65,645.53	55.26
63550	SOFTWARE LICENSE RENEWAL	.00	.00	.00	.00	.00	.00
63590	OTHER TECHNICAL SERVICES	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	34,388.10	342.26	.00	15,761.35	18,626.75	45.83
63902	EVENT SUPPORT	15,000.00	1,975.00	.00	9,600.00	5,400.00	64.00
63903	FMLA ADIMINSTRATION	2,400.00	.00	.00	1,200.00	1,200.00	50.00
63910	PROFESSIONAL AND TECHNICA	128,409.86	24,055.68	1,430.00	186,698.74	-58,288.88	145.39
63911	INSTRUMENT REPAIRS	60,318.00	8,650.01	.00	32,244.30	28,073.70	53.46
64110	WATER/SEWER	122,400.00	12,324.08	.00	122,492.14	-92.14	100.08
64210	DISPOSAL/SANITATION	.00	.00	.00	1,800.00	-1,800.00	.00
64220	PURCHASE SERV/PROP	.00	.00	.00	.00	.00	.00
64230	CUSTODIAL	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	1,340.00	.00	.00	.00	1,340.00	.00
64300	REPAIR & MAINTENANCE SVS	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	819,651.00	110,306.15	29,166.85	1,285,124.37	-465,473.37	156.79
64320	PUR SVS EQP	12,000.00	906.88	10,850.28	47,886.34	-35,886.34	399.05
64400	RENTALS	.00	.00	.00	.00	.00	.00
64410	LND/BDLG RENT	56,460.00	4,650.00	.00	24,297.33	32,162.67	43.03
64420	RENT VEH/EQP	43,136.00	.00	.00	12,458.61	30,677.39	28.88
64430	RENT TECH RELATED EQUIP	.00	.00	.00	.00	.00	.00
64490	OTHER RENTALS	.00	.00	.00	1,450.97	-1,450.97	.00
64500	CONST SERV/PROPERTY	.00	.00	.00	.00	.00	.00
64900	OTHER PURC PROPERTY SVS	3,979.98	1,129.53	.00	2,168.16	1,811.82	54.48
65190	FROM OTHER SOURCES	.00	.00	.00	.00	.00	.00
65210	PROPERTY INSURANCE	779,000.00	.00	.00	779,005.20	-5.20	100.00
65220	LIABILITY INSURANCE	38,000.00	.00	.00	.00	38,000.00	.00
65240	FLEET INSURANCE	68,000.00	.00	.00	68,774.10	-774.10	101.14
65250	ACCIDENT INS FOR STUDENTS	28,500.00	.00	.00	.00	28,500.00	.00
65290	OTHER INSURANCE	.00	.00	.00	1,334.50	-1,334.50	.00
65310	TELEPHONE	122,852.32	7,627.07	.00	56,291.98	66,560.34	45.82
65320	POSTAGE	109,687.00	849.34	963.00	32,865.23	76,821.77	29.96
65330	NETWORK/INTERNET SERVICES	.00	484.32	.00	2,664.83	-2,664.83	.00
65331	BROADBAND	94,000.00	15,624.65	.00	100,464.72	-6,464.72	106.88
65400	ADVERTISING	84,134.08	5,236.09	.00	65,797.50	18,336.58	78.21
65500	PRINTING & BINDING	30,295.16	109.00	800.00	3,002.89	27,292.27	9.91
65501	PRINTING AND BINDING	.00	.00	.00	.00	.00	.00
65650	INTERM AGNCY-OUT OF STATE	.00	.00	.00	.00	.00	.00
65690	OTHER TUITION	11,000.00	3,969.00	.00	11,149.00	-149.00	101.35
65810	TRVL-CERT-IN DISTRICT	24,906.16	1,658.29	.00	12,911.99	11,994.17	51.84
65820	TRVL-CLS IN DISTRICT	12,960.00	593.71	.00	4,287.77	8,672.23	33.08
65830	TRVL CERT-OUT DISTRICT	62,216.00	2,998.64	1,000.00	27,778.67	34,437.33	44.65

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
65840	TRVL CLS OUT DISTRICT	8,150.00	157.04	.00	1,915.66	6,234.34	23.51
65850	TRVL CERT OUT STATE	27,400.00	534.54	2,002.08	26,785.97	614.03	97.76
65860	TRVL CLS OUT STATE	4,000.00	.00	.00	1,186.41	2,813.59	29.66
65870	NON-EMPLOYEE TRAVEL	69,390.90	365.32	.00	840.26	68,550.64	1.21
65880	MEALS	38,455.00	3,806.03	1,179.86	19,035.33	19,419.67	49.50
65890	LODGING	132,011.00	7,125.98	16,515.60	122,511.92	9,499.08	92.80
65900	MISC PURC SVS	.00	.00	.00	.00	.00	.00
65910	SVS PURCHASED LOCALLY	.00	.00	.00	.00	.00	.00
65911	SVR PUR FROM ADE	310,000.00	48,314.65	.00	187,321.50	122,678.50	60.43
65920	PURC-OTHER LEA IN STATE	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	3,144,068.22	211,211.33	277,131.24	2,347,045.78	797,022.44	74.65
66110	OTHER SUPPLIES	.00	.00	.00	.00	.00	.00
66111	GAE TEACH/SUP	706.37	.00	.00	.00	706.37	.00
66120	GRAD SUP	.00	.00	.00	.00	.00	.00
66160	CUSTODIAL SUPPLY	.00	.00	.00	.00	.00	.00
66210	NAT.GAS	174,700.00	17,516.05	.00	145,182.88	29,517.12	83.10
66220	ELECTRICITY	1,136,984.00	68,497.87	.00	861,781.84	275,202.16	75.80
66230	BOTTLED GAS	.00	.00	.00	.00	.00	.00
66260	GASOLINE/DIESEL	40,000.00	2,564.21	.00	26,968.00	13,032.00	67.42
66261	BUS OIL/FLUIDS	.00	.00	.00	.00	.00	.00
66265	DIESEL FUEL	200,000.00	14,956.30	.00	130,966.61	69,033.39	65.48
66267	NATURAL GAS	.00	2,300.38	.00	18,936.90	-18,936.90	.00
66268	PROPANE	.00	.00	.00	.00	.00	.00
66269	OIL FOR BUSES/VEHICLES	6,000.00	.00	.00	6,562.91	-562.91	109.38
66410	TEXTBOOKS	62,966.80	3,055.97	728.00	26,912.30	36,054.50	42.74
66411	E TEXTBOOKS	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	79,470.00	13,687.16	7,663.04	78,399.46	1,070.54	98.65
66421	E LIBRARY BOOKS	5,650.00	.00	.00	5,000.00	650.00	88.50
66430	PERIODICALS	700.00	2,721.60	688.16	8,448.50	-7,748.50	1206.93
66431	E-PUBLICATIONS	.00	.00	.00	.00	.00	.00
66440	AUDIOVISUAL MATERIALS	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	233,696.68	11,156.09	95,098.93	186,310.36	47,386.32	79.72
66510	SOFTWARE, LICENSE OR MAIN	869,157.90	149,150.89	79,777.26	1,006,586.56	-137,428.66	115.81
66511	TECHNOLOGY APPS	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	3,824.37	.00	.00	.00	3,824.37	.00
66520	TECH DEVICE SUPPLIES	36,991.00	5,280.00	.00	6,085.20	30,905.80	16.45
66521	TED SUPPLY	225,000.00	-287.95	67,431.90	131,802.14	93,197.86	58.58
66523	NON INSTRUCTIONAL TECH	.00	.00	2,497.18	6,905.18	-6,905.18	.00
66527	LOW VALUE TECH SUPPLY	6,000.00	.00	.00	.00	6,000.00	.00
66910	TIRES	.00	862.20	.00	862.20	-862.20	.00
67200	BUILDINGS	.00	2,850.00	.00	2,850.00	-2,850.00	.00
67211	VO-TECH HSE	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67310	MACHINERY	2,500.00	.00	.00	.00	2,500.00	.00
67320	VEHICLES	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	2,500.00	.00	.00	5,241.34	-2,741.34	209.65
67340	SP EQUIP	159,440.00	16,574.49	45,695.73	166,447.17	-7,007.17	104.39
67341	HAND-HELD COMPUTING DEVIC	300,000.00	13,346.00	5,774.00	114,782.80	185,217.20	38.26
67343	TLC NON INSTRUCTION	.00	.00	218.00	7,692.57	-7,692.57	.00
67350	TECHNOLOGY SOFTWARE	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	27,570.00	.00	.00	.00	27,570.00	.00
67390	OTHER EQUIPMENT	.00	.00	.00	1,824.99	-1,824.99	.00
68100	DUES AND FEES	173,390.00	6,628.50	8,855.00	200,467.77	-27,077.77	115.62
68101	LICENSE RENEWAL/TEACHERS	3,000.00	75.00	500.00	3,725.00	-725.00	124.17

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '[124]%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
68102	CRIMINAL BACKGROUND CHECK	10,300.00	559.00	500.00	5,398.25	4,901.75	52.41
68112	STUDENT DUES & FEES	550.00	.00	.00	.00	550.00	.00
68300	INTEREST/FEES	1,562,524.00	.00	.00	781,261.89	781,262.11	50.00
68610	PENALTY OR INTEREST	.00	.00	.00	.00	.00	.00
68700	OUT OF COURT SETTLEMENT	.00	.00	.00	8,046.00	-8,046.00	.00
68830	PROPERTY TAX	.00	.00	.00	5,494.37	-5,494.37	.00
68900	MISCELLANEOUS EXPENDITURE	.00	.00	.00	.00	.00	.00
68999	ALLOCATED CHARGES	.00	.00	.00	.00	.00	.00
69100	REDEMPTION OF PRINCIPAL	3,802,333.00	.00	.00	3,740,000.00	62,333.00	98.36
69310	TO SALARY FUND	26,921,753.92	.00	.00	.00	26,921,753.92	.00
69314	TRANSFER TO 1000 NBCT	995,139.00	.00	.00	.00	995,139.00	.00
69315	LEARNS TRANSFER TO 1000	1,196,839.00	.00	.00	.00	1,196,839.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69321	TRANSFER TO 2000	42,125,192.22	.00	.00	.00	42,125,192.22	.00
69322	ADDITIONAL TRANS TO 2000	1,459,734.28	.00	.00	.00	1,459,734.28	.00
69324	TRANSFER TO 2000 NBCT	.00	.00	.00	.00	.00	.00
69327	TRANS FOR PROG EXPEND	.00	7,800.00	.00	28,600.00	-28,600.00	.00
69330	TO BUILDING FUND	1,200,000.00	.00	.00	.00	1,200,000.00	.00
69340	TO DEBT SERVICE FUND	5,329,059.00	.00	.00	.00	5,329,059.00	.00
69350	TO CAPITAL OUTLAY FUND	.00	.00	.00	.00	.00	.00
69360	TO FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
69370	TO STUDENT ACTIVITY FUND	.00	.00	.00	.00	.00	.00
69380	TO FOOD SERVICE FUND	.00	360.57	.00	360.57	-360.57	.00
69400	PROGRAM FUNDING RETURN	.00	553.00	.00	2,705.79	-2,705.79	.00
69401	MEDICAID MATCHING	.00	.00	.00	.00	.00	.00
69690	ADULT/EMPLOYEE MEAL	.00	.00	.00	.00	.00	.00
TOTAL REPORT		146,455,782.45	5,163,899.43	741,696.11	52,062,640.90	94,393,141.55	35.55

