



MARIETTA CITY SCHOOLS

RESOURCE COORDINATION PLAN

The students and families that attend and makeup the Marietta City Schools are diverse in need and beset by individual challenges. Each school is made up of a unique group of students. The barriers that may inhibit their learning and success are different at each school but critical to identify and important to alleviate. Therefore, it is vital to the potential success of all students that each school identify and address these barriers and provide resources to their clientele that may help alleviate any stumbling block.

Overview of the Plan

The Marietta City Schools Resource Coordination Plan puts in place, at each school, a mechanism for the communication of available resources that may help remove the obstacles to a student's success. It provides ways that schools can:

- identify available resources
- maximize use of these resources
- communicate availability of resources to those who may benefit
- update and improve resources annually

A resource-oriented focus, that stresses coordination, will help insure that efforts are being made to reduce barriers to student learning and improve overall success of students. The creation of the MCS Resource Coordination Plan helps meld existing school resources with potential community resources so as to encourage and fully utilize programs and services in a cohesive way. As teams at each school work to develop and communicate needed resources, the support for students and families will be enhanced as these resources are integrated to address any existing barrier.

Focus of the Resource Coordination Plan

Most schools already have support mechanisms in place that address needs on a case by case basis. Examples of this would be Response to Intervention (RTI) protocols, Student Support Teams (SST), 504 plans and Individualized Education Plans (IEP). These efforts, although important, focus on individual student's specific interventions and/or supports as they are having problems. In contrast, the Resource Coordination Team at each school focuses on all students and the programs and resources needed to address any barrier to a student's learning and development.

The Resource Coordination Plan at each school is developed and updated by members of the school's Resource Coordination Team. The makeup of each team is unique to the school but will typically include teachers, administrators, counselors, social workers, parents and even students. The focus of the team's work will usually include:

- Ensuring that a clear and thorough induction process is in place to facilitate student and family entry into the school community in a positive, efficient manner and is supportive of their needs.
- Identification and development of a comprehensive system of learning supports to address barriers to learning and teaching.

- Creation of an effective referral system to facilitate student and family access to these resources.
- Consideration of methods to assess the effectiveness of services provided and to update the listing of resources available.

The Resource Coordination Team should provide leadership to their school personnel and clientele in guiding the school's support program, not in just a preventive sense, but to promote the positive academic, emotional and social focus of all.

Function of the Resource Coordination Team

The team at each school is made up of a core group of members as determined by the principal. Each team will have a facilitator that will handle communication and setting meeting dates and agenda items. The facilitator will keep the team on task and focused on productivity. Another member of the team will serve as the recorder and keeps minutes for meetings and reminds members of important tasks and activities. Administrative membership on the team is critical for effective communication and team viability. The team will meet at the beginning of each school year to revise and update the resource coordination plan and thereafter as needed. Membership on the team can be expanded or decreased as needed. All school teams are also supported by a central office Resource Coordination Team that will meet at least annually to review school plans and insure that all available resources are being utilized and made available. Evaluation of the plan will be conducted by both the local school team and the central office team on an ongoing, annual basis. Typically, analysis and evaluation will include these considerations:

- What does each school currently have in place?
- What may be missing from the schools plan that could make it better?
- How can the resources being used be enhanced?
- Are there resources being used by schools that can be shared to improve other school's plan?
- Are students transitioning into the school setting in the most effective way possible?
- Are agency names, locations, and point of contacts being updated on a regular basis?

Components

Each school's resource coordination plan will contain the essential elements necessary to provide comprehensive services and supports to the students enrolled in Marietta City Schools and their family. These resources shall be annotated in a document that should be maintained in hard-copy format or in a virtual document that is accessible to faculty and staff at all times.

At a minimum, the resource coordination plan shall include the following elements:

1. A statement of the purpose/function of the Resource Coordination Team with a detailed listing of the goals and objectives of the team.
2. A listing of the members of the team; normally done by position.
 - a. Designate team leader and other key members.
 - b. Provide a detailed description of each member's duties and responsibilities.
3. Include a detailed listing of support agencies in the community. Support agencies include, but are not limited to entities such as United Way, Traveler's Aid, Cobb Christmas, service clubs such as Rotary or Kiwanis, Churches, Must Ministries, etc.
 - a. Agency name, contact information, and phone numbers must be updated annually prior to September 1; or as needed.
 - b. Each listed support agency should have a brief description of the type of support provided by that agency.
4. A clear, detailed description of the induction process at each school. Elements of the induction process include, but are not limited to:
 - a. Development of a standard welcome packet that, as a minimum, includes;
 - i. A welcome letter from the principal
 - ii. A description of enrollment requirements if the student is in grades 6-12 and is enrolling for the first time at the school
 - iii. A description of the school and the theme of the school and the programs available at the school
 - iv. If applicable, a description of the school uniform policy and information regarding purchase of school uniforms and procedures to assist needy families
 - v. A description of the schools academic policies; including grading procedures and assignment make-up policies.
 - vi. A description of the schools attendance requirements and procedures for documenting excused absences.
 - b. Procedures for ensuring students are familiarized with the school and the location of essential common areas such as the cafeteria, gym, restrooms, etc.
5. A description of the roles of the staff in meeting the needs of students and their families
6. A description of the discipline plan at the school and the steps to be taken to address inappropriate student behavior and to recognize and reinforce appropriate student behavior; including the establishment of a discipline committee and a listing of members by position.
 - a. Chair of the discipline committee must be an assistant principal or the principal.
 - b. Each school must have a comprehensive plan for implementing a positive behavior support system at the school.
7. A description of the attendance plan for the school to minimize student absenteeism, including the procedures and timelines for absenteeism referrals to the school social worker.
8. A plan to build understanding about comprehensive systems of learning supports to design and implement learning support systems.

Conclusion

Schools are, by and large, effective in meeting the many challenges they face with their students and families. These challenges seem to grow day by day. Greater effectiveness can be achieved through collaboration and a team approach. No school can be completely effective if it works in isolation and does not involve all stakeholders toward the common good. The Resource Coordination Plan and Team should embrace this idea and attempt to allow every opportunity for all students to be successful by identifying barriers to learning and eliminating them.