

SECONDARY ADMINISTRATOR INSTRUCTIONAL PROCEDURE MANUAL



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PROCEDURE MANUAL

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Rogers Public Schools
500 W. Walnut
Rogers, AR 72756

ADMINISTRATION

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Mr. Charles Lee, Assistant Superintendent of Secondary Schools
Dr. Virginia Abernathy, Assistant Superintendent of Elementary Schools
Dr. Roger Hill, Assistant Superintendent of Human Resources
Mr. Jake Haak, Chief Financial Officer
Mr. Andy Mayes, Chief Information Officer

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Mr. Sterling Wilson

SCHOOLS AND PRINCIPALS

Bellview Elementary	Mr. Dan Cox	631-3605
Bonnie Grimes Elementary	Mrs. Susan Bush	631-3660
Eastside Elementary	Mrs. Robin Wilkerson	631-3630
Elza R. Tucker School	Dr. Cindy Viala	631-3561
Frank Tillery Elementary	Mrs. Katie Mays	631-3520
Garfield Elementary	Mr. Stephen Bowman	359-3263
Grace Hill Elementary	Mrs. Jennifer Little	631-3670
Janie Darr Elementary	Mrs. Sharla Osbourn	248-2008
Joe Mathias Elementary	Mrs. Betsy Kinkade	631-3530
Lowell Elementary	Mrs. Sharon Passmore	631-3610
Northside Elementary	Mrs. Anita Turner	631-3650
Old Wire Road Elementary	Ms. Shana Maxey	631-3510
Reagan Elementary	Ms. Lauren Quillen	631-3680
Russell D. Jones Elementary	Mrs. Pam Camper	631-3535
Westside Elementary	Mrs. Amy Putnam	631-3640
Pre-K Center	Mrs. Cathy Davis	631-3572
Birch Kirksey Middle School	Mrs. Mel Ahart	631-3625
Greer Lingle Middle School	Ms. Mary Elmore	631-3590
Elmwood Middle School	Mrs. Molly Davis	631-3600
Oakdale Middle School	Dr. Jeff Hernandez	631-3615
Rogers High School	Mr. Lewis Villines	636-2202
Rogers Heritage High School	Mrs. Karen Steen	631-3579
New Technology High School	Dr. Lance Arbuckle	631-3621
Crossroads Center	Ms. Cindy Ford	631-3690
REAP	Mr. Terry Ciganek	986-0807

For information regarding the following departments please contact: **636-3910**

DEPARTMENTS

CONTACT

ADMINISTRATION BUILDING

Athletics	Mark Holderbaum
Communications	Ashley Kelley Siwec
Counseling & Social Work	Sharon Langston
Curriculum	
<i>Pre-K – 5th (Elementary)</i>	<i>Virginia Abernathy</i>
<i>Curr. Specialists:</i>	<i>Susan Hensley, Beth Pesnell</i>
<i>Secondary(6-12)</i>	<i>Charles Lee</i>
<i>Dir. of Curriculum & Instruction Support:</i>	<i>Karen Highfill</i>
<i>Dir. of Rogers Honors Academy:</i>	<i>Carla Fontaine</i>
Data & Accountability	Ashley Daniel
Federal Programs	Monica Avery
Finance	
Accountant/Contacts	Genny Jauch
Payroll/Insurance	Ashley Phillips
Accounts Payable	Jacque White
Retirement/Inventory	Blanca Guerra
Receipts/Coding	Linda Compston
Staff Attendance/Credit	Jeff Toliver
Gifted & Talented	Beth Carnes
Human Resources	Dr. Roger Hill
Professional Development/Grants	Dr. Debbie Atwell
Scholarship Coordinator	Sharon Schrantz
Testing	Anne Saullo
Career and Technical Education	Dawn Stewart

SCHOOL SERVICES

Director of Facilities	Dan Caley	636-5421
Director of Transportation	Ron Young	631-3519
Attendance Areas/Bus Routes	Don Sutterfield	631-3519
Bus Discipline	Bobby Hutcheson	631-3519
Cafeterias and School Lunch	Margie Bowers	636-5421
Warehouse Supplies	Rod London	636-5421

OTHER DEPARTMENTS

After School Care	Twila Landram	631-3696
District Head Nurse	Juanita Casey	636-3600
English For Speakers Of Other Languages	Martha Tompkins	631-3559
Special Education	Sherry Stewart	631-3515

Sources of Information

Board Policy Manual – *The Board Policy Manual for the Rogers School District is the source of much needed information for employees. This is available on the Rogers School District website at www.rogersschools.net under School Board – Policies.*

Personnel Policies – *The Personnel Policies Committee, a committee of teachers and administrators, annually review the personnel policies of the Rogers School District. New teachers are given a copy of the complete policies. All other teachers have access to the policies via the Rogers School District website under School Board - Policies. When revisions are made, changes are updated on the website. The staff is expected to become familiar with and adhere to all policies.*

Curriculum Resources – *Curriculum resources which include quarterly expectations, unit resources, standards documents and scoring guides are available on the district website. The resources are accessible under “Intranet” on the district homepage.*

ACSIP – *The Arkansas Comprehensive School Improvement Planning model (ACSIP) is an annual planning and fund distribution design that must be used by all Arkansas public and Charter schools, as defined by Ark. Code Ann. § 6-15-419. Using the ACSIP model, each school develops a comprehensive school improvement plan. Additional information can be found at <http://acsip.state.ar.us>.*

REACH Handbook – *The REACH Handbook provides a comprehensive description of the gifted programs offered throughout the Rogers Public Schools. This manual provides evidence verifying district compliance with state standards and assists the Arkansas Department Education’s Office of Gifted and Talented in collecting information on education results, developments, and achievements in the field of gifted education in the Rogers Public Schools.*

Special Education - *A copy of the Individual with Disabilities Education Act regulations is located in each school. Each building has an assigned special education designee(s). The special education department supplies each building designee and special education teacher with the appropriate pattern book to complete required paperwork. Also, each building administrator and special education teacher has a copy of the “Special Education Teachers Handbook: Procedures and Guidelines Manual”. Additional questions may be directed to the Special Services Center.*

English for Speakers of Other Languages – *Information about our ESOL Department can be found at www.rogersschools.net.*

Job Responsibilities

Principal

The principal provides instructional leadership to staff including: curriculum planning, review and implementation; and professional development. The principal is responsible for day-to-day building administration, the safety and welfare of students and staff, ensures a safe, pleasant and effective educational atmosphere; provides discipline as necessary and enforces school policy.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Instructional Leader:

- Develops and implements a shared mission and vision for the school.
- Supervises the building staff and programs to ensure increased student achievement.
- Stays current on trends and effective instructional practices, and shares best practices with staff, utilizing research-based practice to improve student achievement and providing support for promising innovative practices.
- Analyzes student achievement data and works with staff to make adjustments in the implementation of curriculum and instruction, using a variety of strategies and sources to assess student needs and performance.
- Evaluates performance and effectiveness of programs.
- Coordinates professional development for staff in alignment with identified needs, emphasizing content standards and instructional improvement.
- Holds staff accountable for high standards and positive expectations for student achievement.
- Oversee the coordination of state assessments.
- Utilizes technology to enhance instructional practices.
- Organizational Leader:
- Maintains and monitors a safe, secure and orderly school environment that enhances teaching and learning in a collegial, positive, and nurturing climate.
- Works with Central Office personnel to coordinate processes for the effective functioning of the school.
- Involves stakeholders in decision-making, seeking buy-in and managing conflict in the change process.
- Assigns teachers to classrooms and students to classes.
- Communicates effectively.
- Works collaboratively with district administration to implement district initiatives.
- Uses technology to enhance organizational practices.

Administrative and Management Leader:

- Utilizes best practices to select an effective and successful staff.
- Evaluates performance and effectiveness of staff.
- Oversees general supervision of staff and students, including supervision of extra-curricular activities.
- Implements policy and procedure changes from the local, state, and/or federal levels.
- Stays current on legal/financial developments, educational legislative reforms, and district policies.
- Prepares the school budget; maintains fiscal responsibility in budgeting/purchasing.
- Establishes priorities for educational materials to meet the needs of students and teachers with allowable anticipated funds.

- Works with auxiliary services (SpEd, ESOL, School Services, etc.) to provide services to students and ensure effective functioning of the facilities.
- Uses technology to enhance administrative and management practices.
- Human Relations Leader:
- Maintains positive relations with parents, parent groups, school volunteers and outside agencies.
- Appreciates and is sensitive to diversity among individuals and groups within the school community.
- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship.
- Interacts with students and staff in a constructive manner to encourage each individual to perform at their highest level.

Professional Growth Leader:

- Models, teaches, coaches, and supports best practices to improve instruction.
- Identifies areas for improvement based on evaluation of staff and programs.
- Models ethical standards.
- Provides leadership by enhancing his/her own professional development.
- Develops the capacity of all staff through mentoring and professional development.

Assistant Principal

The assistant principal is responsible for providing assistance to the principal in the administration of the total school program. The assistant principal should learn and be able to perform all the essential duties of the principal in their absence.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Assists with staff evaluation.
- Supervises building staff, including class schedules and building problems.
- Supervises staff attendance and assignment of substitute teachers, as assigned.
- Assists with scheduling of special events during the school day.
- Assists with coordinating the development of the master schedule.
- Provides general supervision to students, including extra-curricular activities.
- Maintains relationship with parents and community.
- Serves as test coordinator, as assigned.
- Serves as textbook coordinator, as assigned.
- Monitors student attendance and reporting to parents, as assigned.
- Administers a program of student discipline and interacts with students to encourage positive performance.
- Serves as administrative head of the school in the absence of the principal.
- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship.

SUPERVISORY RESPONSIBILITIES:

Supervises employees and students in the school as assigned. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees as assigned; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Secretary

The secretary works for the principal and as facilitator for the school/public being served in communicating information, problem solving, material acquisition, cash handling and record keeping.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned. (NOTE: duties may vary according to building level and according to distribution of duties among multiple secretaries.)*

- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship.
- Makes and receives telephone calls, takes messages, routes calls.
- Maintains school records and files for the building and principal.
- Distributes mail.
- Greets visitors.
- Responds to inquiries from students, teachers, parents, and community.
- Compiles and submits a variety of daily, weekly, monthly, or yearly reports, as assigned.
- Types, prepares, distributes, and files records, reports, correspondence, mailings, etc. related to building functions and principal needs.
- Orients substitute teachers and processes substitute attendance for payroll.
- Processes staff attendance for payroll.
- Takes/transcribes notes for correspondence.
- Provides appropriate first aid needs in the absence of the school nurse; administers medication according to policy and regulations in the absence of the school nurse.
- Schedules use of building.
- Orders, processes, and maintains office supplies and equipment.
- Operates standard office equipment.
- Attends professional development training as scheduled.
- Assists with maintenance of student scheduling and master schedule.
- Assists with registration of students and data entry of student information.
- Processes requisitions and purchase orders.
- Maintains current bus information for new students.
- Enters student attendance records into Eschool on a daily basis and processes parental notifications as assigned.

Counselor

The counselor provides students with a comprehensive guidance program and a forum to discuss and learn about questions or concerns related to their educational, emotional, and social needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned; duties may vary according to grade level.*

- Counsels groups or individual students through the development of educational and career plans.
- Counsels small groups and individual students; refers severe concerns to appropriate community resources.
- Consults with teachers, staff and parents regarding meeting the developmental needs of students.
- Evaluates and revises the building counseling program.
- Conducts counseling activities in the classroom in conjunction with administration and teachers.
- Consults with teachers to facilitate the infusion of counseling activities into the regular education curriculum.
- Counsels/guides students and parents in use of test results for education/career planning.
- Facilitates Student Assistance Program, if applicable.
- Responds to crisis situations when appropriate.
- Proctors PLAN, PSAT, SAT, and ACT tests.
- Attends and/or facilitates informational meetings, pre-registration meetings and other programs and evening parent meetings as necessary.
- Assists in student assessments and evaluations.
- Is responsible for computerized management of student data: achievement tests, interest inventories, learning styles inventories, etc
- Assists with registration and scheduling of new students and conducts orientation to school procedures and the schools' various opportunities for learning.
- Meets with each student in the assigned caseload at least one time annually.
- Aids students in course and subject selections.
- Maintains students records as applicable and protects their confidentiality.
- Works to discover and develop special abilities of students.
- Works to prevent students from dropping out of school.
- Provides student information to colleges and potential employers, according to provisions of the Board's policy on student records and federal guidelines.
- Makes recommendations to colleges for admissions and scholarships.
- Makes recommendations for alternative learning environments, including Extended Day School, Crossroads, and summer school.
- Helps students evaluate career interest and choices; disseminates occupational information to students through classroom guidance, career education activities, and other means.
- Works with students on an individual basis in the solution of personal problems related to academics, home and family, health, and emotional issues.
- Confers with parents whenever necessary and appropriate.
- Provides training on guidance topics for teachers and parents.

- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship.

Teachers should remain in the classroom during classroom guidance lessons.

Teacher

The teacher is responsible for classroom instruction.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

- Teaches district approved curriculum based on state Standards.
- Prepares for assigned classes, and shows written evidence of preparation upon request of immediate supervisor.
- Develops lesson plans and instructional materials and provides individualized and small group instruction to adapt and differentiate the curriculum to the needs of each student.
- Translates lesson plans into developmentally appropriate learning experiences.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Evaluates students' academic growth through teacher-made tests, standardized tests, checklists, observations, demonstrations, and other performance assessments; keeps appropriate records and prepares progress reports.
- Identifies student needs, makes appropriate referrals, and develops strategies to support students with individual education plans.
- Makes modifications for G/T, ELL, LD, physically impaired, at-risk, and other needs of individual students, including their learning styles.
- Creates a safe and orderly classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Assists the administration in implementing all policies and rules governing student conduct, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Is available to students and parents for education-related purposes during the instructional day and extended hours when necessary.
- Plans and coordinates the work of paraprofessionals, parents, and volunteers.
- Attends and participates in faculty meetings and professional development activities.
- Collaborates with other members of the staff in planning instructional goals, objectives, and methods; assists in the selection of books, equipment, and other instructional materials.
- Supports and participates in extra-curricular activities, such as PTA/PTO, sporting and cultural events, etc.
- Takes all necessary and reasonable precautions to maintain a safe and orderly environment to protect students, equipment, materials, and facilities.
- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship.