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '3%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63230	COUNSULTING/EDUCATIONAL	.00	.00	.00	.00	.00	.00
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63490	OTHER PROF SERV	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	443,557.13	.00	3,090,784.05	-3,090,784.05	.00
64420	RENT VEH/EQP	.00	.00	.00	.00	.00	.00
64500	CONST SERV/PROPERTY	.00	.00	.00	.00	.00	.00
64901	PRE-DESIGN CONSTR SERV	.00	.00	.00	.00	.00	.00
65210	PROPERTY INSURANCE	.00	.00	.00	.00	.00	.00
65220	LIABILITY INSURANCE	.00	.00	.00	.00	.00	.00
65290	OTHER INSURANCE	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
65500	PRINTING & BINDING	.00	.00	.00	.00	.00	.00
65870	NON-EMPLOYEE TRAVEL	.00	.00	.00	.00	.00	.00
65890	LODGING	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	.00	.00	.00	.00
66510	SOFTWARE, LICENSE OR MAIN	.00	.00	.00	.00	.00	.00
66520	TECH DEVICE SUPPLIES	.00	.00	.00	.00	.00	.00
67100	LAND & IMPROVEMENTS	.00	.00	.00	.00	.00	.00
67200	BUILDINGS	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
67340	SP EQUIP	.00	.00	.00	.00	.00	.00
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	.00	.00	.00	.00	.00	.00
68900	MISCELLANEOUS EXPENDITURE	.00	.00	.00	.00	.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69330	TO BUILDING FUND	.00	.00	.00	.00	.00	.00
69340	TO DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		.00	443,557.13	.00	3,090,784.05	-3,090,784.05	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '5%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	.00	.00	.00	.00	.00	.00
64240	LAWN CARE	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	.00	.00	142,482.82	-142,482.82	.00
64500	CONST SERV/PROPERTY	.00	.00	64,827.44	132,859.10	-132,859.10	.00
64900	OTHER PURC PROPERTY SVS	.00	.00	.00	.00	.00	.00
65330	NETWORK/INTERNET SERVICES	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	1,000.00	14,883.21	90,596.67	147,630.12	-146,630.12	********
66109	EQUIP LESS THAN $500	.00	.00	.00	.00	.00	.00
66261	BUS OIL/FLUIDS	.00	.00	.00	.00	.00	.00
66440	AUDIOVISUAL MATERIALS	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	14,768.09	14,768.09	-14,768.09	.00
66510	SOFTWARE, LICENSE OR MAIN	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	.00	.00	.00	.00	.00	.00
66520	TECH DEVICE SUPPLIES	150,000.00	.00	.00	.00	150,000.00	.00
66521	TED SUPPLY	150,000.00	.00	.00	.00	150,000.00	.00
66527	LOW VALUE TECH SUPPLY	.00	.00	.00	.00	.00	.00
67100	LAND & IMPROVEMENTS	.00	.00	.00	.00	.00	.00
67300	EQUIPMENT	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00
67320	VEHICLES	1,000,000.00	533,661.00	533,661.00	1,322,394.00	-322,394.00	132.24
67330	FURNITURE & FIXTURES	573,000.00	849.38	72,101.75	82,241.37	490,758.63	14.35
67340	SP EQUIP	29,500.00	3,809.55	.00	25,223.69	4,276.31	85.50
67350	TECHNOLOGY SOFTWARE	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	700,000.00	.00	.00	57,755.51	642,244.49	8.25
67361	MUSICAL INSTRUMENTS	105,000.00	.00	71,541.17	132,098.17	-27,098.17	125.81
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
67391	EQUIP OTHER LEAS	.00	.00	.00	.00	.00	.00
TOTAL REPORT		2,708,500.00	553,203.14	847,496.12	2,057,452.87	651,047.13	75.96

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '6%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61100	REG EMPLOYEES	.00	.00	.00	.00	.00	.00
61110	SALARY-CERTIFIED	1,909,741.00	148,493.32	.00	1,496,864.17	412,876.83	78.38
61120	SLRY-CLS	971,731.65	80,521.32	.00	738,836.50	232,895.15	76.03
61210	TEMP-CERTIFIED	.00	.00	.00	.00	.00	.00
61220	TEMP-CLASSIFIED	.00	.00	.00	.00	.00	.00
61510	BONUS/CERTIFIED	.00	.00	.00	.00	.00	.00
61520	BONUS/CLASSIFIED	10,175.00	.00	.00	.00	10,175.00	.00
61610	ONSITE DIR STIPEND	.00	.00	.00	.00	.00	.00
61620	WORKSHOPS/CLASSIFIED	.00	.00	.00	.00	.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	3,238.13	24.42	.00	240.32	2,997.81	7.42
62120	GRP INS-CLS	3,055.38	31.17	.00	241.13	2,814.25	7.89
62210	SOC SEC-CERTIFIED	122,246.32	9,060.24	.00	94,130.79	28,115.53	77.00
62220	SOC SEC-CLS	64,026.79	5,378.03	.00	44,278.48	19,748.31	69.16
62260	MEDICARE-CERTIFIED	28,761.72	2,118.94	.00	20,445.77	8,315.95	71.09
62270	MEDCARE-CLS	15,053.44	1,257.81	.00	10,355.42	4,698.02	68.79
62310	TCH RET CONT-CERTIFIED	286,138.31	23,204.53	.00	224,781.66	61,356.65	78.56
62320	TCH RET CONT-CLS	154,512.51	13,772.33	.00	113,112.87	41,399.64	73.21
62520	UNEMPLY COMP-CLS	.00	.00	.00	.00	.00	.00
62610	WK'S COMP-CERTIFIED	2,960.86	.00	.00	.00	2,960.86	.00
62620	WK'S COMP-CLS	2,489.96	.00	.00	.00	2,489.96	.00
62710	HLTH BENEF.CERTIFIED	81,827.00	5,240.69	.00	50,808.34	31,018.66	62.09
62711	CRT PREMIUM ASSISTNCE EBD	9,621.10	362.81	.00	3,983.01	5,638.09	41.40
62720	HLTH BENE.CLS	81,811.91	6,120.46	.00	44,444.77	37,367.14	54.33
62721	CLS PREM ASSISTANCE EBD	14,703.34	235.67	.00	1,761.91	12,941.43	11.98
62820	PUB RET.CONTR-CLS	.00	.00	.00	.00	.00	.00
63120	MANAGEMENT SERVICES	10,000.00	.00	.00	.00	10,000.00	.00
63210	PS/CONSLT	1,336,138.64	104,915.77	.00	851,605.15	484,533.49	63.74
63220	PUR SERV	126,900.00	4,942.36	.00	44,859.24	82,040.76	35.35
63230	COUNSULTING/EDUCATIONAL	337,000.00	.00	.00	249,413.99	87,586.01	74.01
63240	STUDENT ASSESSMENT	5,419.48	5,143.00	.00	11,071.00	-5,651.52	204.28
63310	CERTIFIED	284,221.80	161.99	63,773.55	253,746.31	30,475.49	89.28
63320	CLASSIFIED	104,400.00	255.00	.00	1,105.00	103,295.00	1.06
63420	ENGINEERING	.00	.00	.00	.00	.00	.00
63441	LEGAL-LITIGATION-DEFENSE	.00	.00	.00	.00	.00	.00
63450	OTHER PROF/MEDICAL	3,183.39	.00	.00	478.00	2,705.39	15.02
63480	SECURITY	356,998.81	54,479.88	.00	212,392.07	144,606.74	59.49
63490	OTHER PROF SERV	.00	.00	.00	.00	.00	.00
63491	PROFESSIONAL ADVERTISING	4,400.00	.00	.00	.00	4,400.00	.00
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	12,000.00	.00	.00	.00	12,000.00	.00
63910	PROFESSIONAL AND TECHNICA	21,200.00	859.91	.00	859.91	20,340.09	4.06
63915	PROFESSIONAL CATERING SER	.00	.00	.00	.00	.00	.00
64220	PURCHASE SERV/PROP	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	459,621.00	.00	.00	359,538.15	100,082.85	78.22
64410	LND/BDLG RENT	.00	.00	.00	.00	.00	.00
64900	OTHER PURC PROPERTY SVS	.00	.00	.00	.00	.00	.00
65190	FROM OTHER SOURCES	.00	.00	.00	.00	.00	.00
65300	COMMUNICATIONS	.00	.00	.00	.00	.00	.00
65310	TELEPHONE	.00	.00	.00	.00	.00	.00
65320	POSTAGE	3,000.00	.00	146.00	343.91	2,656.09	11.46
65400	ADVERTISING	2,500.00	.00	.00	75.26	2,424.74	3.01
65500	PRINTING & BINDING	3,000.00	.00	.00	.00	3,000.00	.00
65501	PRINTING AND BINDING	2,000.00	.00	.00	.00	2,000.00	.00

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '6%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
65810	TRVL-CERT-IN DISTRICT	13,900.00	336.60	.00	2,713.40	11,186.60	19.52
65820	TRVL-CLS IN DISTRICT	6,050.00	87.87	.00	1,430.54	4,619.46	23.65
65830	TRVL CERT-OUT DISTRICT	25,261.84	243.36	.00	5,632.96	19,628.88	22.30
65840	TRVL CLS OUT DISTRICT	9,875.92	.00	.00	463.84	9,412.08	4.70
65850	TRVL CERT OUT STATE	39,300.00	774.90	667.36	3,549.79	35,750.21	9.03
65870	NON-EMPLOYEE TRAVEL	5,200.00	.00	.00	116.48	5,083.52	2.24
65880	MEALS	19,030.00	178.00	.00	2,612.97	16,417.03	13.73
65890	LODGING	64,001.49	927.46	3,380.60	19,629.15	44,372.34	30.67
65910	SVS PURCHASED LOCALLY	.00	.00	.00	.00	.00	.00
66100	GEN SUPPLIES	385,425.29	1,728.13	52,802.11	158,816.26	226,609.03	41.21
66107	EQ SUPPLIES	3,300.00	.00	.00	.00	3,300.00	.00
66111	GAE TEACH/SUP	1,130.29	.00	.00	.00	1,130.29	.00
66210	NAT.GAS	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	.00	.00	598.27	22,830.53	-22,830.53	.00
66500	TECHNOLOGY SUPPLIES	22,300.00	.00	.00	.00	22,300.00	.00
66510	SOFTWARE, LICENSE OR MAIN	119,100.00	5,145.08	65,758.44	295,632.47	-176,532.47	248.22
66511	TECHNOLOGY APPS	.00	.00	.00	.00	.00	.00
66512	TABLET COMPUTERS	1,100.00	.00	.00	.00	1,100.00	.00
66520	TECH DEVICE SUPPLIES	.00	.00	.00	.00	.00	.00
66521	TED SUPPLY	3,500.00	.00	.00	.00	3,500.00	.00
66527	LOW VALUE TECH SUPPLY	13,389.08	.00	.00	.00	13,389.08	.00
66900	OTHER SUPPLIES & MATERIAL	.00	.00	.00	.00	.00	.00
67210	LIBRARY BOOKS-NEW LEBRARY	.00	.00	.00	.00	.00	.00
67211	VO-TECH HSE	.00	.00	.00	.00	.00	.00
67320	VEHICLES	43,495.00	.00	.00	143,495.00	-100,000.00	329.91
67330	FURNITURE & FIXTURES	75,899.99	.00	.00	65,424.08	10,475.91	86.20
67340	SP EQUIP	15,336.71	.00	.00	12,648.36	2,688.35	82.47
67341	HAND-HELD COMPUTING DEVIC	2,000.00	.00	.00	.00	2,000.00	.00
67360	NON TECHNOLOGY EQUIPMENT	62,000.00	.00	.00	31,901.34	30,098.66	51.45
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	4,500.00	.00	125.00	1,200.00	3,300.00	26.67
68101	LICENSE RENEWAL/TEACHERS	4,000.00	.00	1,000.00	2,171.11	1,828.89	54.28
68102	CRIMINAL BACKGROUND CHECK	500.00	22.60	500.00	661.20	-161.20	132.24
68112	STUDENT DUES & FEES	.00	.00	.00	.00	.00	.00
68400	INDIRECT COST	116,000.00	.00	.00	.00	116,000.00	.00
69310	TO SALARY FUND	.00	.00	.00	.00	.00	.00
69320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
69360	TO FEDERAL GRANTS FUND	.00	.00	.00	.00	.00	.00
69400	PROGRAM FUNDING RETURN	.00	5,694.37	.00	12,438.29	-12,438.29	.00
TOTAL REPORT		7,889,673.15	481,718.02	188,751.33	5,613,140.90	2,276,532.25	71.15

RUSSELLVILLE SCHOOL DISTRICT
SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.key_orgn like '8%'
ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	SALARY-CERTIFIED	.00	.00	.00	.00	.00	.00
61120	SLRY-CLS	40,000.00	3,348.00	.00	33,480.00	6,520.00	83.70
61220	TEMP-CLASSIFIED	.00	.00	.00	.00	.00	.00
61320	OVERTIME PAY	.00	.00	.00	.00	.00	.00
61520	BONUS/CLASSIFIED	.00	.00	.00	500.00	-500.00	.00
61720	SUBSTITUTES-CLASSIFIED	.00	.00	.00	.00	.00	.00
61820	UNUSED SICK-CLASSIFIED	.00	.00	.00	.00	.00	.00
61840	UNUSED VAC PAY CLASS	.00	.00	.00	.00	.00	.00
62110	GRP INS-CERTIFIED	.00	.00	.00	.00	.00	.00
62120	GRP INS-CLS	11.00	.85	.00	8.50	2.50	77.27
62210	SOC SEC-CERTIFIED	.00	.00	.00	.00	.00	.00
62220	SOC SEC-CLS	2,240.00	186.82	.00	1,899.20	340.80	84.79
62260	MEDICARE-CERTIFIED	.00	.00	.00	.00	.00	.00
62270	MEDCARE-CLS	530.00	43.69	.00	444.15	85.85	83.80
62310	TCH RET CONT-CERTIFIED	.00	.00	.00	.00	.00	.00
62320	TCH RET CONT-CLS	6,000.00	502.20	.00	5,097.00	903.00	84.95
62321	ATRS SURCHARGE	.00	.00	.00	.00	.00	.00
62610	WK'S COMP-CERTIFIED	.00	.00	.00	.00	.00	.00
62620	WK'S COMP-CLS	.00	.00	.00	.00	.00	.00
62700	HLT BENEFITS	.00	.00	.00	.00	.00	.00
62720	HLTH BENE.CLS	2,850.00	234.50	.00	2,345.00	505.00	82.28
62721	CLS PREM ASSISTANCE EBD	.00	6.76	.00	67.60	-67.60	.00
62820	PUB RET.CONTR-CLS	70.00	.00	.00	.00	70.00	.00
63220	PUR SERV	.00	.00	.00	.00	.00	.00
63310	CERTIFIED	.00	.00	.00	.00	.00	.00
63320	CLASSIFIED	1,043.00	.00	.00	.00	1,043.00	.00
63470	ARCHITECTURAL	.00	.00	.00	.00	.00	.00
63530	SOFTWARE MAINT & SUPPORT	.00	.00	.00	.00	.00	.00
63540	CAFE NON-EMPLOYEE SUB	.00	.00	.00	.00	.00	.00
63900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
63910	PROFESSIONAL AND TECHNICA	10,000.00	4,647.67	.00	20,046.44	-10,046.44	200.46
64210	DISPOSAL/SANITATION	.00	.00	.00	.00	.00	.00
64310	PUR SVS/PROP	.00	.00	.00	3,317.63	-3,317.63	.00
65310	TELEPHONE	756.00	82.02	.00	739.68	16.32	97.84
65320	POSTAGE	.00	.00	.00	.00	.00	.00
65400	ADVERTISING	.00	.00	.00	.00	.00	.00
65500	PRINTING & BINDING	.00	.00	.00	.00	.00	.00
65700	FOOD SVS MANAGEMENT	.00	.00	.00	.00	.00	.00
65710	FSMC - FOOD	1,500,000.00	387,308.71	.00	1,334,841.30	165,158.70	88.99
65720	FSMC - LABOR	1,400,000.00	421,117.27	.00	1,296,247.07	103,752.93	92.59
65730	FSMC - SUPPLIES & EQUIP	462,000.00	7,650.60	.00	81,915.37	380,084.63	17.73
65780	FSM - DUES & FEES	55,000.00	85,266.44	.00	234,724.24	-179,724.24	426.77
65810	TRVL-CERT-IN DISTRICT	.00	.00	.00	.00	.00	.00
65820	TRVL-CLS IN DISTRICT	.00	.00	.00	48.20	-48.20	.00
65830	TRVL CERT-OUT DISTRICT	.00	.00	.00	.00	.00	.00
65840	TRVL CLS OUT DISTRICT	500.00	.00	195.52	466.96	33.04	93.39
65880	MEALS	500.00	.00	.00	90.00	410.00	18.00
65890	LODGING	500.00	.00	.00	381.30	118.70	76.26
66100	GEN SUPPLIES	35,000.00	1,255.71	1,400.00	7,169.96	27,830.04	20.49
66300	FOOD	.00	.00	.00	.00	.00	.00
66500	TECHNOLOGY SUPPLIES	.00	.00	.00	.00	.00	.00
66520	TECH DEVICE SUPPLIES	.00	.00	.00	3,390.00	-3,390.00	.00
66523	NON INSTRUCTIONAL TECH	.00	.00	.00	.00	.00	.00
67310	MACHINERY	.00	.00	.00	.00	.00	.00

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ACCOUNTING PERIOD: 10/25

ACCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
67330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
67340	SP EQUIP	.00	.00	.00	.00	.00	.00
67360	NON TECHNOLOGY EQUIPMENT	.00	.00	7,224.77	7,224.77	-7,224.77	.00
67390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	.00	.00	.00	.00	.00	.00
68400	INDIRECT COST	100,000.00	.00	.00	.00	100,000.00	.00
69380	TO FOOD SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		3,617,000.00	911,651.24	8,820.29	3,034,444.37	582,555.63	83.89

Russellville School District

Legal Balance History: Period 10 (April) of FY 2025

	BALANCE FYE 16	BALANCE FYE 17	BALANCE FYE 18	BALANCE FYE 19	BALANCE FYE 20	BALANCE FYE 21	BALANCE FYE 22	BALANCE FYE 23	BALANCE FYE 24	BALANCE FYE 25	CHANGE 24 TO 25
JULY 31	10,827,183	8,425,570	8,683,139	7,629,703	8,028,707	9,762,524	10,959,660	10,757,691	11,173,371	11,600,578	427,207
AUGUST 31	8,702,596	6,800,605	6,809,166	5,137,094	5,417,502	7,776,115	7,513,485	8,095,979	9,264,004	10,368,115	1,104,111
SEPTEMBER 30	11,989,362	10,456,996	11,525,860	9,726,575	9,941,494	13,045,950	6,357,356	14,096,579	8,016,588	8,847,064	830,475
OCTOBER 31	18,697,406	16,910,866	17,924,127	15,868,798	16,164,844	18,541,533	19,172,024	20,348,128	22,638,203	23,983,774	1,345,571
NOVEMBER 30	17,220,175	15,394,110	15,783,508	14,676,918	14,461,570	17,901,148	17,892,299	18,862,717	21,491,084	22,770,298	1,279,214
DECEMBER 31	16,381,804	13,881,806	14,337,100	12,747,600	13,750,420	16,733,901	17,527,100	18,754,413	21,297,052	24,504,240	3,207,187
JANUARY 31	13,087,934	10,828,400	11,222,263	10,789,860	11,712,743	14,103,208	14,867,061	14,424,247	18,027,040	19,589,992	1,562,951
FEBRUARY 28	11,158,584	9,122,584	9,140,944	8,381,776	9,428,855	12,031,210	12,529,745	11,515,923	15,445,220	16,383,142	937,922
MARCH 31	9,974,849	8,214,661	8,146,344	7,240,019	7,975,333	10,725,528	11,809,981	10,804,614	13,908,285	15,169,011	1,260,726
APRIL 30	14,202,327	11,625,747	10,432,093	9,635,703	13,129,641	17,541,692	18,204,664	17,274,031	20,237,050	17,537,501	-2,699,548
MAY 31	12,901,559	12,019,967	11,874,104	10,577,580	12,623,675	15,809,217	15,944,645	15,137,871	17,276,238		
JUNE 30	10,879,737	11,005,124	8,827,355	8,933,131	10,450,270	11,781,025	13,333,591	13,139,111	13,128,886		
AVERAGE	13,001,960	11,223,870	11,225,500	10,112,063	11,090,421	13,812,754	13,842,634	14,434,275	15,991,918		