Academic Facilitator

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

- Provides intensive technical coaching to improve instruction of classroom teachers and support staff
- Collaborates with teachers to self-assess and identify a focus of professional growth in instruction
- Offers demonstration lessons, planning, and co-teaching with teachers to develop quality teaching and instructional practice
- Assists teachers with effective instructional planning and lesson design that aligns with district curriculum and state content standards
- Demonstrates the effective instructional and assessment practices to aid the implementation of the district curriculum
- Supports implementation of the Arkansas State Frameworks through technical coaching support and organized professional learning opportunities
- Observes classroom lessons and provides focused feedback to teachers regarding effective instructional strategies and student engagement
- Provides and supports differentiated professional development for district and building staff
- Supports use of instructional strategies and principles in all content areas
- Provides support for the development and implementation of formative assessments
- Guides and supports teachers in the analysis of student work and assessment data
- Works closely with building leadership team to coordinate the focus of coaching support
- Works closely with building leadership team to coordinate curriculum, instruction, assessment, professional development, resources, interventions, and partners with parents and/or community
- Reviews data with leadership team to identify teacher and student needs
- Participates in all district required professional development for instructional coaches
- Provides sustained professional development for individuals, teams of teachers, or whole staff
- Assists staff with writing AIPs and collection of AIP data in compliance with district and state requirements
- Demonstrates and reinforces positive expectations for all students to succeed
- Maintains and increases knowledge and skills through professional development
- Stays current with and disseminates information about professional literature and the latest research on best practices, instructional strategies, and curriculum materials
- Facilitates department/grade level meetings as needed
- Attends and participates in applicable scheduled and called meetings by district administration

GENERAL SCHOOL DUTIES, RULES AND REGULATIONS

Instructional Day

Teachers are directly responsible to and under the immediate supervision of the principal. They are expected to be in their individual schools fifteen minutes before the first bell of the regular school day. All teachers shall be required to remain at school fifteen minutes after the close of the students' regular school day except on Mondays and Fridays. Actual time of a teacher's day may vary from one building to another. Teachers are allowed to leave school when school is dismissed on Fridays and the last day of school before holidays. Teachers are allowed to leave school at lunch provided they are not on duty and they obtain permission from their respective administrator. They must follow the regular checkout procedure.

Duty

Teachers are expected to supervise the classroom at all times and to fulfill assigned duties. Bus and/or hall duty, as scheduled in each building, usually means that the teacher will need to plan to be at school earlier in the morning or later in the afternoon than usual. Teachers assigned to duty should not leave students unsupervised.

Meetings

Teachers will be required to remain after the end of the regular workday on designated Mondays (see school year calendar). These days will be for the purpose of a building-level/departmental and district-wide meeting. Mondays will continue to be deemed as "meeting days", and may be called by administration as needed and last no longer than ninety minutes. Meetings on other days shall be discouraged. These mandatory meetings shall begin no later than fifteen minutes after student dismissal time and shall last no less than sixty minutes and no more than ninety minutes. No Monday meetings will be held on scheduled Conference weeks. Only emergency meetings may be called on Fridays or on any day immediately preceding any holiday or other day when teachers' attendance is not required at school.

Lunch Periods

Lunchroom duty may be required, but teachers shall have a daily duty-free lunch period of thirty minutes.

Planning

Teachers shall have daily preparation time during which they shall not be assigned to any other duties in the amount of 200 minutes a week, with a daily uninterrupted block of at least forty minutes during the student instructional day.

Absences (Taken from Board Policy JE)

All absences except approved school activities and suspensions will be counted as unexcused absences from school when considering the 5-day and 11-day parent notification each semester with the following exceptions. For any absence, parents have the responsibility to see that make-up work occurs.

1. Homebound: Absences due to long-term injury or illness will be recorded as excused during that time that a student is placed on an approved homebound program and satisfactorily completes the work assigned in that program. When such long-term absences occur or are anticipated, parents should contact the school about establishing homebound instruction. These services are provided at no charge to the parent.

2. Limited short-term illnesses: Each student may be granted up to five (5) days per semester for illnesses requiring that the student remain at home. Such absences will require written documentation from a doctor or other medical professional. Additional excused absences may be approved by the building principal or designee as part of the implementation of a Student Attendance Waiver (Student Attendance Waiver JE-Guidelines).
3. Absences for out-of-district transferees: Transferees, after the first quarter, will be allowed fewer days of allowed absence days in Rogers proportional to the date of transfer. Lengthy absences can affect academic standing.

Tardy

Students who are absent for more than 15 minutes of a class period, due to tardiness and/or early dismissal, will be counted as an unexcused absence for that class period, unless the missed time is caused by a school activity.

Transfer Students

Students who transfer in during the school year will be charged with all absences reported by the previous school and all days missed between withdrawing from the previous school and enrolling in the Rogers School District as unexcused absences with the exceptions above.

Truancy

Any absence which occurs without the prior knowledge of a parent/guardian is truancy. Such absences **are** counted as unexcused absences when considering the 5- and 10-day limits each semester, and students may face disciplinary penalties as well.

Middle School Procedures (Grades 6-8)

Parent Attendance Notification (Middle School) – 5 Day Absence

On the **fifth** day of student unexcused absence (or the equivalent of five days) during the semester, the school will contact the parent by telephone or by letter. The consequences of continued poor student attendance will be explained. The school may request a parent conference.

Parent Attendance Notification- 10 Day Absence

On the **eleventh** day of a student unexcused absence (or the equivalent of eleven days) during the semester, the school will notify the parent that the student has exceeded the 10-day limit for the semester. The consequences of continued poor student attendance will be explained. The school will request a parent conference. The school attendance committee may recommend a waiver from this provision of the policy.

Prosecuting Authority Notification – 13 Day Absence

The appropriate prosecuting authority will be notified of the student's excessive unexcused absences at the time of the thirteenth absence.

School officials are authorized to contact the prosecuting authority, juvenile authorities, or social service agencies at any time during this process if parents are not making reasonable efforts to encourage regular attendance by students.

High School Procedures (Grades 9-12)

Absences

The classroom teacher has the responsibility for taking attendance and recording all student absences from each of her/his classes each day. All absences will be reported to the school administration and recorded for each student.

All absences, except approved school activities and suspensions, **will be** counted as unexcused absences from school when considering the 5-day and 11-day parent notification each semester with the following exceptions.

1. Homebound: Absences due to long-term injury or illness will be recorded as excused during that time that a student is placed on an approved homebound program and satisfactorily completes the work assigned in that program. When such long-term absences occur or are anticipated, parents should contact the school about establishing homebound instruction. These services are provided at no charge to the parent.
2. Limited short-term illnesses: Each student may be granted up to five (5) days per semester for illnesses requiring that the student remain at home. Such absences will require written documentation from a doctor or other medical professional. Additional excused absences may be approved by the building principal or designee as part of the implementation of a Student Attendance Waiver (Student Attendance Waiver JE-Guidelines).
3. Absences for out-of-district transferees: Transferees, after the first quarter, will be allowed fewer days of allowed absence days in Rogers proportional to the date of transfer. Lengthy absences can affect academic standing.

Tardy

Students who are absent for more than 15 minutes of a class period, due to tardiness and/or early dismissal, will be counted as an unexcused absence for that class period, unless the missed time is caused by a school activity.

Transfers

Students who transfer in during the school year will be charged with all absences reported by the previous school and all school days missed between withdrawing from the previous school and enrolling in the Rogers School District as unexcused absences with the exceptions above.

Truancy

Any absence which occurs without the prior knowledge of a parent/guardian is truancy. Such absences **are** counted as unexcused absences when considering the 5- and 10-day limits each semester, and students may face disciplinary penalties as well.

School Business

Absences due to school business include approved field trips and school competitions. Such absences **are not** counted as absences when considering the 5- and 10-day limits each semester; however, students may be expected to arrange for make-up work prior to the activity.

Parent Attendance Notification – 5 Day Absence

On the fifth day of student unexcused absence from any class (or the equivalent of five days, in classes offered in a "block" format) during the semester, the school will contact the parent by telephone or by letter. The consequences of continued poor student attendance will be explained. The school may request a parent conference.

Parent Attendance Notification – 10 Day Absence

On the eleventh day of a student unexcused absence (or the equivalent) in any class during the semester, the school will notify the parent that the student has lost credit for the semester. Such loss of credit will be determined on a class-by-class basis; if a student has been absent 11 times in some classes but not in others, credit will be lost only in those classes where 11 absences have been accrued. In the event of excessive absences (eleven or more) due in full or part to documented illness, accidents or unavoidable circumstances, parents may request an attendance committee review at the student's school prior to the 10th day of absence. The attendance committee will operate under guidelines developed and approved by the principals of all high schools. The final decisions based on these guidelines are at the discretion of each building's principal and will be handled on a case by case basis. Based on these guidelines, the attendance committee, consisting of at least one administrator, one counselor, and one teacher as determined by the building principal, may recommend to uphold the loss of credit at the 11th day absence or recommend a waiver from the provisions of the policy. If the committee recommends a waiver from the provisions of the policy, the documentation of the waiver should be kept in the student's attendance file.

Students who lose credit because of excessive unexcused absences are expected to remain in school unless they elect an alternative program (evening school, computer-based instruction, correspondence classes) in an attempt to regain credit. Parents may be charged reasonable fees for the direct costs of such programs. See JE-Guidelines.

Prosecuting Authority Notification – 13 Day Absence

The appropriate prosecuting authority will also be notified of the student's excessive absence at the time of the thirteenth absence.

Schools officials are authorized to contact the prosecuting authority, juvenile authorities, or social service agencies at any time during this process, if parents are not making reasonable efforts to encourage regular attendance by students.

Visitors

Parents are welcome at school, but they should understand that prolonged visits in a classroom are not in the best interest of their child. As a courtesy and as a safety measure, parents should make an appointment with the principal in advance and notify the office before going to the classroom. All visitors must register in the school upon arrival at the school. Visits to a given classroom should not be for more than one-hour duration. Children visitors are not allowed.

Custody of Child

Unless a school is provided legal documentation that denies a parent of their custodial rights, either parent or guardian may pick their child up at school. A school must have a court order that indicates a parent does not have the right to take their child from the school. When a non-custodial parent

requests to have copies of their child's school records, they should be provided these records unless there is a court order indicating otherwise.

Medication at School

Any medication to be administered at school must be brought to the school by a parent in the original prescription container. The parent will need to complete a medicine dispensation form. The medication will be kept in the health room or office area under lock and key. All medication will be administered by school personnel and documented in writing.

Accidents

Accidents involving injury must be reported to the principal. The following procedures are to be followed:

- The supervising teacher will send for the nurse/aide and/or the principal to assist the child to the office or health room.
- The nurse/aide will proceed as follows:
 - by inspecting injury, cleansing wound, and applying first aid;
 - by calling parents (or authorized person) if deemed necessary;
 - by calling doctor (listed on enrollment card) if condition is believed to be serious (ambulance if necessary) and parent is not available;
 - by following procedure outlined by medical authorities;
 - by providing enrollment card to doctor's office to provide emergency permit;
 - by filing an injury report in the principal's office

Safety and Welfare of Students

School personnel should make every effort to insure the safety and welfare of all students. Communication between school and home is needed to promote this aim.

- Students on errands – Teachers should not send students on errands away from the building during school hours.
- Leaving the building – Under no circumstances should a student be sent home without permission from the office and then only when the parent is notified.
- Private Instruction – Private lessons, such as music or art, are not permitted during the regular school hours.
- Appointments – Any appointments during school hours will be counted against student attendance.
- Parents/Guardians must report to the office when checking a student out of school. Parents/Guardians will be asked to identify themselves in order to confirm their identity and relationship to the student.

To ensure the health and safety of all students:

- A list of all CPR certified employees in the school building should be posted in the office.
- Nurses need to be informed or know the office procedures for students with leave alerts.
- Nurses will work with the building principal to schedule state mandated screening for vision/hearing/scoliosis/BMI. Due to state reports, the nurses have a time frame to complete the designated screenings.

Disaster Drills and Student Safety

- Fire - Schools have a plan for evacuating the building in case of fire, and a plan for positioning students away from the building. Fire drills should be held on a monthly basis, and a record

kept of the evacuation time. Monthly fire drill dates and evacuation times should be reported to the District Technology Reporting manager.

- Tornado - The school must have a plan for the procedure to be followed in case of a tornado alert. Each school must conduct four tornado safety drills each year. They are to be conducted in September, October, January, and February. Once all drills are completed, submit the required ADEM form #329 to the District Technology Reporting manager. (See Act 828 of 2007- Ark. Code Ann. § 6-10-121 for additional information.)
- Threatening Telephone Calls - In case of threatening telephone calls, school and public authorities will be notified, and the procedure recommended in the district Emergency Procedure Guide should be followed.
- Sex Offenders – Building administrators should keep a notebook of all notifications of registered level 3 and 4 sexual offenders. The notebook should be available to office personnel.
Registered sex offenders are prohibited from entering a school campus with the following exceptions:
 - is a minor and is a student.
 - They can come for a public event where admission is charged, a graduation ceremony, or a baccalaureate ceremony.
 - They can come on a non-student contact day.
 - A sex offender who is a parent of a student can come for a parent-teacher conference but must be escorted around the school by a designated school official or employee.
 - A parent sex offender can come to deliver food, medicine, or personal items but must come directly to the school office.
 - A school official may allow a parent sex offender on campus if there is reasonable notice and someone is available to escort them. If a designated escort is not available, the parent sex offender shall not enter the campus until he or she is notified that a school official or employee is available.
(See Commissioner’s Communication COM-08-027 for additional information.)
- School Health Index – Annually, each school will assess their campus using the School Health Index for Physical Activity, Healthy Eating and a Tobacco-Free Lifestyle using the following modules:
 - #1 School Health Policies and Environment
 - #2 Health Education
 - #3 Physical Education and other Physical Activity Programs
 - #4 Nutrition Services
 - #7 Staff Health Promotion
 - #8 Family and Community Involvement Assessment

The results of the School Health Index should be compiled and the results should be included in the individual school improvement plan (ACSIP).