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 25

SELECTION CRITERIA: orgn.fund='7998'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7998	ATHLETIC GATE RECEIP	17,687.10	14,582.92	.00	.00	18,016.94	14,253.08
TOTAL ACTIVITY FUND		17,687.10	14,582.92	.00	.00	18,016.94	14,253.08
TOTAL		17,687.10	14,582.92	.00	.00	18,016.94	14,253.08

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 10 OF 25

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
1000	TEACHER SALARY FUND	.00	.00	.00	.00	20,166,650.31	-20,166,650.31
1001	OTHER TEACHER SALARY	.00	.00	.00	.00	37,503.30	-37,503.30
1004	PREK SALARY	.00	.00	.00	.00	.00	.00
1005	BETTER BEGINNINGS	.00	.00	.00	.00	.00	.00
1014	PERFM ARTS TCH SALAR	.00	.00	.00	.00	.00	.00
1214	MERIT TEACHER INCENT	.00	.00	.00	.00	.00	.00
1217	STUDENT GROWTH FUND	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1220	ADE NBC SALARY	.00	.00	.00	.00	.00	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	1,234.08	-1,234.08
1227	CCRPP	.00	.00	.00	.00	.00	.00
1229	NAT'L BOARD	.00	.00	.00	.00	.00	.00
1232	AR SCHOOL RECOGNITIO	.00	.00	.00	.00	.00	.00
1240	SUPV GRANT	.00	.00	.00	.00	.00	.00
1244	ESY	.00	.00	.00	.00	1,102.50	-1,102.50
1246	PATHWISE	.00	.00	.00	.00	.00	.00
1260	STATE EARLY CHILD SP	.00	.00	.00	.00	140,261.94	-140,261.94
1262	EIDT TEACHER FUND	.00	.00	.00	.00	57,525.03	-57,525.03
1271	GT - ADVANCED PLACEM	.00	.00	.00	.00	9,069.48	-9,069.48
1275	ALE	.00	.00	.00	.00	205,017.47	-205,017.47
1276	ELL ENG LAN	.00	.00	.00	.00	108,612.55	-108,612.55
1281	ESA	.00	.00	.00	.00	690,656.17	-690,656.17
1282	NSLA MATCH GRANT	.00	.00	.00	.00	31,650.00	-31,650.00
1293	SEC WORKFORCE	.00	.00	.00	.00	.00	.00
1365	ABC	.00	.00	.00	.00	364,192.29	-364,192.29
1382	SMART START - MATH	.00	.00	.00	.00	.00	.00
1941	ADE COMP SCI SALARY	.00	.00	.00	.00	.00	.00
TOTAL TEACHER SALARY FUND		.00	.00	.00	.00	21,813,475.12	-21,813,475.12
2000	OPERATING FUND	.00	.00	.00	.00	14,825,879.70	-14,825,879.70
2001	OTHER OP FUND	11,999,840.85	50,987,809.35	54,789.68	913.57	8,032,716.44	55,008,809.87
2002	ASBOA	.00	.00	.00	.00	.00	.00
2004	QUALITY PRESCHOOL VO	9,434.31	.00	.00	.00	9,434.31	.00
2005	BETTER BEGINNINGS	2,426.45	.00	.00	.00	2,426.45	.00
2006	PRESCHOOL PRIVATE PA	160,327.68	93,510.00	.00	.00	26,148.48	227,689.20
2007	ABC ENHANCEMENT GRAN	4,924.10	.00	.00	.00	4,927.10	-3.00
2008	PRE-K SNACK	.00	.00	.00	.00	.00	.00
2011	SREB GRANT	.00	.00	.00	.00	.00	.00
2014	PERFORMING ARTS CENT	93,422.43	52,803.62	.00	.00	38,682.98	107,543.07
2201	ADULT BASIC EDUCTION	21,999.03	240,496.55	.00	17,270.00	288,984.64	-43,759.06
2202	ADULT GENERAL ED	15,299.93	195,725.80	.00	13,482.79	229,047.64	-31,504.70
2205	OTHER ADULT EDUCATIO	2,892.61	33,257.25	.00	.00	41,572.99	-5,423.13
2214	MERIT INCENTIVE OPER	.00	.00	.00	.00	.00	.00
2217	STUDENT GROWTH FUNDI	.00	20,418.00	.00	.00	.00	20,418.00
2218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
2220	ADE NBC BENEFITS	.00	82,788.75	.00	.00	.00	82,788.75
2223	PROFESSIONAL DEVELOP	10,000.00	203,281.00	.00	.00	174,413.01	38,867.99
2227	CCRPP	.00	.00	.00	.00	.00	.00
2229	NATIONAL BOARD NBPTS	.00	.00	.00	.00	.00	.00
2232	AR SCHOOL RECOGNITIO	26,368.44	44,306.29	.00	.00	33,921.45	36,753.28

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 10 OF 25

SELECTION CRITERIA: orgn.fund like '[124]%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
2234	DISTANCE LEARNING	.00	.00	.00	.00	.00	.00
2239	RISE ACADEMIES	9,337.68	.00	.00	.00	.00	9,337.68
2240	SP ED SUP	38,194.47	.00	.00	.00	.00	38,194.47
2244	ESY	12,029.39	2,812.00	.00	.00	247.27	14,594.12
2246	TRAVELING TEACHER PG	189.51	.00	.00	.00	.00	189.51
2247	PROFESSIONAL LEARNIN	.00	189,077.75	.00	.00	81,320.00	107,757.75
2255	CHILDREN W/ DISABILI	.00	.00	.00	.00	.00	.00
2260	STATE EARLY CHILD SP	144,682.19	162,447.70	.00	.00	69,123.36	238,006.53
2262	EIDT	28,214.95	57,698.06	.00	.00	14,996.79	70,916.22
2265	CATASTROPHIC LOSS FN	368,038.32	.00	.00	.00	126,166.27	241,872.05
2271	GT-ADVANCED PLACEMEN	17,306.22	29,738.52	.00	.00	12,997.58	34,047.16
2272	AP STATISTICS	.00	.00	.00	.00	.00	.00
2275	ALE	25,162.54	278,037.00	.00	.00	71,406.20	231,793.34
2276	ELL	18,628.57	357,216.00	.00	.00	103,439.40	272,405.17
2281	ESA	25,000.00	1,540,638.00	.00	.00	280,630.55	1,285,007.45
2282	NSL MATCH GRANT	91,187.09	91,759.09	.00	.00	54,965.98	127,980.20
2293	SECONDARY WORKFORCE	.00	.00	.00	.00	.00	.00
2340	CAREER NEW PROG STAR	.00	.00	.00	.00	.00	.00
2341	CAREER MODERNIZATION	.00	.00	.00	.00	.00	.00
2365	ABC	.00	888,270.00	.00	.00	289,888.34	598,381.66
2366	CHILDCARE BLOCK GRAN	.00	29,295.00	.00	.00	.00	29,295.00
2382	SMART START - MATH	.00	.00	.00	.00	.00	.00
2390	PHONE FREE SCHOOL	.00	71,469.50	.00	.00	71,469.50	.00
2397	SCHOOL SAFETY GRANT	.00	228.74	.00	.00	228.74	.00
2398	AR GAME & FISH COMMI	765.38	2,885.00	.00	.00	2,242.87	1,407.51
2902	RUSSELLVILLE SBHC	.00	5,448.75	.00	.00	51,908.98	-46,460.23
2903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
2931	BROADBAND	.00	.00	.00	.00	.00	.00
2940	CAREER PATHWAY	.00	.00	.00	.00	.00	.00
2941	AP COMPUTER SCIENCE	1,013.64	2,453.00	.00	.00	.00	3,466.64
2946	COMP SCI INITIATI	2,200.00	10,900.00	.00	.00	10,874.50	2,225.50
TOTAL OPERATING FUND		13,128,885.78	55,674,770.72	54,789.68	31,666.36	24,950,061.52	43,876,718.30
4000	DEBT SERVICE FUND	.00	.00	.00	3,740,000.00	785,741.79	-4,525,741.79
TOTAL DEBT SERVICE FUND		.00	.00	.00	3,740,000.00	785,741.79	-4,525,741.79
TOTAL		13,128,885.78	55,674,770.72	54,789.68	3,771,666.36	47,549,278.43	17,537,501.39

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 10 OF 25

SELECTION CRITERIA: orgn.fund like '3%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
3001	BUILDING FUND 2	822.79	.00	.00	.00	.00	822.79
3002	BUILDING FUND 3	1,299.10	.00	.00	.00	.00	1,299.10
3003	BUILDING FUND 4	.00	.00	.00	.00	.00	.00
3004	INDOOR PRACTICE FACI	.00	.00	.00	.00	.00	.00
3005	RMS ROOFING PROJECT	.00	.00	.00	.00	.00	.00
3006	BOND ATHLETIC ARENA	1,704.15	.00	.00	.00	.00	1,704.15
3007	BOND SUMMER PROJECTS	.00	.00	.00	.00	.00	.00
3008	FUTURE PROJECTS	4,847,095.24	274,691.62	.00	.00	1,712,648.09	3,409,138.77
3099	QSCB	810,338.03	.00	.00	.00	.00	810,338.03
3198	QSCB	.00	.00	.00	.00	.00	.00
3200	FUTURE PROJECTS	1,378,135.96	.00	.00	.00	1,378,135.96	.00
TOTAL BUILDING FUND		7,039,395.27	274,691.62	.00	.00	3,090,784.05	4,223,302.84
TOTAL		7,039,395.27	274,691.62	.00	.00	3,090,784.05	4,223,302.84

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 10 OF 25

SELECTION CRITERIA: orgn.fund like '5%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
5000	CAPITAL OUTLAY FUND	1,425,764.08	1,296,301.80	.00	.00	1,209,956.75	1,512,109.13
TOTAL CAPITAL OUTLAY FUND		1,425,764.08	1,296,301.80	.00	.00	1,209,956.75	1,512,109.13
TOTAL		1,425,764.08	1,296,301.80	.00	.00	1,209,956.75	1,512,109.13