Communications to Parents

Teachers should believe that parents are doing the best they can for their children in terms of what they know, the resources they have at their command, and the values and beliefs of their social group. Any communication should be objective and realistic, and at the same time, courteous and considerate. In lieu of a long, involved note, it is better to ask for a conference. All delicate information should be communicated in person or by phone. Arkansas Standards require each

elementary classroom teacher to make personal contact with parents or guardians at least once each semester.

Flyers Sent Home

Administration must review **every** flyer to be distributed.

- If the flyer IS approved, Administration will notify each school principal and secretary via email.
- If the flyer IS NOT approved, Administration will notify each school principal and secretary via email.
- Schools should always notify Administration for approval before sending any flyer home or before posting any flyer.

Loss or Theft

Teachers cannot be responsible for toys or personal belongings or student personal communication devices brought to school by students. Money or valuables should not be left in the teacher's desk.

VALENTINES DAY DELIVERIES

There are to be no deliveries during the week of Valentines Day for students. Deliveries for faculty members will be accepted on a building by building basis and should be decided by the building principal.

Food and Beverages in Schools

According to the ADE rules governing nutrition, students will not have access to vended food and beverages anytime, anywhere on school premises during the declared school day. A school may not serve; provide access to, through direct or indirect sales, or use as a reward, any food of minimal nutritional value (FMNV) or competitive food. This includes FMNV and competitive foods given, sold, or provided by school staff, students or student groups, parents or parent groups, or any other person, company or organization associated with the school.

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

- **Parents Rights** – Parents are not restricted in what they can provide for their own child's lunch or snack but they may not provide restricted items to other children at school.
- **School Nurses** – School nurses may use FMNVs or candy during the course of providing health care to individual students.
- **Special Needs Students** – If a student's IEP indicates the use of a FMNV or candy for behavior modification, it is permissible.
- **School Events** – Students may be given any food and/or beverage items during the school day for up to nine different events each school year to be determined and approved by the administration. These items may not be given during meal times in the areas where school meals are being served.
- **Snacks** – Snacks may be provided or distributed by the school as part of the planned instructional program (ex. kindergarten snack).
- **Foods for Instructional Purposes** – Foods integrated as a vital part of the instructional program are allowed at the discretion of the building principal (ex. edible manipulative, a nutrition food experience, food production in family and consumer science units, and food science units). All food used for instructional purposes must be approved by the building principal using the **Food Event Approval Form** found on the district's forms page under administration.

Staffing

It is the principal's responsibility to work with the Human Resources Department to fill vacated and new positions, following the procedures outlined by the HR Department. These responsibilities include, but are not limited to the following: notifying the HR department of resignations and retirements; reviewing transfer/applicant electronic applications; interviewing and checking references; making hiring recommendations and completing appropriate forms and paperwork.

The following list outlines the specific steps to follow when making a hiring recommendation:

- 1) Search transfer applications
- 2) Search applicant applications
- 3) Schedule and conduct interviews
- 4) Check references
- 5) Make recommendation to Asst. Supt.- HR
 - a. Forward PAF (Personnel Action Form) for recommended transfer/applicant
 - b. Forward Staff Selection Report indicating applicants interviewed
 - c. If recommending an employee be transferred to the open position, the recommending principal will contact the employee to communicate the transfer has been approved **after** the "personnel action" e-mail has been sent by Asst. Supt. - HR

District Forms Order

The "district forms" order will be sent to each building during the last quarter of the school year. Each building should determine the quantity needed of each form based on their enrollment projections. The "forms" order should be returned to the assistant superintendent's secretary by the indicated date on the order form. Once the forms are printed they will be delivered to each school building.

District School Supply Orders

School Services will send the district school supplies order form to each building during February of each year. Each building should complete the order form and electronically return to School Services before Spring Break. The supplies will be shipped to each building.

PLANNING

There is no substitute for good planning. "He, who fails to plan, plans to fail." Excellent teaching requires thorough and comprehensive planning in all areas of the curriculum.

The following basic considerations should be emphasized in each school:

Substitute Plans

Plans for substitutes: A packet containing daily schedules, the plan for the day, seating charts, and daily schedule including special duties and some prepared activities should be kept together available for the principal to give the substitute. This prepared packet will not replace the lesson plans left for the substitute.

Daily Plan

The teacher's daily plan must be kept up-to-date each day. In the event of an emergency absence, the assignments in the plan book would guide the substitute teacher. If the classroom teacher knows in advance of absence, detailed plans should be written. The teacher's daily plan is subject to review at the building administrator's discretion.

Teacher Absence

Any teacher who is unable to report to work because of illness or other cause, if possible, should call the building administrator by 6:00 a.m. or preferably the evening before. The building administrator will make the arrangements for the substitute. Request for personal days (see Personnel Policy GCCAB) should be made at least 24 hours in advance. The teacher must notify the building administrator as to the date and time of return to classroom so the substitute can be released. Upon return to school, the teacher should sign the absentee form in the office.

PROGRAM OF INSTRUCTION

An effort is made to maintain a well-coordinated program of instruction. The Arkansas Curriculum Frameworks and Common Core State Standards serve to provide expected content standards by grade level. District curriculum documents further delineate the curriculum and serve as pacing guides. As children transfer from one school to another, they should have no difficulty in adjusting to the instructional program. Within this well-defined curriculum content framework, teachers are urged to exercise freedom in planning and delivering their classroom instruction. In every instance, the classroom plan of instruction should be geared to the **needs of the children**.

Textbooks and/or other instructional materials are provided for students and teachers at each grade level for use as a **resource** to teach the Arkansas Curriculum Frameworks and Student Learning Expectations.

An additional area that needs to be emphasized in the curriculum is character education. The involvement in character education cannot be separated from the teaching of knowledge and skills. The district provides a list of monthly and weekly character education words to be integrated into the school day in all schools.

“It is sometimes argued that school should be charged only with the intellectual development of its students. If such a school were not psychologically impossible, it would be morally irresponsible.”

John H. Fisher

According to the Rules Governing Standards and Accreditation, all students shall receive instruction in each of the following areas annually:

- Language Arts – Reading, Writing, Listening, Speaking and Viewing
- Mathematics – Number sense, properties and operations; Measurement; Geometry and special sense; Data analysis and statistics; Patterns, algebra and functions
- Social Studies – History and culture of Arkansas, the nation, and the world (including foreign language experiences); Geography; Economics; Civic education; Social sciences processes and skills
- Science - Life science systems, Earth/space systems, Physical systems, and Environmental education
- Tools for Learning – Technical skills: research and information skills, use of computers and calculators; Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources and interviews
- Fine Arts – Visual arts instruction, appreciation, and application; Performing arts instruction, appreciation and application
- Practical Living Skills/Career Exploration
- Health and Safety Education and Physical Education

Guidelines for the Development of Smart Core Curriculum Policy

- I. Schools must teach the Smart Core curriculum required within the thirty-eight (38) units every year as listed in the Standards for Accreditation.
- II. In order to ensure that every child has access to a rigorous curriculum, beginning with the Seventh Grade class of 2004-2005 academic year, the Smart Core curriculum and Common Core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.
- III. All students will participate in the Smart Core curriculum unless the parent of guardian waives a student's right to participate. In the case of a waiver, the student will be required to participate in Common Core.
- IV. Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.
- V. Each district's written policy shall:
 - a. Include the involvement of parents, staff, and students.
 - b. Outline a process for the review of Smart Core curriculum and course of study for graduation with parents and students to ensure informed understanding of Smart Core curriculum and courses necessary for graduation.
 - c. Ensure parent and student notification of the Smart Core curriculum beginning in grade six (6) and continuing through grade twelve (12), as appropriate.
 - d. Specify the optional parent waiver to the Common Core.
 - e. Include a description documenting procedures and methods used to inform parents and students (i.e., Counselor meetings, Parent/teacher conferences, PTA meetings, newsletters, Student Handbook, etc.
 - f. Include a requirement that parents sign informed consent documents provided by the Arkansas Department of Education.
 - g. Include a provision for attaching signed informed consent documents to the permanent student transcript.
 - h. Include a process for reversal of the informed consent agreement if the new required course of study can be completed by the end of the senior year.
 - i. Provide for a procedure for training teachers, administrators, and counselors regarding this policy.
 - j. Be included in the student handbook and filed with the Arkansas Department of Education.
 - k. Include a provision for transferring to other schools/districts with students.

Co-Teaching Guidelines

These guidelines have been designed in order to establish parameters for co-teaching in Rogers. These guidelines are based upon co-teaching research, best practice, and district needs. The intent is to promote efficiency, fidelity of implementation, and consistency across the district.

Co-teaching Team Members:

1. Administrator—to provide scheduling and instructional support
2. Specialist Teacher—the Special Education or ESOL teacher
3. Content Area Teacher—the mainstream teacher

Guidance:

1. Each Specialist or Content Area Teacher should be paired with no more than 2-3 co-teachers.
2. Each Specialist and Content Area Teacher must complete the approved initial co-teach training, preferably as a co-teach team prior to implementing co-teaching.
3. Follow-up training will be provided.
4. Each co-teach pair of teachers must have common planning time. If common planning time can not be built into the daily and/or weekly schedule via the same planning period, it is vital that other avenues for common long-term and short-term planning be created. The purpose behind the common planning time is for the team to have a long-term instructional plan for their students and to have regular opportunities to communicate regarding the daily instructional plans for their co-taught class.
 - a. Long-term planning ideas: Released time with subs at least two times per year; Monday Collaborations; After school meetings, etc.
 - b. Regular short-term planning ideas: Before and/or after school meetings; Regular email communication; Monday Collaborations; Grade level meetings; Flexible scheduling of planning times, etc.
5. Class Composition—a minimum of 3 targeted special population students and a maximum of no more than 50% of the entire class. If your building's percentage of ELL is higher than 50%, then the class composition should be proportionate. Exceptions must be presented and approved by the appropriate assistant superintendent prior to implementation/scheduling.

Homework

Homework assignments should not entail long hours of work and should not be assigned as a disciplinary measure. Only work already understood should be sent home. A gradual increase in homework should be expected as a child progresses through the grades. Guidelines as provided under Board Policy IKB are as follows:

General guidelines for homework:

- Homework will be assigned when it is warranted.
- The purpose of the assignment should be identified and articulated.
- For student motivation, homework assignments should vary in the type and level of thinking.
- On daily assignments for skill and practice, teachers should schedule time during the regular class period for supervised study so that they can check for understanding and accuracy before the students leave the classroom.
- The amount and actual time required for homework will depend upon the individual student and his/her wise usage of time.
- Teachers should coordinate major assignments so that they will be due on alternate dates.

- All homework assignments should receive comments of constructive feedback.
- Feedback and returned assignments should be in a timely manner.

Gifted and Talented

Instructional services are provided for children who are enrolled in the gifted and talented program. The teachers of these programs provide a minimum of 2.5 hours of differentiated instruction per week to identified gifted students at each elementary and middle school.

Physical Education

Students must receive instruction annually in physical education in grades 6-8. The class must be taught by a licensed physical educator. The instruction must be aligned with the physical education frameworks. In grades 9-12 a student must receive one credit of physical education in order to meet Smart Core and district graduation requirements.

Exemption Policy

The following conditions may warrant an exemption from physical education class. In such a case, the following procedures must be used.

- Religious beliefs
 - Statement in writing from parent to principal
- Medical condition
 - One day excused with written note from parent
 - Doctor's excuse will be necessary to excuse consecutive days of activity/participation in physical education.

When exemption is granted, other activities consistent with the aim and outcomes of the program should be appropriately substituted.

Student Health Concerns

Each physical education teacher should receive a list of health concerns from the school nurse and/or classroom teacher for all students enrolled in physical education.

Facility Use

Physical education instructors should have prior knowledge of facility/space being used during the school day for purposes other than physical education instruction. (i.e. assemblies, pictures, fund-raising, etc) Lesson planning is affected in such cases and limited time with students requires previous adjustments when routines change.

Body Mass Index Screening

All students in grades 6, 8 and 10 will have BMI screening conducted unless acceptable exceptions are on file. Exceptions include parent refusal, student refusal, physical disability, student is pregnant, absent or weight exceeded scale's limits.

The school nurse will send home a letter informing parents of the screening with an "opt out" option. A list of parent refusals will be given to the physical education teacher prior to the screening.

Physical education teachers will, according to guidelines, measure height and weight on each student. These measurements will be entered into the student's fitness profile. A class list, after the screening is done, will be given to the school nurse for state reporting purposes. Information about

activity and nutrition will be sent home in the form of a fitness profile for students in grades K, 2, 4, 6 and 8. This profile will be distributed at the parent-teacher conference. Profiles not picked up at this time will be confidentially sent to parents. Building BMI results should be kept on file for ACSIP.

School Health Index

Each building wellness team should conduct a School Health Index annually for the purpose of ACSIP. The index can be found and completed on-line at cdc.gov. The summary scorecard should be kept on file for action planning and monitoring purposes.

Movies

Full-length, commercially produced movies should be used only rarely in the classroom and, if used, should be clearly connected to advancing the district's approved curriculum. Teachers are encouraged to edit these movies and show only those segments necessary to support the curriculum. Teachers should obtain prior approval from the building principal before showing any movie and follow all copyright guidelines. For more information concerning this please see Board Policy EGAD (Copyright Guidelines). Additional information concerning *Code of Best Practices in Fair Use for Media Literacy Education* can be found at the following link:

http://mediaeducationlab.com/sites/mediaeducationlab.com/files/CodeofBestPracticesinFairUse_0.pdf

Controversial Topics - When a teacher believes that a classroom topic or curriculum materials will be controversial or would likely be offensive to one or more students (or their parents), the teacher should follow the procedure outlined below:

- Discuss the topic and/or materials with the building principal.
- If the principal believes the topic and/or materials are inappropriate for the class, the teacher will make an alternate selection of topic and/or material.
- If the principal believes the teacher's choices are appropriate and unlikely to cause controversy or offense, the teacher may proceed with the instructional activity.
- If the principal believes the teacher's choices are appropriate but there is a reasonable likelihood that some students and/or parents might find them controversial or offensive, the teacher will notify parents, as indicated below.
- The notice to parents will include the following:
 - Appropriate identification of the teacher, the class or subjects, etc.
 - Brief description of the topic and/or materials
 - Rationale for inclusion of the topic and/or materials (importance to the development of the curriculum, unique qualities, etc.)
 - Offer to provide an alternative assignment
 - Opportunity for the parents to approve or deny participation by their child
- **Exception:** For some high school courses where a substantial part of the curriculum may deal with controversial and potentially offensive materials, the notice described above, is not required, provided the description in the course catalog **clearly** alerts parents and students to the nature and content of these courses. Even in such courses, teachers are charged with making professionally responsible decisions regarding topics and materials, and are expected to consult with the principal regarding the content and nature of their courses.

Field Trips

Field trips play an important part of the students' education and understanding of our community. All field trips must be carefully planned to be an extension of classroom instruction, directly tied to the curriculum and be approved by the building administrator in advance. Each student must have a

signed permission slip from his or her parent or guardian to go on a field trip. Permission slip forms should be located in the office. If there are students without a permission slip, the building administrator will determine whether to call parents for verbal permission or keep the student at the school. The secretary in the office should be given a copy of any field trip information that is sent home to parents so questions can be answered if a parent calls. A roster of students on each bus, a phone number and the original permission slips should be left in the office before a class boards the bus for a field trip. Teachers should take a copy of the permission slips with them and give the bus driver a copy of the bus roster. Additionally, teachers should take a first aid kit, pertinent student health information, and all necessary items to ensure the health and safety of students.

If the field trip will occur during the normal lunch schedule, the cafeteria manager should be notified three weeks in advance, as it affects the food order. The cafeteria staff will prepare sack lunches for students if they are given notice. Schools should ensure that all students have access to school meals. Schools should not restrict any student from access to a school meal according to the ADE rules governing nutrition.

Transportation asks that the following guidelines be followed:

- Complete trip request on Trip Direct (www.school dude.com). Schools can enter the trip information as soon as they have it.
- Field trips should return to the school no later than 2:00
- Teachers should be on the bus with students at all times
- Students should follow regular bus rules while on the trip
- Teachers should take a first aid kit on the trip
- Only students enrolled in the school may ride on the bus
- Eating and drinking are not allowed on the bus
- All litter should be removed from the bus at the conclusion of the trip

When there is a charge associated with the field trip for things such as an entrance fee, the money should be receipted. Note on the receipt that the money fee was for things such as “entrance fee for Walton Arts Center”. Students should not be charged a fee for riding the school bus.

Out of state field trips will not be approved because there is no tort immunity for bus drivers, teachers or the district.

Extended Trips

The purpose of these guidelines is to provide general parameters for student extended travel on trips sponsored through the Rogers School District. All students are entitled to an equitable opportunity to learn and experience a high quality education. The opportunity to travel and participate in a variety of activities can provide students with a chance to learn by further experiencing the world around them. When planning any student travel, equity of opportunity for all students must be a basic consideration, with full attention paid to social and economic circumstances that may impact a student’s opportunity to fully participate in a specific travel. In order to meet district approval, each extended travel proposal must consider individual student economic and social circumstances and indicate how the needs of individual students will be accommodated so that no student is unable to participate in the travel due to social, economic or related circumstances.

Definition of a Student Extended Travel

Student extended travel is defined as any trip out of state or any trip lasting more than 24 hours from the time of departure, and requiring an overnight stay of one or more nights away from Rogers, Arkansas.

Purpose of Student Extended Travels

All student extended travel must fulfill one or more of the following purposes.

1. Instruction: Student travel for the main purpose of participating in a specific educational event such as a conference, workshop, camp, museum visit, etc.
2. Performance: Student travel for the main purpose of participating in a performance such as a concert at Carnegie Hall, marching in the Macy's Day Parade, etc.
3. Competition: Student travel for the main purpose of competing in a specific sporting event, tournament, music competition, forensics competition, FBLA competition, Odyssey of the Mind (OM) competition, etc.

All student extended travel (Instructional, Performance, and Competition) must include an activity of educational value (historical, cultural, etc.). Student extended travel may also include an entertainment activity. The educational activity and the entertainment activity may take place traveling to the specific event, returning from the specific event, or during the dates of the specific event. If the educational and entertainment activity takes place during the days of the focus event(s) of the trip, these activities must be within a reasonable distance of the location of the focus event of the travel and not interfere with participation in the focus event. Entertainment may not serve as the sole purpose of student extended travel. Please see Student Extended Travel Guidelines for more information.

Parental Involvement

Parents play a crucial role in the success of their children in school. Rogers Public Schools encourage parents to be full partners in the education of their children. To help accomplish this goal, the district has developed a parental involvement plan at both district and school levels.

The district has the responsibility to maintain the district web site, publish district contact information, maintain and publish a procedure for resolution of parent concerns, and place an ad in the newspaper each year recognizing parents who have attended all conferences.

Each school has the responsibility to develop age-/grade appropriate informational packets, which include:

- Description of the school's parent involvement program
- List of ways for parents to become involved in the school's programs
- List of activities planned to encourage parent involvement during the school year
- Description of how parents, teachers and administrators can communicate effectively
- Recommended role of parent, student, teacher and school
- A description of the district's parent involvement plan
- A survey for parents regarding their interest in volunteer opportunities including the option of volunteering one time per year or helping from home

In addition, each school should maintain a school web site, develop a volunteer plan and volunteer resource book, establish a parent resource center, include the school parent involvement plan in the school's ACSIP and schedule regular parent involvement meetings at which parents are given a report on the state of the school and an overview of:

- What students will be learning;
- How students will be assessed;
- What parents should expect for their child's education; and
- How a parent can assist and make a difference in his or her child's education.

Alternative Learning Environment (ALE)

The ALE classrooms are designed to meet the needs of students who are struggling socially and academically in regular school programs. Students are provided with a sound educational course of study and counseling designed to help students transition back into the regular school curriculum within a prescribed length of time.

Community Resources

Community personnel add a special learning dimension as a resource in the classroom. The time given by the community person and the limitations imposed by the necessity to schedule the regular program of studies must be considered when arranging for speakers. Before any community person is invited to the school, permission should be obtained from the building administrator. Office personnel should be given the exact date and time of the visit.

Support Groups

It is important to identify groups that provide direct support to our schools. Each school is expected to identify and report school support groups to the District Communications Director. Groups should be given a copy of the procedure below and the Rogers Public Schools Support Organization Form (see Appendix A). This process will be utilized to determine eligibility for facility use and fees schedule. The form should be completed if it is the first filing for the group or if the group has a change in information (ie: new leadership or contact information). If there are any questions concerning support groups, please contact the District Communications Director.

Process to become an “Approved Rogers School District Support Group”

1. Complete form or application(see Appendix A)
2. Submit form to District Communications Director for review

In order to be approved the organization must:

A. Be registered as a nonprofit with the Arkansas Secretary of State in good standing,

Or

B. Be a foundation,

Or

C. Be a chartered member of a nonprofit organization or foundation,

Or

D. Be a “recognized group” by the Leadership Cabinet,

And

- E. Be created for the express purpose of supporting authorized Rogers School District Programs.
- 3. After review by the District Communications Director, the application will be submitted to the District Leadership Cabinet for Approval.
- 4. A List of “Approved Rogers School District Support Groups” will be posted on the District Website.

SPECIAL EDUCATION SERVICE DELIVERY PROGRAMS

Special education service delivery models are those educational models, designed according to Arkansas standards, which provide free appropriate public educational opportunities for students with disabilities in the least restrictive environment.

Speech-Language Pathology Services

This itinerant program provides intermittent direct services to students with all types of communication disorders. A speech disorder is an impairment of voice, articulation of speech sounds, and/or fluency. A language disorder is the impairment or deviant development of comprehension and/or use of a spoken, written, and/or symbol system. The severity of the disorders may range from mild to severe.

Indirect Services

Some students may only need modifications and/or accommodations to access all of their instruction in a general education classroom. These students still have an Individual Education Program (IEP) and are monitored weekly by a special education teacher who is required to document their weekly follow-up with the student and/or general education teacher(s). These students are part of a resource teacher's caseload.

Resource Room Services

In a resource room, the special education teacher provides instruction to a student for a period of time during the instructional day. The Individual Education Program (IEP) committee must determine how the student will access the general education curriculum, what modifications/accommodations will be used, what skill(s) will be addressed in the resource room based on the student's educational deficit(s) as they relate to the students strengths and weaknesses, and how much time is needed in the resource room each day. A resource teacher may serve up to twenty-five students and may work with up to eight students at a time.

Self-Contained Services

Self-contained services are provided for students who will benefit from instruction primarily within the special education classroom. In the self-contained setting, instruction is provided by the special education teacher for the majority of the instructional day. Self-contained classrooms have a paraprofessional available to assist the students. A self-contained classroom may serve a maximum of six, ten, or fifteen students depending on the type of classroom.

Inclusive Practices Model

Both a resource teacher and a general education teacher work collaboratively to provide instruction, which will meet the individual needs of the student(s). This is done using a co-teaching service delivery model.

Visually Impaired Services

This itinerant program provides intermittent direct services to students with visual impairments in their daily educational setting. The district vision consultant collaborates with general education teachers,

special education teachers, and administrators to provide materials, equipment, strategies, and accommodations for these students.

Hearing Impaired Services

Services for students with hearing impairments are coordinated through our three teachers for the deaf and hard of hearing. These teachers collaborate with general education teachers, special education teachers and administrators to provide equipment, educational interpreters, strategies, and accommodations for these students. These programs are located at Tucker Elementary, Elmwood Middle School and Rogers High School.

Special Services Contacts

NAME	TITLE	LOCATION	PHONE
Sherry Stewart	Director	Special Services	631-3515
Tita De Vore	Asst. Director	Special Services	631-3515
Amy Faith Jamie Hernandez Dalawna O’Guin Lisa Slater Rick Taylor TBD	Special Education Consultants **see assignments below	Special Services	631-3515
Lisa Rice	Special Education Secretary/Bookkeeper	Special Services	631-3515
Kelley Smith	Special Education Secretary/Records Clerk	Special Services	631-3515
Daria Barrera	Special Education Secretary/Receptionist	Special Services	631-3515
Siana Sherrill	Clerical Paraprofessional	Special Services	631-3515
Silvia Gonzalez	Bi-Lingual Office Clerk & Interpreter/Translator	Special Services	631-3515
Terri Fowler	Teacher for the Visually Impaired	Tucker Elementary	631-3561
Becky Walters	Teacher for the Deaf and Hard of Hearing Department Head	Tucker Elementary	631-3561
Juanita Casey	Head Nurse	Heritage High School	631-3579

Special Education Representatives

The role of the special education representative is to provide a contact person for each building to help identify special education needs, monitor special education programs and facilitate services within their assigned buildings. They will monitor for compliance of special education rules/regulations and work with building administration to ensure student achievement. The assistant special education supervisors and special education consultants will have a set day/time that they will be in each building weekly. If that day/time needs to change, it will be coordinated with the director of special education and the building principal.

Sherry Stewart—Director of Special Education

sstewart@rps.k12.ar.us

All buildings
Support to TBD, Amy and Dalawna

Tita DeVore—Asst. Director of Special Education

tdevore@rps.k12.ar.us

All buildings
Support to Jamie, Lisa, Rick

Jamie Hernandez—Special Education Consultant

jlhernan@rps.k12.ar.us

Eastside, Hill, RHS, and Post Secondary Transition Services

Dalawna O’Guin—Special Education Consultant/School Psychology Specialist

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ESOL (English for Speakers of Other Languages)/Migrant Education Programs

ESOL (English for Speakers of Other Languages)/Migrant Education Programs

The ESOL Office is located at 220 South Fifth Street. Programs and services operated from this location include ESOL, Migrant Education and Translating/Interpreting.

Rogers Public Schools offers a comprehensive K-12 program for English Language Learners called English for Speakers of Other Languages (ESOL). In other areas of the country, this is similar to English as a Second Language (ESL). Instruction is in English with vocabulary and language development as a key component. Teachers use a wide variety of quality materials and strategies. Teachers are teaching towards the same academic achievement standards expected for all students. ESOL teachers and many classroom teachers are trained in using this method of instruction.

Key Personnel:

ESOL and Migrant Education Director

The director oversees and coordinates the identification, assessment, and instruction of ELL and Migrant students as well as addresses compliance with federal Title III, Office for Civil Rights, and Arkansas ELL program guidelines.

ESOL/Migrant Specialists

Four experienced certified teachers with ESL endorsements and training are based at the district ESOL office and assigned to assist specific buildings with the effective implementation of ESOL and Migrant programs within those buildings. Specialists conduct professional development, train instructional assistants, consult with building personnel on ELL student placement and services, model lessons, locate resources to support classroom and ESOL teachers, assist with initial and annual English Language Proficiency Testing, and serve as a general ELL resource to other district personnel.

ESOL Teachers

Elementary schools with ESOL services have ESOL Teachers who are ESL endorsed teachers. Secondary schools with ESOL services have ESOL teachers who are ESL endorsed teachers in the appropriate content area(s) they teach in the ESOL program. Teachers provide specialized language acquisition instruction to ELL students; collaborate with building staff to coordinate services, accommodations, and assessment for ELL students; assist with identification of new ELL students; and are responsible for processing required paperwork on ELL students.

ESOL Instructional Assistants

Elementary schools may have paraprofessionals assigned based on student need. These paraprofessionals work under the direction of an ESOL Teacher to provide one on one services, small group instruction, or inclusion services.

Migrant Instructional Assistants

These paraprofessionals are assigned to buildings based on the number of migrant students in need of instructional support. Migrant instructional assistants work under the direction of a certified teacher to provide one on one services, small group instruction, or inclusion services to Migrant students.