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 10 OF 25

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6203	CHILDCARE BLOCK GRAN	.00	246,963.00	.00	.00	.00	246,963.00
6430	JROTC	8,208.30	52,499.94	.00	.00	82,214.83	-21,506.59
6465	FEMA SAFE ROOM PROJE	.00	.00	.00	.00	.00	.00
6467	HURRICAN RELIEF	.00	.00	.00	.00	.00	.00
6501	ESEA TITLE I	.00	812,293.84	.00	.00	1,044,738.58	-232,444.74
6502	ESEA MIGRANT	5,694.37	.00	.00	5,694.37	.00	.00
6511	ARRA-ESEA STBL	.00	.00	.00	.00	.00	.00
6516	ARRA/TITE1/A	.00	.00	.00	.00	.00	.00
6519	EDUCATION JOBS FUND	.00	.00	.00	.00	.00	.00
6520	TITLE V	.00	.00	.00	.00	.00	.00
6521	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6522	TITLE VI CSR	.00	.00	.00	.00	.00	.00
6530	HOMELESS CHILDREN	.00	34,391.41	.00	.00	41,860.95	-7,469.54
6535	CHARTER GRANT	.00	.00	.00	.00	.00	.00
6540	JTPA	.00	.00	.00	.00	.00	.00
6556	HEALTHY SCHOOLS	.00	.00	.00	.00	.00	.00
6560	CARES PREK	238,490.77	.00	.00	.00	191,009.02	47,481.75
6562	AR DHS CCD (VOUCHER)	332,656.02	.00	.00	.00	180,539.77	152,116.25
6563	DHS/BETTER BEGINNING	45,750.00	.00	.00	.00	.00	45,750.00
6570	VOC.FEDERAL/CARL PER	.00	67,142.44	.00	.00	72,285.44	-5,143.00
6571	LEADERSHIP PROJECTS	.00	.00	.00	.00	.00	.00
6573	CTE MODERNIZATION GR	.00	13,336.71	.00	.00	13,336.71	.00
6577	CTE CERTIFICATION GR	.00	2,308.27	.00	.00	2,308.27	.00
6578	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6595	TITLE IID	.00	.00	.00	.00	.00	.00
6596	ENHANCING ED/TECHNOL	.00	.00	.00	.00	.00	.00
6600	DIRECT & EQUITABLE	6,743.92	100,264.43	.00	6,743.92	116,849.01	-16,584.58
6601	EL/CIVICS AWARD	.00	.00	.00	.00	.00	.00
6606	GEER GRANT	.00	.00	.00	.00	.00	.00
6608	ESSER ADULT ED	.00	.00	.00	.00	.00	.00
6610	CORRECTIONAL AD ED	.00	.00	.00	.00	.00	.00
6630	E & T PROGRAM	.00	.00	.00	.00	.00	.00
6636	ADULT ED EL CIVICS	.00	.00	.00	.00	.00	.00
6700	VI-6 PASSTHROUGH	.00	.00	.00	.00	.00	.00
6701	TITLE VI-B AREA SERV	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B PASSTHROU	.00	728,012.28	.00	.00	914,861.87	-186,849.59
6703	ARP	.00	.00	.00	.00	.00	.00
6704	ARP EARLY CHILDHOOD	.00	.00	.00	.00	.00	.00
6710	FED. EARLY CHILD SPE	.00	66,289.95	.00	.00	66,289.95	.00
6719	ESSER	.00	.00	.00	.00	.00	.00
6720	SLIVER GRANT	.00	.00	.00	.00	.00	.00
6721	ARRA/IDEA	.00	.00	.00	.00	.00	.00
6722	ARRA/IDEA/CEIS	.00	.00	.00	.00	.00	.00
6750	MEDICAID SP ED	573,781.73	484,783.96	.00	.00	858,799.49	199,766.20
6751	MEDICAID REGULAR	.00	.00	.00	.00	.00	.00
6752	MEDICAID ADMIN CLAIM	672,848.57	182,163.51	.00	.00	219,935.02	635,077.06
6754	IMMIGRANTSUB-GRANT	.00	.00	.00	.00	.00	.00
6755	MATH & SCIENCE EISEN	.00	.00	.00	.00	.00	.00
6756	TITLE IIA IMPR TEACH	.00	176,953.06	.00	.00	230,833.36	-53,880.30
6758	TITLE III SUB GRANT	.00	3,832.58	.00	.00	3,832.58	.00

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 10 OF 25

SELECTION CRITERIA: orgn.fund like '6%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
6761	TITLE III ENG LANGUA	.00	76,772.61	.00	.00	79,227.92	-2,455.31
6765	TITLE III GOALS 2000	.00	.00	.00	.00	.00	.00
6766	SAFE SCH/HEALTHY STU	.00	.00	.00	.00	.00	.00
6767	ALCOHOL ABUSE REDUCT	.00	17,038.44	.00	.00	17,038.44	.00
6768	ARP	.00	29,567.48	.00	.00	32,660.61	-3,093.13
6774	COVID EMERGENCY LEAV	.00	.00	.00	.00	.00	.00
6778	AR AWARE ADVANCED MI	.00	.00	.00	.00	81.12	-81.12
6779	STRONGER CONNECTION	.00	77,310.31	.00	.00	103,984.39	-26,674.08
6780	CARES/ESSER I	.00	.00	.00	.00	.00	.00
6781	CARES/ESSER II	.00	.00	.00	.00	.00	.00
6784	TITLE V	.00	6,769.00	.00	.00	2,000.00	4,769.00
6786	TITLE IV	.00	91,661.66	.00	.00	119,467.46	-27,805.80
6787	SEL GRANT	.00	.00	.00	.00	.00	.00
6788	PRESCHOOL DEVELOPMEN	.00	215,390.72	.00	.00	182,895.16	32,495.56
6791	S.O.A.R. GRANT	.00	156,673.00	.00	.00	156,673.00	.00
6795	ARP ESSER	.00	507,850.24	.00	.00	553,098.90	-45,248.66
6797	EARLY HEAD START	.00	.00	.00	.00	.00	.00
6802	MODERNIZATION STBL	.00	.00	.00	.00	.00	.00
6803	ARRA/RENOV STBL	.00	.00	.00	.00	.00	.00
6804	ARRA/REPAIR STBL	.00	.00	.00	.00	.00	.00
6805	SOF	.00	24,471.06	.00	.00	25,129.43	-658.37
6807	ARRA/INNV GRTS	.00	.00	.00	.00	.00	.00
6809	ARP ESSER ABC STIPEN	36.75	.00	.00	.00	.00	36.75
6811	ARKANSAS THRIVE	.00	.00	.00	.00	.00	.00
6815	CLEAN DIESEL GNT GO	.00	100,000.00	.00	.00	100,000.00	.00
6819	SCHOOL HEALTH SERVIC	.00	.00	.00	.00	.00	.00
6903	PATHWISE MENTORING G	.00	.00	.00	.00	.00	.00
TOTAL FEDERAL GRANTS FUND		1,884,210.43	4,274,739.90	.00	12,438.29	5,411,951.28	734,560.76
TOTAL		1,884,210.43	4,274,739.90	.00	12,438.29	5,411,951.28	734,560.76

RUSSELLVILLE SCHOOL DISTRICT
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 10 OF 25

SELECTION CRITERIA: orgn.fund like '8%'

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8000	FOOD SERVICE FUND	484,208.83	2,624,931.19	360.57	.00	2,991,619.05	117,881.54
8004	SNACK REIMB CACFP	.00	.00	.00	.00	.00	.00
8017	FOOD SERVICE CRAWFOR	.00	.00	.00	.00	.00	.00
8018	FOOD SERVICE DWIGHT	.00	.00	.00	.00	.00	.00
8019	FOOD SERVICE LONDON	.00	.00	.00	.00	.00	.00
8020	FOOD SERVICE OAKLAND	.00	.00	.00	.00	.00	.00
8021	FOOD SERVICE SEQUOYA	.00	.00	.00	.00	.00	.00
8022	FOOD SERVICE RMS	.00	.00	.00	.00	.00	.00
8023	FOOD SERVICE RJHS	.00	.00	.00	.00	.00	.00
8024	FOOD SERVICE RHS	.00	.00	.00	.00	.00	.00
8025	FOOD SERVICE CENTER	.00	.00	.00	.00	.00	.00
8026	FOOD SERVICE UE5	.00	.00	.00	.00	.00	.00
8028	FOOD SERVICE GARDNER	.00	.00	.00	.00	.00	.00
8056	CNU EMERGENCY OPS	.00	.00	.00	.00	.00	.00
8058	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8059	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8060	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8061	SUPPLY CHAIN ASSISTA	.00	.00	.00	.00	.00	.00
8657	FFVP	2,896.95	36,780.05	.00	.00	34,005.03	5,671.97
8672	ARRA-SCHL LUNCH EQUI	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		487,105.78	2,661,711.24	360.57	.00	3,025,624.08	123,553.51
TOTAL		487,105.78	2,661,711.24	360.57	.00	3,025,624.08	123,553.51

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 13, 2025

Item Title:

4.45.1 Smart Core Curriculum and Graduation Requirements for the Class of 2026

4.45.21 Smart Core Curriculum and dGraduation Requirements for The Class of 2027 and Thereafter

4.64 Student Use of Artificial Intelligence (New Policy)

5.10 Artificial Intelligence (New Policy)

Responsible Administrator: Mary Beth Cox

Strategic Plan Priority: Academic Excellence

Background:

The following policies have been updated to reflect the law. The language has been recommended by legal counsel and the Arkansas School Board Association.

Everything new in the policies is written in red. The blue text with strikethrough are the areas of the policy being removed.

Recommended Action:

To approve policies: 4.45.1 Smart Core Curriculum and Graduation Requirements for the Class of 2026; 4.45.21 Smart Core Curriculum and Graduation Requirements for the Class of 2027 and Thereafter; 4.64 Student Use of Artificial Intelligence; and 5.10 Artificial Intelligence.

Policy 4.45.1

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026

Effective: **7/1/2025**

All students are required to participate in the Smart Core curriculum unless stated otherwise in the student's Student Success Plan (SSP) and signed by the student's ~~their~~ parents or guardians, or the student~~s~~ if ~~they are~~ the student is eighteen (18) years of age or older~~, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*~~[1] Information regarding Smart Core and graduation requirements will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time ~~and there is not a signed waiver form in the student's permanent record~~. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians ~~prior to the deadline for them to sign and return the waiver form~~ as part of the creation of the student's SSP.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.[2] Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional __ units to graduate for a total of __ units. The additional required units may be taken from any electives offered by the district.[6] There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

SMART CORE: Sixteen (16) units

English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

1. Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
2. Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;

***** A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.

3. Algebra II; and
4. The fourth unit may be either:
    - A math unit approved by DESE beyond Algebra II; or
    - A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    - An additional science credit approved by DESE; or
    - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

CORE: Sixteen (16) units

English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry.

* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    - An additional science credit approved by DESE; or
    - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

    - Civics one-half (½) unit
    - World history, one (1) unit
    - American History, one (1) unit
- Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (½) unit

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a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Cross References: 4.55 – STUDENT PROMOTION AND RETENTION, 5.2 – PLANNING FOR EDUCATIONAL IMPROVEMENT, 5.11 – DIGITAL LEARNING COURSES

Legal References: Standards of Accreditation 1-C.2, 1-C.2,1, 1-C.2.3, DESE Guidelines for the Development of Smart Core Curriculum Policy, DESE Rules Governing the Digital Learning Act of 2013, Smart Core Information Sheet, Smart Core Waiver Form, A.C.A. § 6-16-1406, Commissioner's Memo LS-18-082, A.C.A. § 6-4-302, A.C.A. § 6-16-122, A.C.A. § 6-16-143, A.C.A. § 6-16-149, A.C.A. § 6-16-150, A.C.A. § 6-16-1406, A.C.A. § 6-18-107

Adopted: 6/27/2017

History BOE: 6/27/2017, 4/16/2019, 6/18/2019, 06/05/2023 DATE

Revised: 7/17/2018, 4/16/2019, 6/18/2019, 06/05/2023,
DATE

Policy 4.45.~~2~~1

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

Effective: **7/1/2025**

All students are required to participate in the Smart Core curriculum unless stated otherwise in the student's Student Success Plan (SSP) and signed by the student's ~~their~~ parents or guardians, or the student~~s~~ if ~~they are~~ the student is eighteen (18) years of age or older~~, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*~~[4] Information regarding Smart Core and graduation requirements will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time ~~and there is not a signed waiver form in the student's permanent record~~. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians ~~prior to the deadline for them to sign and return the waiver form~~ as part of the creation of the student's SSP.

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This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process[3] to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

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The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional __ units to graduate for a total of __ units. The additional required units may be taken from any electives offered by the district.[6] There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

Community Service

Except as otherwise provided by this policy, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.

The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers

into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

- Fifteen (15) hours for students in grade nine (9);
- Twenty (20) hours for students in grade ten (10);
- Twenty (20) hours for students in grade eleven (11); and
- Twenty (20) hours for students in grade twelve (12).

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.

SMART CORE: Sixteen (16) units

English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

1. Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
2. Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;

***** A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.

3. Algebra II; and
4. The fourth unit may be either:

- A math unit approved by DESE beyond Algebra II; or
- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    - An additional science credit approved by DESE; or
    - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

CORE: Sixteen (16) units

English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry.

***** A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

a. DESE approved biology – 1 credit;
b. DESE approved physical science – 1 credit; and
c. A third unit that is either:
    - An additional science credit approved by DESE; or
    - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

    - Civics one-half (½) unit
    - World history, one (1) unit
    - American History, one (1) unit
- Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION, 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT, 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES, 5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3, DESE Guidelines for the Development of Smart Core Curriculum Policy, DESE Rules Governing Distance and Digital Learning, ~~Smart Core Information Sheet, Smart Core Waiver Form,~~ Commissioner's Memo COM-24-021, Commissioner's Memo LS-18-082, A.C.A. § 6-4-302, A.C.A. § 6-15-2906, A.C.A. § 2911, A.C.A. § 6-16-122, A.C.A. § 6-16-143, A.C.A. § 6-16-149, A.C.A. § 6-16-150, A.C.A. § 6-16-152, A.C.A. § 6-16-1901 et seq., A.C.A. § 6-28-115

Adopted: 6/5/2023
History BOE: DATE
Revised: 4/16/2024 DATE

Policy 4.64
STUDENT USE OF ARTIFICIAL INTELLIGENCE
Effective: **7/1/2025**

Definitions

> "Artificial Intelligence (AI) Tools" means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems. For purposes of this policy, AI tools does not include the use of spell check or grammar check.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;
2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and
3. Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

- Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the submission of assignments that were fully generated by an AI tool and presented as original student work;
- Altering or falsifying academic documents or records using AI tools;
- Using AI tools to:
    - Gain unauthorized access to District systems; or
    - Bypass District security measures;
- Using AI tools to produce misleading or false information, imagery, or any form of false outputs about themselves, other students, or staff members.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

Cross References: 3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE, 4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION, 5.10—ARTIFICIAL INTELLIGENCE, 7.16—INFORMATION TECHNOLOGY SECURITY

Legal References: A.C.A. § 6-18-2601 et seq., 15 U.S.C. § 6501, 20 U.S.C. § 1232g, 34 C.F.R. Part 99

Date Adopted: DATE

Last Revised: DATE

Policy 5.10
ARTIFICIAL INTELLIGENCE
Effective: **7/1/2025**

Definitions

"Artificial Intelligence (AI)" means Computer systems or applications that perform tasks typically requiring human intelligence, such as learning, problem-solving, and decision-making.

"AI Tools" means Software, hardware, or cloud-based applications that use AI to aid in tasks like content creation, data analysis, and personalized learning. For purposes of this policy, AI tools does not include items such as spell check or grammar check.

The Russellville School District Board of Directors desires to provide guidance for the appropriate use of AI technologies in curriculum development, instruction, and related educational activities that is aligned with the Arkansas Academic Standards and safeguards student data and privacy while encouraging innovation.

Any AI tools or programs utilized by the District must adhere to State and federal laws; State rules; and Federal regulations governing data use, privacy, and security. Any AI tool used must comply with the District's policies on data privacy and security, especially concerning student information.

The superintendent shall establish a committee who shall be in charge of reviewing and approving any AI tools before they may be used. The committee shall establish the procedures the committee shall use for approving AI tool selection. The District shall provide resources to support the integration of approved AI tools.

All curriculum and instructional materials that were created with AI tools shall align with the Arkansas Academic Standards and District educational goals.

Staff shall document the extent and manner AI tools were used in the creation of curriculum or instructional materials. Staff shall ensure the content created with the assistance of AI tools is accurate and free from bias.

The District shall regularly review the impact AI tools have on the District's educational outcomes and shall update this policy as necessary following the review.

Cross References: 3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE, 4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION,4.64—STUDENT USE OF ARTIFICIAL INTELLIGENCE, 7.16—INFORMATION TECHNOLOGY SECURITY, 8.49—CLASSIFIED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

Legal References: A.C.A. § 6-18-2601 et seq., 15 U.S.C. § 6501, 20 U.S.C. § 1232g, 34 C.F.R. Part 99

Date Adopted: DATE

Last Revised: DATE

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 13, 2025
Item Title: Middle School Parking Lot
Responsible Administrator: Jeff Holt
Strategic Plan Priority: Financial Stability

Background:
This project will repave the south end of the middle school complex parking lot (back lot) and add concrete paving for the bus lane. Estimated cost of the project is $710,145.00

See attachments

Recommended Action:
To approve the middle school complex parking lot project.

AIA® Document B105® – 2017

Standard Short Form of Agreement Between Owner and Architect

AGREEMENT made as of the date entered by Owner on signature page.
(In words, indicate day, month and year.)

BETWEEN the Owner:
(Name, legal status, address and other information)

Russellville School District
220 W 10th Street
Russellville, AR 72801
(479) 968.1306

and the Architect:
(Name, legal status, address and other information)

HTW & Associates
308 1/2 W Main Street
Russellville, AR 72801
(479) 967.5044

for the following Project:
(Name, location and detailed description)

RSD Middle School Parking Lot Improvements
1203 W 4th Pl
Russellville, AR 72801

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:
The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

ARTICLE 1 ARCHITECT'S RESPONSIBILITIES

The Architect shall provide architectural services for the Project as described in this Agreement. The Architect shall perform its services consistent with the professional skill and care ordinarily provided by architects practicing in the same or similar locality under the same or similar circumstances. The Architect shall perform its services as expeditiously as is consistent with such professional skill and care and the orderly progress of the Project. The Architect shall assist the Owner in determining consulting services required for the Project. The Architect's services include the following consulting services, if any:

See Article 7.

During the Design Phase, the Architect shall review the Owner's scope of work, budget and schedule and reach an understanding with the Owner of the Project requirements. Based on the approved Project requirements, the Architect shall develop a design, which shall be set forth in drawings and other documents appropriate for the Project. Upon the Owner's approval of the design, the Architect shall prepare Construction Documents indicating requirements for construction of the Project and shall coordinate its services with any consulting services the Owner provides. The Architect shall assist the Owner in filing documents required for the approval of governmental authorities, in obtaining bids or proposals, and in awarding contracts for construction.

During the Construction Phase, the Architect shall act as the Owner's representative and provide administration of the Contract between the Owner and Contractor. The extent of the Architect's authority and responsibility during construction is described in AIA Document A105™–2017, Standard Short Form of Agreement Between Owner and Contractor. If the Owner and Contractor modify AIA Document A105–2017, those modifications shall not affect the Architect's services under this Agreement, unless the Owner and Architect amend this Agreement.

ARTICLE 2 OWNER'S RESPONSIBILITIES

The Owner shall provide full information about the objectives, schedule, constraints and existing conditions of the Project, and shall establish a budget that includes reasonable contingencies and meets the Project requirements. The Owner shall provide decisions and furnish required information as expeditiously as necessary for the orderly progress of the Project. The Architect shall be entitled to rely on the accuracy and completeness of the Owner's information. The Owner shall furnish consulting services not provided by the Architect, but required for the Project, such as surveying, which shall include property boundaries, topography, utilities, and wetlands information; geotechnical engineering; and environmental testing services. The Owner shall employ a Contractor, experienced in the type of Project to be constructed, to perform the construction Work and to provide price information.

ARTICLE 3 USE OF DOCUMENTS

Drawings, specifications and other documents prepared by the Architect are the Architect's Instruments of Service, and are for the Owner's use solely with respect to constructing the Project. The Architect shall retain all common law, statutory and other reserved rights, including the copyright. Upon completion of the construction of the Project, provided that the Owner substantially performs its obligations under this Agreement, the Architect grants to the Owner a license to use the Architect's Instruments of Service as a reference for maintaining, altering and adding to the Project. The Owner agrees to indemnify the Architect from all costs and expenses related to claims arising from the Owner's use of the Instruments of Service without retaining the Architect. When transmitting copyright-protected information for use on the Project, the transmitting party represents that it is either the copyright owner of the information, or has permission from the copyright owner to transmit the information for its use on the Project.