Spanish Communication Specialist

This specialist trains interpreters on how to best translate/interpret; coordinates the district's PADRES (Parents Advancing Readiness for Academic Success) initiative, and oversees the translation work of the district.

ESOL/Migrant Support Staff

Support staff at the ESOL office includes a Migrant clerk, two ESOL clerks, one ESOL administrative assistant, one ESOL initial tester, and two district translators.

Identifying Potential New ELL students:

1. Every new student enrolling in Rogers Public Schools must complete a Home Language Survey (form291).
2. If ANY answer on the Home Language Survey is ANYTHING other than “English”, the person registering the student must call the ESOL office at 631-3559 to arrange for an ESOL screening appointment.
3. At the ESOL screening appointment, the family will be interviewed and the student will be assessed for proficiency in English and Spanish (if appropriate), may complete a non-verbal ability test, and may complete an entry mathematics screening. Results are shared with the family, an initial placement is determined, and the school is notified of the placement.
4. More detailed information regarding the initial testing and placement of students may be found on the ESOL website under Educator Resources on the LPAC Resources page:
<http://esol.rogersschools.net><<http://esol.rogersschools.net/>>

ESOL Programming Options:

All programs are designed to enable ELL students to work toward the same academic standards as all other students. As an ELL student’s English proficiency increases, he/she is moved to a higher level. Not all programs are offered at all buildings. If the student changes buildings, the program may change as well.

() SPECIFIC/SYSTEMATIC ENGLISH LANGUAGE DEVELOPMENT (GRADES K-5)

The goal of Specific/Systematic English Language Development is to develop the solid English language foundation needed to fully engage in academic and real life situations. Students learn the language necessary to move from one proficiency level to the next. Specific/Systematic English Language Development is taught in functional contexts following a scope and sequence of oral and written language skills which balances focus on form and focus on meaning. Specific/Systematic English Language Development is 30 minutes of specialized instruction provided by a certified ESOL teacher, a classroom teacher with an ESOL endorsement, or an ESOL Instructional Assistant under the direction of an ESOL endorsed teacher.

() ACCESS TO ACADEMIC CONTENT INSTRUCTION (GRADES K-12)

English Language Learners have access to all academic content areas provided to all students appropriate for their grade level. Scaffolding support structures are used by classroom teachers to integrate academic language development into lessons, allowing students to learn and practice English as it is used in the context of school, including the vocabulary used in textbooks and assessments in each academic discipline. Schools provide a variety of support structures including sheltered instruction, academic intervention groups, and co-teaching.

() ELL I INSTITUTE TEAM (Grades 6-8)

All beginning (ELL1) students will be placed on this team located at Oakdale Middle School. (Transportation is provided from Lingle, Kirksey, and Elmwood Middle Schools to Oakdale Middle School.) It is an all day, semi-contained program. The goals of this team are to help students acquire English language skills, to help students acquire core academic skills, and to acculturate students to

the U.S. school system. All Institute Team teachers are certified teachers with an ESOL endorsement. ELL1 students will be integrated with mainstream peers during lunch and electives. Expected length of program is one to three years per ELL level. Students will then be transitioned into the regular ESOL program at the appropriate school.

() **ESOL MIDDLE SCHOOL PROGRAMS (Grades 6-8)**

are offered in all middle schools and are specifically designed for intermediate (ELL2) and advanced (ELL3) students who are not yet fully proficient in academic English. While enrolled in ESOL programs, ELL2 students receive two periods and ELL3 students receive one period of specialized English instruction daily from an ESOL endorsed teacher.

() **SECONDARY ESOL COURSES (Grades 9-12)**

are offered at both high schools. The ESOL courses are specifically designed for English Language Learners. Students take one to six periods of specialized English courses daily depending on ELL level. They may also take Spanish for Native Speakers for one period daily. Students may take math and other classes/electives appropriate for their grade levels with their English-speaking peers.

() **TRANSITION ESOL PROGRAMS (Grades K-12)**

are offered in every school. Students' continual progress in acquiring academic English is monitored. These students may still need help in improving their English skills in reading and writing. They will take all subjects appropriate for their grade level.

ESOL Curriculum:

All teachers are expected to teach the same state standards to ELL students as all other students as well as address the appropriate English Language Proficiency Frameworks for each ELL student. More information about the ESOL curriculum, appropriate accommodations/modifications, and other resources for teachers may be found on the ESOL website at <http://esol.rogersschools.net> in the educator resources section.

Annual English Language Proficiency Assessment:

All ELL students must be assessed annually in the spring with the Arkansas approved English Language Proficiency Assessment, currently the English Language Proficiency Assessment for the 21st Century (ELPA21).

Annual Reviews of ELL Students:

Every ELL student's progress must be evaluated once a year to determine appropriate placement in the ESOL program. These are conducted once a year by the building Language Placement and Assessment Committees (LPAC) consisting of at least an ESOL certified staff member, classroom teacher/counselor, and an administrator.

Exit Criteria:

Rogers follows the approved Arkansas Department of Education Exit Criteria when determining if an ELL student is ready to be reclassified as Fluent English Proficient (FEP). The approved ADE exit criteria and Rogers form may be found on the ESOL website at <http://esol.rogersschools.net> under the LPAC resources and ESOL forms pages in Educator Resources.

Interpretation/Translation Services:

The district coordinates a list of approved interpreters and translators for schools to use for specified activities including parent/teacher conferences, open houses, back to school events, new student

registration days, Kindergarten registration, and other activities as needed. For more information on how to secure an interpreter, contact the Spanish Communications Specialist or the district translators at 631-3559 for more information.

ESOL/Migrant Education Contacts

Phone: 631-3559

Fax: 631-3552

ESOL/Migrant Education Contacts

Phone: 631-3559

Fax: 631-3552

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COUNSELING AND SOCIAL WORK PROGRAM

Director of Guidance, Counseling & Social Work

The district employs a director of guidance and counseling. This director coordinates, administrates and supervises all guidance counselors, the counseling program and social workers.

Guidance and counseling is that part of education which provides the foundation for helping the individual to be College and Career ready by discovering his/her needs, to assess his/her potentialities, and to develop life goals that are individually satisfying and socially desirable.

The primary goal of guidance and counseling personnel is to have a comprehensive, developmental guidance and counseling program. A comprehensive program is one designed to meet the needs of all students, to ensure that each student receives maximum benefit from our educational system, and to provide educational experiences designed to encourage growth toward maturity.

A comprehensive guidance program is one in which all students; teachers and parents have access to the services of a counselor. The district recognizes that the home, community, and the school share guidance responsibilities; however, the school will have a major responsibility for providing adequate services for all students.

A developmental counseling program is one in which normal, ordered and patterned processes of change, which occur during the maturation of children, are addressed. Counselors are knowledgeable of normal developmental stages of children and coordinate educational experiences to foster positive growth. The mission of the school counselor is to support and advocate for students and staff so that all students belong, learn and succeed in their educational setting.

Elementary and Secondary Guidance and Counseling

The elementary and secondary guidance and counseling program is a keystone to the educational process of providing students with assistance in meeting educational, emotional, and social needs. The counselor provides for the needs of individual students by conducting classroom activities of a developmental nature, by promoting and facilitating small group sessions, and by providing one-to-one consultation.

The function of the counselor can be divided into three main areas: coordinating, consulting, and counseling. The counselor coordinates school activities, which primarily deal with the affective domain, and serves as a consultant to the school staff, parents, and referral agencies in the community. The counseling emphasis for the elementary and secondary program is preventive in nature, with the aim of reducing the need for crisis counseling. Seventy-five percent of the counselor's time is to be in direct service to students. The remaining 25% should be related to the counseling program. (See ASCA model)

School Counseling Program

- Reaches every student
- Comprehensive in scope (selects measurable student competencies based on local need)
- Preventative in design
- Developmental in nature

- Integral part of the total educational program
- Includes a delivery system
 - Individual student planning
 - Responsive service
 - System support
- Guidance curriculum
 - Classroom activities (Classroom teachers should remain in the classroom during the guidance lessons.)
 - Interdisciplinary curriculum development
 - Group activities
 - Parent Workshops
- Individual student planning
 - Individual or small-group counseling
 - Crisis counseling
 - Referrals
 - Peer facilitation (peer helpers, mediators etc.)
- System support
 - Professional development
 - Consultation, collaboration and teaming
 - Counseling program management and operation
- Implemented by a credentialed school counselor – 1:450 student ratio
- Monitors student success
- Data driven
- Seeks improvement

Division of Time

- Counselors are expected to spend 75% of their time on direct services to students.
 - Guidance must not exceed 3 classes a day or 10 classes per week.
 - Groups should be skill focused and/or solution oriented, not therapy.
 - Individual counseling should be solution oriented, not therapy.
 - If problems continue, a referral should be made to a therapist. .
 - If there is a crisis, refer to the crisis plan and/or call the Director of Counseling.

Counselors are expected to spend no more than 25% of their time on administrative services.

- Administrative services include duties related to the counseling role
Such as parent conferences, phone contacts, interpreting test results, disaggregating data, reviewing and maintaining student records. (See attached Figure 5.3)
- It is a violation of the counselor's ethical code to enforce rules or administer discipline to students. Thus, it is not recommended for counselors to be assigned duty such as lunchroom, recess, etc.

ASCA Standards

- The counseling domains are:
Academic Development; Career Development; Personal/ Social Development.
 - Counseling goals should align with these domains.
 - A needs assessment should be conducted every 3 years to determine focus.
 - Not all domains have to be addressed each year, but should be scope and sequenced to be accomplished within a 3-year period.

- One academic and one career goal must be turned in with the annual report.

Evaluations

- Counselors are to be evaluated in their building by the building administrator, who is the first line of supervision. The Director of Counseling can assist with specialized domains.
- Each school will have a program evaluation conducted by the Director of Counseling to determine the level of program functioning. The State School Counselor Appraisal Evaluation may be accepted for this evaluation. If requested, a site program evaluation can be conducted. Results are shared with school administrators, counselor and social worker.
- The Director of Counseling along side building administrators conducts focused classroom walk-throughs.

Crisis Counseling

- Suicide (threats, ideations)
- Child abuse
- Violence assessment
- Bullying, harassment
- Ethical concerns
 - Refer to the Crisis Manual
 - Refer to School Service guide
 - Call Director of Counseling for assistance

Reports

- School Service Guide
 - Each building must have a school service guide available.
 - The counselor is responsible for updating it annually.
 - Counselors, social workers, nurses, psychologists and others provide mandated services required by the school service guide.
 - The counselor submits an annual report on line to the state department, to document compliance.
- Annual district report
 - Each counselor will submit an annual report that documents the counseling activities for the school year. Counselors are required to keep records to complete the report in an accurate manner.
- Strategic planning report
 - Counselors are required to plan and use data to demonstrate effectiveness.

Mental Health Service Providers

To assist the school counselors, schools may work with mental health agencies to provide school-based services during the school day. The following guidelines are designed to maintain the integrity of the educational environment and to ensure the welfare and safety of our students.

- The mental health service organization will enter into a signed agreement with Rogers Public Schools and will be allowed to provide services only when that agreement is approved by the Board of Education
- During the school year, any student receiving services from a mental health organization will not be denied those services because of a change in funding source to include, but not limited to, a change in insurance or Medicaid status.
- Before any services can begin during school hours, a meeting to include a counselor and building administrator will be held and a copy of a release form signed by the parent or guardian must be provided to the school.
- The building principal will provide an appropriate location for mental health services and uphold the confidentiality of any student receiving services.
- Representatives of mental health organizations must provide identification when entering a school building.
- A separate log will be maintained at each building to record the name of the mental health representative, the date and time of the service and the student's name.
- Every effort should be made not to schedule services that would interfere with core academic classes or the ability of the administration to conduct normal school activities.
- The building principal may decide who, when, where and if services will be allowed.
- There will be scheduled meetings to inform a building administrator/mental health professional on the progress of students in their building. This meeting should include the school counselor, building administrator and the school-based mental health service provider. If problems occur that can't be resolved at the building level, Contact the Director of Counseling who will work with the agencies to resolve the issues.

Appropriate Activities for School Counselors

- ◆ Individual student academic program planning
- ◆ Interpreting cognitive, aptitude and achievement tests
- ◆ Counseling students who are tardy or absent
- ◆ Counseling students who have disciplinary problems
- ◆ Counseling students as to appropriate school dress
- ◆ Collaborating with teachers to present guidance curriculum lessons
- ◆ Analyzing grade-point averages in relationship to achievement
- ◆ Interpreting student records
- ◆ Providing teachers with suggestion for better management of study halls
- ◆ Ensuring that student records are maintained as per state and federal regulations
- ◆ Assisting the school principal with identifying and resolving student issues, need and problems
- ◆ Working with students to provide small- and large- group counseling services
- ◆ Advocating for students at individual education plan meetings, student study teams and school attendance review boards
- ◆ Disaggregated data analysis

Inappropriate Activities for School Counselors

- ◆ Registration and scheduling of all new students
- ◆ Coordinating or administering cognitive, aptitude and achievement tests
- ◆ Responsibility for signing excuses for students who are tardy or absent
- ◆ Performing disciplinary actions
- ◆ Sending students home who are not appropriately dressed
- ◆ Teaching classes when teachers are absent
- ◆ Computing grade-point averages
- ◆ Maintaining student records
- ◆ Supervising study halls
- ◆ Clerical record keeping
- ◆ Assisting with duties in the principal's office
- ◆ Work with one student at a time in a therapeutic clinical mode
- ◆ Preparation of individual education plans, student study teams and school attendance review boards
- ◆ Data entry

Figure 5.3

Adapted from Campbell, C.A. & Dahir, C.A. (1997). *Sharing the vision: The ASCA national standards for school counseling programs*, Alexandria, VA: American School Counselor Association.

SOCIAL WORKERS

The social worker's duties include following up on any school problem by visiting in the home, writing FINS (Family in Need of Services), securing clothing or any personal items needed by the children, working in close cooperation with the court system and the school health nurse, maintaining close relationships with civic clubs and other agencies who furnish funds and aid to needy children, and assisting in placement of handicapped children. Referrals to the social worker should be initiated strictly through the school principal, assistant principal, and/or counselor.