ARTICLE 4 TERMINATION, SUSPENSION OR ABANDONMENT

In the event of termination, suspension or abandonment of the Project by the Owner, the Architect shall be compensated for services performed. The Owner's failure to make payments in accordance with this Agreement shall be considered substantial nonperformance and sufficient cause for the Architect to suspend or terminate services. Either the Architect or the Owner may terminate this Agreement after giving no less than seven days' written notice if the Project is suspended for more than 90 days, or if the other party substantially fails to perform in accordance with the terms of this Agreement. Except as otherwise expressly provided herein, this Agreement shall terminate one year from the date of Substantial Completion.

ARTICLE 5 MISCELLANEOUS PROVISIONS

This Agreement shall be governed by the law of the place where the Project is located. Terms in this Agreement

shall have the same meaning as those in AIA Document A105–2017, Standard Short Form of Agreement Between Owner and Contractor. Neither party to this Agreement shall assign the contract as a whole without written consent of the other.

Nothing contained in this Agreement shall create a contractual relationship with, or a cause of action in favor of, a third party against either the Owner or the Architect.

The Architect shall have no responsibility for the discovery, presence, handling, removal or disposal of, or exposure of persons to, hazardous materials or toxic substances in any form at the Project site.

ARTICLE 6 PAYMENTS AND COMPENSATION TO THE ARCHITECT

The Architect's Compensation shall be:

Seven and one-half percent (7.5%) of the actual Cost of Work.

The Owner shall pay the Architect an initial payment of nine thousand dollars ($9,000) as a minimum payment under this Agreement.

The Owner shall reimburse the Architect for expenses incurred in the interest of the Project, plus zero percent (0 %).

Payments are due and payable upon receipt of the Architect's monthly invoice. Amounts unpaid thirty (30) days after the invoice date shall bear interest from the date payment is due at the rate of zero percent (0%), or in the absence thereof, at the legal rate prevailing at the principal place of business of the Architect.

At the request of the Owner, the Architect shall provide additional services not included in Article 1 for additional compensation. Such additional services may include, but not be limited to, providing or coordinating services of consultants not identified in Article 1; revisions due to changes in the Project scope, quality or budget, or due to Owner-requested changes in the approved design; evaluating changes in the Work and Contractors' requests for substitutions of materials or systems; providing services necessitated by the Contractor's failure to perform; and the extension of the Architect's Article 1 services beyond twelve (12) months of the date of this Agreement through no fault of the Architect.

ARTICLE 7 OTHER PROVISIONS

(Insert descriptions of other services and modifications to the terms of this Agreement.)

Construction to be constructed per AIA A105 – Standard Short Form of Agreement Between Owner and Contractor.

Architect to provide design services necessary for improvements to the Russellville School District's Middle School Parking Lot located in Russellville, Arkansas to include removal and replacement of existing asphalt.

Exhibit A – HTW Pre-Design Cost Estimate dated February 21, 2025
Exhibit B – Hourly Rate Sheet
Exhibit C – Proof of Insurance
Exhibit D – Proof of Licensure
Exhibit E – Reimbursables

This Agreement entered into as of the day and year first written below.

	Ira Wimer 03/06/2025
OWNER *(Signature)* *(Date)*	**ARCHITECT** *(Signature)* *(Date)*
BY:	BY: Ira Wimer, Architect
(Printed name and title)	*(Printed name, title, and license number if required)*

EXHIBIT - 'A'

htw ASSOCIATES

Pre-Design Cost Estimate
RSD Middle School Parking Lot
RSD Middle School
1203 West 4th Place - Russellville, Arkansas 72801

2/21/2025

Middle School Parking Lot Improvements				
Item	**Description**	**Quanity**	**Unit Cost**	**Totals**
1	Mobilization	1 ls	$ 10,000.00	$ 10,000.00
2	Surface Course Asphalt	2600 ton	$ 170.00	$ 442,000.00
3	Removal and Disposal	1 ls	$ 10,000.00	$ 10,000.00
4	Concrete Paving @ Bus Canopy	240 syd	$ 175.00	$ 42,000.00
5	Asphalt Cold Milling	9300 syd	$ 12.00	$ 111,600.00
6	Striping, Symbols & Fire Lane Markings	1 ls	$ 30,000.00	$ 30,000.00
7	Contingency Allowance	1 ls	$ 15,000.00	$ 15,000.00
8				$ -
9				$ -
10				$ -
			Estimated Construction Total	$ 660,600.00

RECAP	
Estimated Construction Total	$ 660,600.00
Architectural Fee = 7.50%	$ 49,545.00
Pre-Design Project Total	$ 710,145.00

EXHIBIT - 'B'

htw ASSOCIATES

Rate Schedule

Updated January 3, 2023

Title	Regular Rate (per hour)
Principal (Architect/Engineer)	$200
Architect	$160
Engineer	$160
Interior Designer	$140
Project Manager	$120
Construction Administrator	$100
Designer	$90
CAD/BIM Operator	$90
CAD/BIM Manager	$90
Intern	$50
Administration	$50
Clerical	$50

EXHIBIT - 'C'

HTWARCH-01

CSMITH

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 3/6/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Campbell & Company Insurance
708 West B Street
Russellville, AR 72801

CONTACT NAME:
PHONE (A/C, No, Ext): (479) 968-2062 FAX (A/C, No): (479) 968-2077
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : ACUITY	14184
INSURER B : Trumbull Insurance Company	27120
INSURER C : TRAVELERS INSURANCE COMPANY	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
HTW Architects, Engineers and Planners, PA
308 1/2 W Main
Russellville, AR 72801

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR	X		ZT7106	12/31/2024	12/31/2025	DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 300,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 3,000,000
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 3,000,000
	OTHER:							$
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO			ZT7106	12/31/2024	12/31/2025	BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB / OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB / CLAIMS-MADE						AGGREGATE	$
	DED / RETENTION $							$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						X PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH)	N / A		38WECAC2C5A	10/17/2024	10/17/2025	E.L. EACH ACCIDENT	$ 100,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$ 100,000
							E.L. DISEASE - POLICY LIMIT	$ 500,000
C	Professional Liabili			106774271	7/30/2024	7/30/2025	Professional Liab	1,000,000
C	Professional Liabili			106774271	7/30/2024	7/30/2025	Prof Liab Aggregate	2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

Russellville School District
220 W 10th Street
Russellville, AR 72801

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Pam Henderson

EXHIBIT - 'D'

SARAH HUCKABEE SANDERS
Governor

DARYL E. BASSETT
Secretary of Labor
and Licensing

State of Arkansas

Arkansas Dept of Labor and Licensing
Board of Architects, Landscape Architects,
and Interior Designers
900 W Capitol Ave, Suite 400
Little Rock, AR 72201
PH (501)-682-3171
https://www.asbalaid.arkansas.gov

308 1/2 WEST MAIN STREET
RUSSELLVILLE, ARKANSAS 72801

LICENSE #:
C781

HTW & ASSOCIATES, P.A.

IS LICENSED AS
CERTIFICATE OF AUTHORIZATION

Given under our hand and seal this **1st** day of **Feb, 2025.**

This license expires: **01/31/2026.**

SECRETARY OF LABOR AND LICENSING

EXHIBIT - 'E'

Reimbursable Expenses

Printing and publishing costs

Plumbing review fees as required by the Arkansas Department of Health

Other review fees required by the city and state

Civil and geotechnical engineering fees if required by the city and acquired by HTW

RSD Board of Education Agenda Template

Templates serve to provide background information regarding agenda items.

Board Meeting Date:	May 13, 2025
Item Title:	Food Service Management Company (FSMC) Contract Renewal with Chartwells 2025-26
Responsible Administrator:	Justin Robertson
Strategic Plan Priority:	Financial Stability

Background:

On June 18, 2024, the Russellville Board of Education approved to enter into a contract with Chartwells Food Service Management Company for the 2024-25 school year. This contract was renewable for four (4) additional years pending annual approval by the Arkansas Department of Education Child Nutrition Unit (ADE/CNU). Administration sees no reason to not renew the FSMC contract for the SY 2025-26.

Recommended Acton:

Renew the Child Nutrition Food Service Management Contract (FSMC) with Chartwells for SY 2025-26.

District Russellville LEA 5805000

FSMC Chartwells Contract year 2 of 5

THE SCHOOL YEAR 2025-2026 CONTRACT RENEWAL
School Food Authority Renewal of Food Service Management Company Contract

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

Important information:

This renewal is invalid until written approval is received from the Division of Elementary and Secondary Education, Child Nutrition Unit (CNU).

Contract renewals submitted after June 30, 2025, may require the School Food Authority (SFA) to return to a self-operated Food Service Program.

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

Instructions for completing this renewal.

A. Complete all sections.
B. Check the boxes as they apply in each section to indicate completion.
C. All fee increases, including allocated charges, must be linked to the Consumer Price Index (CPI-U) for January 2025 for Food Away from Home for all Urban Consumers. The table is included in the renewal packet and should be returned with the packet.
D. The maximum rate of increase for the 2025-2026 school year is 3.4%. Price increases can be less than 3.4 % but cannot exceed this rate.
E. Price increases will be carried out four (4) places to the right of the decimal. **DO NOT round**.
F. Obtain school board approval.
G. This entire renewal packet along with any amendments, and school board minutes is due by Friday, May 23, 2025, to the following DESE, CNU email address: cnumeals.rfp@ade.arkansas.gov Incomplete packets will not be processed for approval but will be returned to the district for corrections or revisions.

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

☐ A. The contract will not be renewed. The superintendent must sign and return the entire renewal form to CNU.

Superintendent signature: _____ Date:_____

☑ B. If the district wishes to renew this FSMC contract, please attach a Statement of Intent. Using district letterhead, include a signed statement by the superintendent indicating the intent to renew the contract between the SFA and the current FSMC for the 2025-2026 school year.

✔ C. Meal equivalency rates will be applied to cash sales using the formula described in the Request for Proposal (RFP)/contract. Total free lunch reimbursement for the 2025-2026 school year + USDA-donated food value = the meal equivalency rate. The rate is provided by DESE, CNU, when reimbursement rates are received from the United States Department of Agriculture (USDA). Items converted to meal equivalents include cash sales, such as à la carte sales (and non-program meals in contracts beginning 2024). Catering and vending sales are not converted to meal equivalents.