Roles and responsibilities of Social Worker

- To improve communication between the student's home and school.
- Attendance interventions, including FINS (Family in Need of Services) petitions, also parent initiated FINS petitions.
- Provide professional case management service to ensure that needs are met for food, shelter, clothing, medical and mental health treatment.
- Collaborate with community agencies and services.
- Help families identify and meet their student's social, emotional, and physical needs.
- Help families participate more fully in their student's education.
- Provide early identification and intervention to students at-risk for social, emotional, or behavioral difficulties.
- Provide crisis prevention and intervention services.
- Help educators identify and report child abuse and neglect situations.
- Psychosocial developmental assessments to determine needs.
- Empower families to meet educational, social, physical and emotional needs of their students.
- Develop problem solving, decision-making and coping skills.
- Coordinate programs such as mentoring, school to work, etc.

The purpose of a home visit should be for an assessment and/or intervention to address attendance issues, academic performance, and/or behavior concerns. Social workers should take the following precautions when making a home visit:

- Carry a cell phone; these are the social worker's personal cell phones.
- In the event a home visit may not be safe, go with another staff member or resource officer.
- Do not exit the car if the environment appears threatening.
- Honk the car horn to check for large, unrestrained dogs.
- Keep home school apprised of your whereabouts.
- Keep pepper spray, maps, and the transportation department's phone number in your car.
- Make sure car is fueled and tires are in good shape.
- Always park so you can exit easily.

Social workers drive their own vehicles and carry their own insurance. Therefore, social workers should not be asked to transport students.

Due to the limited time each social worker is assigned to a school, these types of home visits should be kept to a minimum if requested at all:

- Any home visit requested for academic purposes, including AIP's, special education paperwork, conference, report cards, should not be conducted solely by a social worker who has no direct knowledge of the student's progress and performance.

- The district has an attendance policy and procedures (5 day letter, 10 day letter, and waiver). The case of a student missing a few days, even consecutive days, may not automatically warrant a home visit.
- Weekly folder/discipline slips/permission forms/registration forms not filled out/signed by parent, does not warrant a home visit by social worker.
- If a student withdraws and neglects to turn in textbooks/library books/money owed, does not warrant a home visit by a social worker.

Homeless

When a student is thought to be homeless, begin the enrollment process. The appropriate paperwork for homeless identification can be completed later. A check list (see Appendix B) for each student identified as homeless should be completed by the School Counselor or Social Worker and sent electronically to the Director of Counseling. Students should be coded in APSCN at their building. This code should remain throughout the entire school year. It is a team effort to identify and get services for the homeless. The following should work together towards this end: counselor, social worker, teachers, bus drivers, nurse, food service, community services and parents.

The focus for homeless students should be on attendance and success. Adhere to the following points:

- Students are entitled to stay in school of origin
- LEA'S are required to help with transportation
- If students move to a new school, they must have access to the programs they were registered in their prior school (Special Ed., Gifted/Talented, School Programs, Tutoring, and etc.)
- If identified as homeless, they qualify for free meals at school (can't be different than other students food)
- Help students get medical, dental, vision services
- If a student remains homeless in the following school year, the student will have to be recoded as homeless to be covered under McKinney Vento.
- If it is determined that before the next school year the student has a fixed adequate night time residence, the student is no longer homeless and is expected to attend school where he resides or complete an in-district transfer form to be able to remain at the present school.

Procedures for securing supplies, materials, and or services for students identified as homeless:

1. Counselor should contact the Director of Federal Programs with the following information
 - a. Student identification number
 - b. Description of identified need and approximate cost
 - c. Verification that the need presents a barrier to the student's education
2. Determination will be made concerning the request by the Director of Federal Programs
3. Director of Federal Programs will contact the Director of Counseling or Superintendent
4. Arrangements for purchase of materials or service will be made with referring counselor
5. Required paperwork will be sent to the Federal Programs Office by referring counselor

MEDIA CENTER

Each of our secondary schools has a media center with an adequate. Each school has a media specialist/teacher librarian. The media center is open at all times for visits to secure books and materials.

The Rogers School District has a selection policy for the purchase of materials. Additional information addressing this policy can be located in Board policy IJL and is available on the District webpage. The selection of books and instructional materials is a joint effort of school personnel – media specialists, classroom teachers and principals.

Each media center is allocated funds to keep collections current. A formula has been established for the allocation of funds to provide equity of expenditures per student.

Some audio-visual materials are stored in the media center and are shared by all teaching personnel. Each media center has a plan for the check out of the available equipment.

Materials: Selection, Retention & Removal

Each school will determine the need for educational and media center materials to allow students the opportunity for a media approach in addition to their other resources. The selection should be an ongoing process, including the removal of material no longer considered appropriate, and replacement of lost and worn materials still of educational value.

Selection of Materials

In selecting materials for purchase, the media specialist should evaluate the existing collection. The needs of each school should be based on the requests of faculty and students, knowledge and support of curriculum, and consideration of the existing collection.

The materials for purchase should be considered on the basis of several factors such as the overall purpose, relation to curriculum, readability and popular appeal. (For additional information see Board Policy IJL Guidelines.)

In specific areas, the media specialist uses the following procedures:

- gift materials are evaluated for selection as stated above and are accepted or rejected by these guidelines
- worn or missing standard items are replaced regularly
- out-of-date or no longer useful materials are withdrawn from the collection

Challenged Material

Anyone who has a concern regarding media center materials should communicate those concerns to the school media specialist, who will provide Form A: "Patron Request for Reconsideration of Work."

It is the responsibility of the media specialist to take certain measures to clarify policies and establish community relations. If the selection policies are challenged, the media specialist should explain the district's procedures. As normal operating procedure, each media center should:

- **Maintain a copy of the materials selection guidelines** approved by the school board and copies of Form A: Patron's Request for Reconsideration of Work.
- **Follow a clearly defined method for handling complaints.** The complaint must be filed in writing and the complainant must be properly identified before action is taken. A decision

should be deferred until fully considered by the appropriate administrative authority. [See IJLA-Guidelines]

- **Maintain in-service training.** Conduct periodic training to acquaint staff and administration with the materials selection policy and method for handling complaints.
- **Maintain line of communication with civic, religious, educational and political bodies of the community.** Library board and staff participation in local civic organizations and presentations to these organizations should emphasize the library's selection process and intellectual freedom.
- **Maintain familiarity with any local municipal and state legislation pertaining to intellectual freedom and the First Amendment rights.**

Step-By-Step Guide to Facilitate a Book Challenge- (See Appendix N)

Day 1: When the media specialist receives a written complaint (Form A), the media specialist should do the following:

- Stamp or write the date of receipt on the form.
- Make a copy
- Notify the appropriate Lead Library Media Specialist and appropriate Assistant Superintendent or Executive Director by sending a copy of the complaint.
- The assistant superintendent will:
 - Contact the superintendent
 - Notify the Library Council

Within 20 days of the challenge, the assistant superintendent must:

- Organize a Materials Evaluation Committee
 - Committee members should include:
 - a representative from central administration staff
 - a representative from building level administration
 - a media specialist
 - a classroom teacher familiar with subject challenged
 - a parent
 - a student when appropriate
- Select a chair and recorder for the Material Evaluation Committee.
- Individually and as a committee, examine challenged material in relation to the district materials selections guidelines. Use Form B as your guide.
- Individually and as a committee, check general acceptance of the materials by reading reviews.
- Individually and as a committee, weigh values and faults and form opinion based on the materials as a whole.
- Meet and discuss and prepare a report to the Library Council (Form B)

On or before day 28 of the challenge period, the assistant superintendent must send a copy of the final decision (Form B). The assistant superintendent will:

- Prepare a letter and send to the patron.

- Notify superintendent of the committee's decision.
- Notify Library Council of the committee's decision.

The patron may appeal the decision of the Materials Evaluation Committee to the Library Council within 30 days of the date of the Materials Evaluation Committee's decision. Within 30 days of the receipt of the appeal, the Library Council shall:

- Examine the findings of Materials Evaluation Committee.
- Weigh values and faults and form opinions based on materials as a whole.
- Meet, discuss and prepare a report of the decision for the patron, administration office and Materials Selection Committee.

If a challenge persists, an appeal to the school board may be made. The decision of the school board is final.

End of Year Procedures

The media center should remain accessible to students through the last student contact day. The last day for students to check books out of the media center should be the next to the last pre-scheduled visit the students have in the media center. The students last scheduled visit to the media center should be used to return library books and for the library media specialist to collect overdue fines. Teachers may continue to check out materials through the last student contact day. Schools may have various things occurring in their buildings that precipitate the above procedures to be modified. The library media specialist should work directly with the building administrator to accommodate these needs.

Classroom Library Book Selection

Classrooms that value reading, also value classroom libraries. Access to books in classroom libraries contributes to how much and how well students read. Simply put, students read more. Research shows a direct correlation between reading achievement and volume of reading by students. Classroom libraries support reading practice that improves:

- Word recognition and vocabulary development
- Spelling, writing, and critical thinking
- Fluency and comprehension
- Positive attitudes for a habit of reading
- General knowledge of the world and self

Book selection for classroom libraries is complex. These books must be selected for content, quality, diverse audiences, varied purposes, and most importantly... enjoyment.

Criteria for classroom library book selection

- ✓ Literary Quality- theme, style of writing, social value, awards and recognition
- ✓ Educational Significance – relationship to instructional objectives/ curriculum
- ✓ Appropriateness – children's interests, age and maturity level, text difficulty
- ✓ Balance - genre, point of view, cultural presentation, classic or contemporary

- ✓ Purpose – instructional/ recreational, individual/ group, in-depth/ introduction

Before placing books in a classroom library

Teachers should:

- be familiar with all **assigned selections** for instructional purposes and be prepared to justify their choices. These books should support themes, units, and ideas presented in language arts, science, social studies, and other curricula areas.
- have knowledge of themes for the books used for **independent reading** and **read alouds**.
- **pre-read** books in their classroom library or read a **reliable review** in order to know the content and theme, to know authors, and to make book recommendations for students according to interests and reading level. Reliable reviews of the content of books may be found at:
 - Mackin Library Services, <http://www.mackin.com>
 - Horn Book (electronic subscriptions available)
 - Bookwizard.scholastic.com
 - Google the title and read reviews (Amazon.com, etc.)

Note: Mackin Library Services is a site that offers reviews by multiple reliable sources in a one-stop setting. These sources are as follows: Book Report, Book List, Horn Book, Kirkus and School Library Journal. These reviewing agencies do not sell books. Scholastic and Amazon both sell books so be cautious when using their reviews.

- consider developing a file of classroom trade books with teacher's own remarks, comments by children, and a published review when available.

Challenged Material

The following process should be followed when a classroom library book is challenged:

- The teacher should notify the building administrator
- The building administrator offers the parent the Patron's Request for Reconsideration of Classroom Library Materials, which details questionable material, and the effect it is believed to have on a student.
- The parent should submit this completed form to the building administrator. A book is not considered to be challenged until the building administrator receives this completed form.
- While the complaint is explored, keep the controversial material available, except to the student whose family has filed a challenge.
- Inform the parent/s of the review process for classroom library challenged material.

Review Process for Classroom Library Challenged Materials

Anyone who has a concern regarding classroom library materials should communicate those concerns to the building administrator, who will provide the form: "Patron Request for Reconsideration of Classroom Library Materials."

Step-By-Step Guide to Facilitate a Classroom Library Book Challenge

Day 1: When the building administrator receives a written complaint, the building administrator should do the following:

- Stamp or write the date of receipt on the form
- Make a copy
- Submit a copy of the complaint to the appropriate assistant superintendent.

Before the 20th day after the challenge, the building administrator must:

- Organize a Classroom Library Materials Evaluation Committee
 - Committee members should include:
 - Central administration representative
 - Building level administration representative
 - Building level media specialist
 - Classroom teacher familiar with the subject challenged
 - A parent
- Select a chair and a recorder for the Classroom Library Material Evaluation Committee.
- Individually and as a committee, examine challenged material in relation to the Guidelines for Book Selection for Classroom Libraries.
- Individually and as a committee, check general acceptance of the materials by reading reviews.
- Individually and as a committee, weigh values and faults and form opinion based on the materials as a whole.
- As a committee meet, discuss and prepare form:
“Classroom Library Materials Evaluation Committee Report”

On or before day 28 of the challenge period, the building administrator will:

- Prepare a letter and send to the patron.
- Notify Assistant Superintendent of the committee’s decision

TESTING

Administration

- The building administrator, classroom teachers, and/or counselors administer standardized achievement tests. Additional individual and group tests are given as the need arises.
- Home-schooled students should be given screening tests to determine the appropriate grade placement. The student's age and previous school experience should be considered when determining grade placement.
- The State Department of Education will issue a schedule for administered exams each year. Schools are responsible for administering these exams as outlined by the district testing coordinator.

Interpretation

- The results of the EOC exams and Literacy exams should be shared with the teachers and disaggregated. The test data should be used by the teacher to help plan and guide future instruction for individual students and classes. Students and parents are given individual test scores. The results from the quarterly assessment tests should be used to plan and guide future instruction. Building administrators are expected to share the analysis of test data with the assistant superintendent.

Recording of Results

- Results of standardized testing should be recorded on the student's permanent record card on file in the school office. Individual information also may be found in students' cumulative folders. Teachers should be encouraged to refer to the cumulative folder and permanent record cards frequently, keeping in mind that all school records are confidential and the information is not to be divulged to anyone except parents/and or legal guardians and teachers who work with the students.