Section 2: Pricing determined using the CPI-U for January 2025 for Food Away from Home for All Urban Consumers. Price increases can be up to 3.4%. A lesser rate is also acceptable. Price increases will be carried out in four (4) places to the right of the decimal. DO NOT round. See Table 1 attached.

✔ **Cost Reimbursable Contracts only (fees are per meal)**

A. Administrative Fee Increase

Current Administrative Fee $ .20

Proposed Administrative Fees 2025-2026 SY:

Student Breakfast $ 0.2068

Student Lunch $ 0.2068

Student Afterschool Snack $ 0.2068

Non-student Breakfast $_____

(for contracts beginning 2021, 2022, or 2023 only)

Non-student Lunch $_____

(for contracts beginning 2021, 2022, or 2023 only)

B. Management Fee Increase

Current Management Fee $ .08

Proposed Management Fees 2025-2026 SY:

Student Breakfast $ 0.0827

Student Lunch $ 0.0827

Student Afterschool Snack $ 0.0827

Non-student Breakfast $_____

(for contracts beginning 2021, 2022, or 2023 only)

Non-student Lunch $_____

(for contracts beginning 2021, 2022, or 2023 only)

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

A. School Breakfast (fixed meal rate)

Current fixed rate or fee $_____

Proposed fixed rate or fee for 2025-2026 SY $_____

B. School Lunch (fixed meal rate)

Current fixed rate or fee $_____

Proposed fixed rate or fee for 2025-2026 SY $_____

C. Afterschool Snack (fixed meal rate)

Current fixed rate or fee $_____

Proposed fixed rate or fee for 2025-2026 SY $_____

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

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

B. Proposed 2025-2026 SY fixed rate per month $_____X _____ (# of months) = $_____

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

A. See Important information on page 1 for details.

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

☐ The changes are attached.

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

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

Serving Site(s):

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

Indicate meal type: ☐ Congregate ☐ Non-Congregate ☐ Bulk Feeding

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

☐ Not offering summer feeding programs

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

☐ Adding the program

☐ Discontinuing the program

☐ Not offering FFVP

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

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

D. For original contracts requesting a loan for investment:

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

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

Provide the total amount borrowed to date: $_____

Provide the total amount paid to date: $_____

Provide the total amount owed: $_____

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

List items purchased with the investment:

E. For original contracts requesting a monetary guarantee:

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

Indicate the newly negotiated guaranteed amount for the 2025-2026 SY $_____

Was the previous guarantee met? ✔ Yes ☐ No

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

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

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

✔ General procurement standards require that documented procurement procedures be followed by the FSMC whenever purchases are made on behalf of the district. 2 C.F.R. § 200.318(a)(b).
All equipment purchases must be approved by the SFA prior to the purchases.
2 C.F.R. § 200.439(b)(1).
The district has the responsibility of monitoring the compliance of their contractors.
2 C.F.R. § 200.501(h).

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

Section 4: Signatures

A. Signatures:

This contract must be signed by the district superintendent, the school board president, and the FSMC representative and approved by the DESE, CNU Program Manager.

✔ District Superintendent (print full name): _____
Superintendent signature: _____
Date: _____

✔ District School Board President (print full name): _____
District School Board President signature: _____
Date: _____

✔ FSMC representative (print full name): __Jason Kuhn, Area Director_____
FSMC representative signature:_____
Date: __04/08/2025_____

Do not write below this line

State Agency use only:
DESE, CNU Approval
DESE, CNU Program Manager (print full name): _____
DESE, CNU Program Manager signature: _____
Date: _____

This institution is an equal opportunity provider.

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

Table 1. Consumer Price Index for All Urban Consumers (CPI-U): U.S. city average, by expenditure category, January 2025 [1982-84=100, unless otherwise noted]

Expenditure category	Relative importance Dec. 2024	Unadjusted indexes			Unadjusted percent change		Seasonally adjusted percent change		
		Jan. 2024	Dec. 2024	Jan. 2025	Jan. 2024-Jan. 2025	Dec. 2024-Jan. 2025	Oct. 2024-Nov. 2024	Nov. 2024-Dec. 2024	Dec. 2024-Jan. 2025
All items	100.000	308.417	315.605	317.671	3.0	0.7	0.3	0.4	0.5
Food	13.691	327.327	333.566	335.517	2.5	0.6	0.3	0.3	0.4
Food at home	8.043	305.037	308.380	310.936	1.9	0.8	0.4	0.3	0.5
Cereals and bakery products	1.110	354.532	356.574	355.964	0.4	-0.2	-1.2	1.0	-0.4
Meats, poultry, fish, and eggs	1.621	319.752	333.659	339.169	6.1	1.7	1.5	0.4	1.9
Dairy and related products(1)	0.741	268.941	271.358	272.038	1.2	0.3	-0.3	0.2	0.3
Fruits and vegetables	1.336	354.798	353.630	355.837	0.3	0.6	-0.1	0.1	-0.5
Nonalcoholic beverages and beverage materials	0.897	220.573	220.762	225.510	2.2	2.2	1.3	-0.3	0.9
Other food at home	2.338	271.600	272.362	273.796	0.8	0.5	0.3	0.3	0.3
Food away from home(1)	5.648	363.249	374.644	375.532	**3.4**	0.2	0.3	0.3	0.2

CPI Home: U.S. Bureau of Labor Statistics (bls.gov)

RSD Board of Education Agenda Abstract

Abstracts serve to provide background information regarding agenda items.

Board Meeting Date: May 13, 2025
Item Title: Personnel Action
Responsible Administrator: Mary Beth Cox
Strategic Plan Priority: Academic Excellence

Background:
The RSD Board of Education shall approve all certified and classified employment recommendations, resignations, and transfers since April 8, 2025.

Recommended Action:
To approve all certified and classified employment recommendations, resignations, and transfers.

Russellville School District Board of Education
Personnel Recommendations
May 13, 2025

New Hires/Certified	Location	Position
Baxter, Tyler	RJHS	Teacher/Coach
Chilton, Kaylan	CR	Teacher
Dollar, Robert	RHS	Teacher
Hogue, Rachel	DWT	SPED Teacher
Howard, Christina	LON	Teacher
Koch, Brooklyn	RMS	Teacher
Lovins, Amanda	RIS	Teacher
Nelligan, Annie	CR	Teacher
Talley, Ryan	RMS	Teacher/Coach
Taylor, Darcy	OHE	Teacher
Wilcher, Stacy	DWT	Teacher
Yarbrough, Chloe	DWT	Teacher

New Hires/Classified	Location	Position
Barahona, Carla	OHE	Clerk
Howard, Billy	LON	Paraprofessional
West, Payton	RIS	SPED Paraprofessional

Second Probationary Contracts	Location	Position
Hinson, Cori	District	Nurse

Additional Stipends	Location	Position
Brent, Drew	RHS	Yearbook/ Content Creator
Elder, Robert	RMS	RMS Asst. Cross Country Coach
Garcia, Samantha	DWT	1st Team Lead
Moore, Megan	DWT	Building Learning Coordinator - PK-5, SLC
Morales, Fabiola	SEQ	K Team Lead
Taylor, Darla	OHE	K-4 Yearbook Sponsor
Watts, Marty	RHS	Math Team Lead

Stipend Resignations	Location	Position	Effective
Boroughs, Daniel	RHS	Yearbook Sponsor/ Content Creator	6/3/2025
Fields, Alicia	CR	Parent Involvement Co-Coordinator	6/3/2025
Harris, Kathryn	RMS	Quiz Bowl Coach	6/3/2025
Jones, Angela	RIS	SS Team Leader	6/3/2025
Kucala, Kerry	RHS	Prom Coordinator	6/3/2025
Mahar, Logan	RHS	National Honor Society/Beta Club	6/3/2025
McNack, April	RJHS	Sci Team Leader	6/3/2025
Tripp, Laura	RMS	Yearbook Sponsor- 5th-7th Grade	6/3/2025
Vaughn, Laura	RJHS	National Honor Society	6/3/2025
Wilhelm, Corey	RJHS	JH Head Boys Basketball Coach/ JH Asst. Track Coach	6/3/2025

Transfers	From	Position	To	Position	Effective
Caldwell, Shawn	RJHS	RJHS Asst. Football Coach	RJHS	RJHS Head Football Coach	7/29/2025

Chenault, Karen	District	TOSA	RHS	Teacher	7/29/2025
Chiolino, Nina	LON	Teacher	OHE	Teacher	8/7/2025
Correia, Rick	RJHS	Teacher	RHS	Teacher	7/29/2025
Giron, Nancy	RJHS	Teacher	RHS	Teacher	8/7/2025
Jacimore, Roben	RJHS	Clerk	SEQ	Clerk	8/12/2025
Jones, Angela	RIS	Teacher	RJHS	Teacher	8/7/2025
Nehus, Robert	RHS	Teacher/RHS Asst. Basketball Coach	RJHS	Teacher/RJHS Head Basketball Coach	7/29/2025
Stiles, Benjamin	RMS	RMS Asst.Cross Country Coach/RJHS Head BoysTrack Coach	RMS	RMS Head Volleyball Coach/RMS Head Girls Basketball Coach	7/29/2025
Tucker, Marc	RJHS	Teacher/Coach	SLC	Virtual & Alternative Learning Campus Supervisor	7/21/2025
Whitehead, Mackenzie	RMS	RMS Head Volleyball Coach	RJHS	RJHS Head Volleyball Coach	7/29/2025
Wiedmaier, Jacob	RHS	RHS Asst. Football Coach	RJHS	RJHS Asst. Football Coach	7/29/2025
Williams, Cindy	RJHS	RJHS Head Volleyball Coach	RJHS	RJHS Head Boys Track Coach/Offseason	7/29/2025

Retirements	**Location**	**Position**	**Effective**
Wilson, Stephanie	District	Teacher	6/3/2025

Resignations/Certified	**Location**	**Position**	**Effective**
Arnold, Mary	RJHS	Counselor	6/10/2025
Jenkins, Ryan	OHE	Teacher	6/3/2025
Ledesma, Marilu	CR	Teacher	6/3/2025
Ply, Emilie	SEQ	Teacher	6/3/2025
Smith, Patricia	DWT	Teacher	6/3/2025
Taylor, Drew	RHS	Teacher	6/3/2025
Vaughan, Morgan	DWT	Teacher	6/3/2025
Wade, Taylor	DWT	Teacher	6/3/2025
Wilson, Susan	OHE	Teacher	6/3/2025

Resignations/Classified	**Location**	**Position**	**Effective**
Deming, Ryan	District	IT Tech III	5/2/2025
Ridgeway, Hope	LON	Paraprofessional	4/3/2025
Whisler, Kayleigh	CV	Paraprofessional	6/3/2025