ACADEMIC IMPROVEMENT PLANS

The following guidelines are to be used in writing Academic Plans for students not scoring above the pass level on the End of Course (EOC) Exams in algebra and geometry, the high school literacy test, and for those students not scoring at the proficient level on the Benchmark Exams in grades 6-8:

- School personnel and the student's parent or guardian will develop an Academic Improvement Plan (AIP) jointly.
- The AIP shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the AIP.
- The AIP shall be developed using the format that can be downloaded from the Rogers Public Schools' website.
- Teachers and/or school personnel that are knowledgeable about the student's remediation needs shall develop the AIP cooperatively.
- The principal or his designee and the parent or guardian shall sign the AIP.
- The AIP shall contain multiple remediation methods and strategies that are specific to the needs of the student.
- Teachers who have the student in class shall be aware of the contents of the AIP and assist in the implementation of the methods and strategies.
- Each school is to notify parents and guardians of the remediation requirements and retention consequences for failure to participate in the AIP.
- Students in Grade 6 who do not participate in the AIP will be retained at the end of the school year. Parents shall receive notice before the end of the third quarter of their student's failure to participate.
- Beginning with the 2009-2010 school year, students who fail to meet the pass rate on the end-of-course assessment shall not receive credit for the course without meeting at least one of the following conditions:
 - Passing a subsequent end-of-course assessment.
 - Passing an appropriate alternate exit course exam.
 - Demonstrating alternate competencies or alternative levels of competency contained in the student's Individualized Educational Plan (IEP).

Who needs an AIP?

- sixth, seventh, and eighth grade students who score at the basic or below basic level in math on the CRT
- Algebra I students who score at the basic or below basic level on the EOC.
- Geometry students who score basic or below basic level on the EOC.
- Biology students who score basic or below basic level on the EOC.
- Seniors who score basic or below basic level on the High School Literacy Test, given in the eleventh grade.

In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading and/or math deficiencies, the individual education program shall serve to meet the requirements of the AIP.

PROFESSIONAL DEVELOPMENT

Professional development is defined as a set of coordinated planned learning activities for educators that improves the knowledge, skills and effectiveness of teachers; improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills; leads to improved student academic achievement, and is research-based and standards-based.

The Rogers School District will provide high-quality professional development focused on teaching and learning to all instructional staff. Teachers and principals will have significant input into the content and delivery of both district and school professional development, but the professional development program shall be coordinated through a lead central office position. Such professional development cannot be provided during a few days scattered throughout a school year, but must be ongoing throughout the year.

The professional development calendar will be June 1-May 31. During each school year sixty hours of professional development are required. The district will provide opportunities for professional growth on ten scheduled professional development days. Professional development may incorporate educational technology as a component, and may provide educators with knowledge and skills needed to teach students with disabilities, including without limitation, autism; and culturally and linguistically diverse students. Professional development provided during the year shall include ADE annual requirements including Child Maltreatment Mandated Reporter in 2013-2014, Parental Involvement in 2014-2015, Teen Suicide Awareness and Prevention in 2015-2016, and Arkansas history for each teacher who provides instruction in Arkansas history in 2016-2017. In addition, administrators must obtain training in data desegregation, instructional leadership, fiscal management.

Up to twelve hours of professional development credit may be earned for time spent planning and preparing curriculum and materials prior to the students' first day of school and in accordance with the activities approved in the Arkansas Department of Education's Rules and Regulations for Professional Development.

Teachers who miss a scheduled professional development day will be charged a sick or personal day, depending on the reason for the absence. Personal days will typically not be granted on professional development days.

All of the sixty professional development hours must be related to the School Improvement Plan, designed to increase student achievement, and approved by the building administrator.

For more information about professional development contact the Director of Professional Development at 479-636-3910.

Flex Day Request

Use the following guidelines for approving professional development hours for the replacement of the district designated flex day:

- Teachers must submit a request on the district Flex Day Individual Professional Development Request Form to the building administrator.
- The approval must be equal to six hours.

- Flex days must have **prior** approval for the substitution.
- The professional development hours must be earned before the district designated flex day.
- Any registration fees, travel reimbursement, or other costs must have an administrator's prior approval.
- The professional development must occur outside of the regular contract time.
- If a stipend is paid or the teacher is using the staff development hours for a lane change on the salary schedule, the teacher may not use the hours as a flex day.
- Building administrators must submit all of the approved requests as outlined by the district professional development coordinator.

Request for Out-of-Building Travel

When a certified employee plans to attend a workshop, meeting or conference, the left side of form #211 should be fully completed. The form should be submitted to the building administrator and then to the appropriate assistant superintendent for approval. If the budget supervisor is different from the building administrator, then the budget supervisor also needs to sign the form before it is submitted to the assistant superintendent. The form should be submitted for approval **prior** to the professional development activity. Unless the district has indicated otherwise, employees should mark the activity as professional development. Each school/department is allotted a set number of professional development days each year calculated with a formula using the number of certified employees. No one teacher will be allowed away from their classroom more than 7 days per year for professional development activities. The administration office tracks the number of days used. Each building principal should keep track of the number of days used by each teacher in their building to monitor the use of their allotted days.

Video Conferences

The following procedures should be followed when an administrator, curriculum specialist, director or lead teacher wishes to receive a videoconference using the compressed interactive video system (CIV). The faculty member or administrator will be referred to as the "host" throughout this document.

The host will:

- Check the web calendar named "Admin-Video Conference" to determine if the time and date is available. Additionally, if more than 15 people are expected, the host must check the "Admin-Board Room" calendar to see that it is available.
- Contact the initiating site and tell them they want to receive the broadcast at "Rogers Public Schools, no room number"
- Contact one of the secretaries for the assistant superintendents in the administration office to have them schedule the conference on the calendar. Give the secretary the time, date, and title of the conference. **Note: Normally the actual start time of the meeting is 30 minutes after the time listed by the originator so that everyone can be brought into the system and roll call performed.**
- Secure the names of the participants and their email addresses. The host will register the participants on the ADE web site. The host will send the sign-in sheet to the ADE.

- Arrange for the Video Conference room to be set up with the appropriate number of chairs and tables. The room limit is 15 without tables and 10 with tables. The boardroom can seat 75-90 people and no tables are available.
- Copy and/or distribute any handouts or materials necessary for the conference.
- The host should attend the conference to handle any needs that may arise.

Notes:

- Most originating sites require a couple of days notice in order to be included as a receiving site.
- The host should contact the technology department if any technical problems arise.
- Roll call may be performed by the host if he/she feels comfortable doing so.
- The host scheduling the conference should also contact the administration reception staff so that they may expect and direct participants to the proper location.

PDC Procedures

To schedule the use of the PDC please contact Lisa Lawyer or Judi Harvey at the administration office. Be sure to check the calendar to see if the dates you want to use the PDC are available before calling.

Evaluation

Teacher Evaluation Summary

Observation Tracks

“Novice teacher” is a teacher having less than one year of public school teaching experience.

“Probationary teacher” is a teacher who has not completed three successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in Arkansas for three years completes the probationary period. District policy requires all new employees have a one-year probationary status.

“Track 2” includes teachers who are not Novice/Probationary or in Intensive Support Status. Track 2 teachers are scheduled for a full summative evaluation once every four years. Track 2A represents the year in which the full summative evaluation is completed. Track 2B1, 2B2 and 2B3 represent the years in which the teacher has a modified observation cycle and the evaluation is based on the PGP.

“Track 3: Intensive Support Status” includes teachers who have received a rating of Unsatisfactory in any one entire domain of the framework or if the teacher has a rating of Unsatisfactory or Basic in the majority of components of a domain. A teacher may be placed in this track at any time from Track 1 or Track 2A based on observations or teacher performance. A teacher may be moved from this track to Track 1 or Track 2A by the evaluator, based on whether goals and tasks of the Intensive Growth Plan are met.

Types of Observations

Formal Classroom Observation – announced visit to a classroom by an evaluator that is preceded by a pre-observation conference to discuss the lesson plans and objectives; conducted by the evaluator for at least 75% of the class period either by observing the teacher in the classroom or through the use of 360° video technology or for a teacher teaching in a block schedule or for a teacher teaching in a block schedule or a class period lasting longer than 60 minutes may be adjusted to allow for an observation for 45 minutes or more of the teacher’s class period. Post observation conference is conducted following the formal observation.

Informal Classroom Observation – visit to a classroom by an evaluator that may be unannounced or for a shorter period of time than a formal classroom observation.

Observation Chart

Track	Informal Observations	Formal Observations	Summative Evaluation	PGP	IIP
1: Novice / Probationary	≥ 2	≥ 1	YES	YES	
2A	≥ 1	≥ 1	YES	YES	
2B3	≥ 2		Review PGP	YES	
2B2	≥ 2		Review PGP	YES	
2B1	≥ 2		Review PGP	YES	
3: Intensive	2 per month w/ post-conf.	≥ 1	YES		YES

Observation Timelines by Track

Track 1: Novice/Probationary Track Timeline

Step 1: August—October

- First year teachers complete the Self-Assessment Form to assist in the development of the Professional Growth Plan, (PGP).
- First year teachers develop a PGP based on the framework, in collaboration with the evaluator, personal identification of needs from the self-assessment, and building priorities.
- The PGP is an individual plan for growth. The novice teacher’s mentor provides support to the novice based on the PGP’s areas of focus and each of the 22 components in the framework.
- It is recommended the administrator completes at least two informal observations (may be unannounced), based on the identified components of the PGP, with feedback, before completing a formal observation for each novice teacher.
- Using a teacher’s PGP, the evaluator and teacher plan actions, professional learning, or changes in instructional practice for the year.

Step 2: September – December

- Certified evaluators should conduct at least one formal observation (announced). Pre-observation and Post Observation questions may be used for this process.
- Administrator completes a Formative Evaluation for each teacher based on the results of formal observation.

Step 3: November-April

- Additional informal observations with feedback should be conducted based on the results of the formal observation and/or from the PGP’s identified components. Frequency of the observations should be dependent upon the teacher’s performance from formal and informal observations.
- An additional formal observation may be conducted if the evaluator feels it is needed.

Step 4: March - April

SUMMATIVE EVALUATION MEETING

- If a teacher has received Basic or Unsatisfactory ratings early in the year; but improvements are demonstrated, the evaluator may opt to utilize Pre-Summative Evaluation Questions to

determine whether all information and artifacts are submitted prior to completing the Summative Evaluation.

- A conference is conducted between evaluator and teacher to discuss performance on all 22 components obtained from informal and formal observations throughout the year, progress on the PGP, relevant artifacts, and input from the teacher.
- Evaluator makes the final summative rating decision.
- Teacher develops or continues a PGP in cooperation with the evaluator for the next school year.
- If a teacher has an unsatisfactory rating on any domain, the teacher shall be placed in the Intensive Support Status (Track 3)*. The teacher and evaluator develop an Intensive Growth Plan (IGP) by reviewing relevant data to determine goals for a research-based plan of improvement. If poor student performance is the basis for the teacher's status, student performance data is utilized to develop the plan. A teacher may be placed in the Intensive Support Status (Track 3) with ratings of Basic or Unsatisfactory on a majority of the components. The same process for IGP development should be followed. Teacher should receive notice

in writing when he/she is placed in Intensive Support Status (Track 3).

*A teacher may be placed into the Intensive Support Status at any time during the academic year. If placement in the Intensive Support Status does not happen at the summative evaluation at the end of the academic year, the teacher should immediately be evaluated based on procedures in Track 3.

Step 5: Due April 15th

- Send copy of summative evaluations (only send the Final Rating printout – one page per teacher which indicates average of each domain) to respective asst. supt. by **April 15th**.

Track 2A: Interim Teacher Appraisal Timeline – Summative Evaluation

Step 1: August—October

- The Professional Growth Plan (PGP) is an individual plan for professional growth. Teachers should have begun developing or completed their PGP in the spring at the conclusion of the summative evaluation conference.
- Using a teacher's PGP, the evaluator and teacher plan actions, professional learning, or changes in instructional practice for the year.
- At least one informal observation (may be unannounced), based on the identified components of the PGP, with feedback, should be conducted prior to a formal observation.

Step 2: September – December

- Certified evaluator should conduct at least one formal observation (announced).
- Evaluator completes a Formative Evaluation for each teacher based on the formal observation.

Step 3: November - April

- Additional informal observations with feedback should be conducted based on results of the formal observation and/or from the PGP's identified components.
- An additional formal observation may be conducted if the evaluator feels it is needed.

Step 4: April--May

SUMMATIVE EVALUATION MEETING

- If a teacher received Basic or Unsatisfactory ratings on any components early in the year; but improvements are demonstrated, the evaluator may opt to utilize Pre-Summative Evaluation Questions to determine whether all information and artifacts are submitted prior to completing the Summative Evaluation.
 - A conference is conducted between evaluator and teacher to discuss performance on all 22 components obtained from informal and formal observations throughout the year, progress on the PGP, relevant artifacts, and input from the teacher.
 - Evaluator makes the final summative rating decision.
 - Teacher develops or continues a PGP in cooperation with the evaluator for the next school year.
 - If a teacher has an Unsatisfactory rating on any domain, the teacher shall be placed in the Intensive Support Status (Track 3)**. The teacher and evaluator develop an Intensive Growth Plan (IGP) by reviewing relevant data to determine goals for a research-based plan of improvement. If poor student performance is the basis for the teacher's status, student performance data is utilized to develop the plan. A teacher may be placed in the Intensive Support Status (Track 3) with ratings of Basic or Unsatisfactory on a majority of the components in one domain. The same process for IGP development should be followed. The teacher should receive notice in writing that he/she has been placed in Intensive Support Status (Track 3).
- **A teacher may be placed into the Intensive Support Status at any time of the year. If placement in the Intensive Support Status does not happen at the summative evaluation conference at the end of the school year, the teacher should immediately be evaluated based on procedures in Track 3.

Step 5: Due April 15th

- Send copy of summative evaluations (only send the Final Rating printout – one page per teacher which indicates average of each domain) to respective asst. supt. by **April 15th**.

Track 2B: Interim Teacher Appraisal Timeline – Non-Summative Evaluation

At any time the evaluator believes there is evidence to support several areas of growth not addressed on the PGP, the evaluator may place the teacher in Track 2A. If after being placed in Track 2A, a teacher may be placed in Track 3 if evidence from observations supports placement.

Step 1: August--September

- The PGP is an individual plan for professional growth and is the focus of the evaluator's observations. The PGP should be developed collaboratively with the evaluator and reviewed and revised as needed.
- Using a teacher's PGP, the evaluator and teacher plan the actions, professional learning, or changes in instructional practice for the year.

Step 2: October--April

- Evaluator conducts multiple informal observations (may be unannounced) with feedback focusing on professional growth to ensure the teacher is meeting the outcomes of the PGP.
- If the evaluator feels there are areas of concern based on the informal observations, the teacher will be moved into Track 2A and receive a full summative evaluation.

Step 3: April- May

- Teacher and evaluator conference to determine progress on the PGP and relevant portions of the evaluation framework.
- During the three years, a modified evaluation is conducted using portions of the evaluation framework that are relevant to the PGP.
- Teacher continues or modifies the current PGP, or develops a new PGP based on achievement of goals in collaboration with the evaluator

Step 4: Due April 15th

- Send copy of modified evaluations (only send the Final Rating printout – one page per teacher which indicates average of each domain evaluated based on PGP) to respective asst. supt. by **April 15th**.

Track 3: Intensive Support Status Timeline

The timeline reflected in this document applies to teachers who begin the school year in Intensive Support Status (Track 3). A teacher may be placed in this track at any time from Track 1 or Track 2A based on observations or teacher performance. A teacher may be moved from this track to Track 1 or Track 2A by the evaluator, based on whether goals and tasks of the Intensive Growth Plan (IGP) are met.

When assigning a teacher to Track 3, document with memo to file stating the placement on Track 3. In addition, create an Intensive Growth Plan which must be signed by teacher and administrator. Lastly, forward copy of memo and IGP to HR department to scan in file.

TESS does not conflict, nor is it meant to replace the Arkansas Teacher Fair Dismissal Act (ATFDA). Evaluators should follow all aspects of ATFDA when considering termination or non-renewal.

Step 1: August - March

- The IGP is developed by the teacher and evaluator collaboratively based on data, observations, and artifacts. The principal will review the IGP with the appropriate Assistant Superintendent. The IGP guides the evaluator's observations (informal) which are recommended to be conducted at least **two** times each month. A meeting is conducted following each observation to provide specific and substantive feedback of teacher progress. Documentation of each meeting is maintained by the evaluator, and the IGP is adjusted based on teacher performance.
- Evaluators should conduct at least one (1) formal observation (announced) during the fall semester; however, it is also recommended that a formal observation be completed during the spring semester.

Step 2: April

SUMMATIVE EVALUATION MEETING

- Evaluator completes summative evaluation over all 22 components.
- At this time, one of the following actions will occur:
 - 1) If the teacher met the goals of the plan, the teacher is moved from the Intensive Support track to either Track 2A or Track 1 (if still a probationary teacher).
 - 2) If progress was made but goals were not met, the teacher may be recommended for two additional semesters of intensive support (maximum of four semesters); if the

teacher's time in Intensive Support Status is extended, the teacher should be notified in writing.

3) If the teacher did not make progress, the teacher is recommended for termination or non-renewal (see note in bold above).

4) Appropriate central office administrators will need to be involved in this decision.

Step 3: Due April 15th

- Send copy of summative evaluations to respective asst. supt. by April 15th.
 - Print Final Rating and add signatures of teacher and administrator
 - Final Rating needs to indicate a rating on each component in each domain (may have to use "Ctrl" "P" to print)
 - In addition, send copy of IGP which includes both teacher and administrator signatures (use Intensive Growth Plan form on the district website).
- If it is determined that the employee is not making satisfactory progress in meeting the performance expectations and that due process has been followed, a recommendation for non-renewal may be made before May 1st.

* (Commissioner's Memo LIC-14-006 - Information related to TESS Scoring and future additions and updates related to evaluation may be found at the following web address:

<http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system/tess-evaluation-forms>)

Principal / Assistant Principal / Director Evaluation

All administrators will be evaluated using the state system "AR-LEADS". The process should be documented using BloomBoard. Principals and assistant principals will be evaluated at the Inquiry Category – Non-Summative (3 yrs) or Summative (1 yr) unless they are placed on an Intensive Category. Beginning administrators will be placed in the Probationary/Novice Category for the first three years as an administrator.

Timeline for Inquiry Category – Summative Evaluation Process

Sept. 15th – PGP due

Sept. 30th - Assistant principals will review LEADS Assistant Principal Rubric (Form A1) with principal to determine relevant standards and functions for evaluation.

Sept. 30th - Self-assessment due

Oct. 31st – Staff Survey (Form E) completed(optional) – this form needs to be completed electronically

Dec. 20th – First formative assessment completed (Standards 1, 2 and 4, focus on 2)

Feb. 14th – Second formative assessment completed (Standards 3, 5 and 6, focus on 3)

March 31st – Reflective Narrative (Form D) completed and forwarded to evaluator with artifacts

April 30th – Evaluation Rubric for Summative Assessment (Form A or A1) completed

May 1st – Copy of evaluations (print last page of LEADS evaluation) for principals / assistant principals are due to the superintendent or the respective assistant superintendent.

Timeline for Inquiry Category – Non-Summative Year

Sept. 15th – PGP due

March 31st – Reflective Narrative (Form D) completed and forwarded to evaluator with artifacts

STUDENT ENROLLMENT

Students should enroll at the boundary school with the following documentation:

- Copy of birth certificate or other approved certification of date of birth;
 - A statement by the local registrar or a county recorder certifying the child's date of birth;
 - An attested baptismal certificate;
 - A passport;
 - An affidavit of the date and place of birth by the child's parent or guardian;
 - Previous school records; or
 - United States military identification
- Copy of social security card or an alternate nine digit number assigned by the school administration
- Proof of immunization as required by the Arkansas Department of Health or an approved waiver from this requirement
- Copy of the student's previous school records - The student's official school records will be obtained from the previous school.

Each school secretary should maintain a numbered enrollment list of the student's enrolled at each grade level. As a student's enrollment packet is completed and submitted to the school, the student's name should be added to the enrollment list. In the event that a school is full at a various grade level, the student may be forced transferred to another school in the district. The school secretary should enter student enrollment data into APSCN on the day the student enrolls. Student data must be kept accurately at all times.

Home School Student Enrollment

When a student enrolls from a home school to our district, according to the ADE, the staff shall evaluate the student to determine proper placement. As part of the ongoing assessment process, a state identified norm-referenced achievement test shall be one of the instruments utilized.

Second Day of School- No Shows

After the first day of school, any no-shows should be contacted. If the school is able to confirm the student will be attending school, then keep the student on the school enrollment. If no contact is made, the student should be dropped from the enrollment at the end of the tenth day of school.

Enrollment Reporting

Once the scheduled summer enrollment date has occurred, each building should submit their enrollment to the assistant superintendent's secretary daily by 11:00 a.m. on the district designated enrollment form. This process should continue through the Friday following Labor Day. After this date, enrollment numbers should be submitted by 11:00 a.m. on specified Thursdays throughout the remainder of the school year. Current enrollment figures will be recorded weekly during the school year at the district administration office and reported to the Superintendent.

Use of Social Security Numbers

The use of student social security numbers on any report card or document is prohibited with a few exceptions that generally involve educational records transferred to and from the Arkansas Department of Education and other schools. Student ID numbers in Pentamation were converted from the SSN to a six digit sequentially assigned ID number. The SSN (or state assigned number) is still required by law to be collected and should be put in the SSN field in Pentamation. However, because the ID number has been changed, all of the normal reports from Pentamation should display non-SSN ID's. These ID's are still "private" because passwords are based on them but they do not pose a long-term risk to student identity theft. The intent is to translate all database references from the SSN to the Pentamation ID number. These databases include food service, transportation, and the tables in the student data warehouse. (See Act 246 of 2005 and or Ark. Code 6-18-208 for additional information.)

Withdrawal/Transfer Procedures

Withdrawal of a student means a student is leaving the Rogers School System. Withdrawal information should come from the parent. The student will be provided with a withdrawal slip, which will be completed and signed by each teacher and the building administrator. The cumulative folder items will be sent upon a request from the receiving school by the school office. The withdrawal slip and the student's personal items should be given to the student when they withdraw. For accountability purposes, every effort must be made by the school to document the destination of the student including: school, city, state, or nation outside of the United States.

Transfer of a student means a student is moving from one Rogers' school to another. It is the responsibility of the school office to provide a transfer slip to the student after notification of transfer by parent. The counselors' office will prepare the transfer and other records for the receiving school.

When a student is **withdrawing** or **transferring** from the school, the following procedure should be followed:

- School secretary will run an attendance report, report card, and withdraw the student in APSCN and deactivate the schedule.
- School secretary runs report to re-calculate seats at this time.

Attendance after Transfer

Students who have been in attendance at one of the Rogers Schools for at least one full quarter, if their parents so desire, may remain at that school until the end of the school year, provided parents furnish transportation after they move into another attendance area of the Rogers School District. At the beginning of the next school year, the child must be enrolled at the building in the area in which he/she resides.

Health Procedures

The school nurse needs to be informed the day a student enrolls or drops due to the following reasons:

- The student may have a health concern that needs to be addressed.
- By law, the student has 30 days from enrollment to provide proof of immunizations.

Student Records

According to Act 820, student records will be transmitted electronically by TRIAND between public schools in Arkansas. When a student transfers from a public school in Arkansas and enrolls in a new school, the previous attended school should receive an e-mail from TRIAND notifying that school that the student has enrolled in a new school. The school losing the student must remove the student from its enrollment with an effective date no later than the day following the date of the e-mail.

When a paper copy of student records is received from another district, the building administrator should carefully review the records. Special notice should be given to any information that indicates the student is eligible to receive any special services such as resource, speech, other health impaired, etc.

When a student drops, the secretary should print off a copy of the student's report card before dropping the student in APSCN.

In the event of the death of a student, the deceased students cumulative folder will be labeled "deceased". The cumulative folder will be maintained with the existing inactive folders for the same class of students.

Retention and Distribution of Records for Graduating Seniors

- Cumulative folders will be available to pick up along with diplomas or possibly in seminar class.
- If the student is under the age of 18 a parent must sign the letter.
- Cumulative folders will only be available for one school year following graduation
- After the one year period any folders not picked up will be shredded.
- The school will no longer have copies of birth certificates, social security cards, etc.
- The school will maintain a transcript verifying graduation, dates of attendance, coursework completed in grades 9-12, and standardized test data.
- Folders will only be given to a parent or the student with identification provided- no one else.

RECORDS & REPORTS

Every administrator and teacher should be able to keep neat and accurate records and make correct reports. A certain amount of record keeping is essential for an efficient school program. Each certified employee should be thoroughly familiar with all school forms and reports and be aware of the importance of accuracy and promptness.

A variety of reports are needed at the secondary. Some are daily or ongoing; some are completed at the end of each quarter; others are compiled only at the beginning or the end of each school year. Some of the needed reports and records are as follows:

- Enrollment Reports
- Attendance Records
- Lunch Records
- Cumulative Folder
- Permanent Record Card
- Special Education Records
- Transition of Special Education Records
- End-of School Reports

Enrollment Reports

Once the scheduled summer enrollment date has occurred, each building should submit their enrollment to the assistant superintendent's secretary daily by 11:00 a.m. on the district designated enrollment form. This process should continue through the Friday following Labor Day. After this date, enrollment numbers should be submitted by 11:00 a.m. on specified Thursdays throughout the remainder of the school year. Current enrollment figures will be recorded weekly during the school year at the district administration office and reported to the Superintendent.

Secondary Show Count Directions

For the first 10 days of school each building should submit a SHOW count (see form Appendix C) to the assistant superintendent's secretary at Central Office by 12:00 each day. All schools should develop a process for conducting a SHOW count in the building prior to the first day of school. Directions for submitting Show Counts are as follows:

Day 1

- Count all students who attend on day one. Place the total SHOWS in the SHOWS TODAY column. Submit SHOW count form to Central Office.
- This number will roll over to SHOWS TO DATE on day 2.

Day 2

- Count all students who attend today for the first time and subtract any students who were present on previous day but have officially dropped. Record this number in SHOWS TODAY.
- Add this number to your TOTAL SHOWS TO DATE column from the previous day and report it in the TOTAL SHOWS TO DATE column for Day 2.

Day 3-10: Continue the above process.

The goal is to keep an accurate running total of students who are officially attending your school and the district.

Please begin contacting all students who have not shown up for school that are currently enrolled in your building. Verify if they will be attending RPS this year. *DO NOT RECORD THESE STUDENTS AS SHOWS UNTIL THEY PHYSICALLY ATTEND FOR THE FIRST TIME.*

After day 10 drop all students who have not attended this year using the code: SNS (Student No Shows). These should only be students who you can not reach and other districts have not contacted the school for records. If you receive a records request, you must change their withdraw code to reflect this change.

Attendance Records

Attendance should be checked at the beginning of each hour of the school day and recorded. Students who arrive on a late bus are not counted tardy because such a delay is out of their control.

Building administrators will ask teachers to verify attendance records with the school secretary before the quarterly report is generated by the computer. Accuracy in reporting attendance is very important. Dedicated effort must be made to count every attendance hour for every student. At the end of the school year, days attended and days absent will be totaled for each student and recorded on the permanent record card.

Cumulative Folder

A cumulative folder is an official record that follows students from kindergarten through 12th grade. The cumulative folders are kept in the office. The completed folder, including health records and permanent record card is sent to the middle school when the student completes elementary school. A list of all the cumulative folders should be checked against the folders by the receiving school.

The following ESOL items should be kept in the cumulative file:

- The original Home Language Survey (HLS), completed and signed at school by the parent/guardian.
- The yellow copy of the Initial Language Placement Committee Recommendation form(s) (page 1 and 2 if applicable), with parent signature and all LPAC members' signatures.
- The yellow copy of the Student-Parent Interview Form.
- The yellow copy of the Notification of Placement Form, signed by parent and ESOL Office (if level 4 or below).
- For students entering Rogers in grades 6 and above, the yellow copy of the Graduation Requirement for English Language Learners, signed by student and parent.
- Copy of Determination of State Assessment Participation for applicable years.
- Copy on colored paper of the ELL Student Annual Review Form for each spring the student is enrolled in Rogers.

**In the event of the death of a student, the deceased student's cumulative folder will be labeled "Deceased". The cumulative folder will be maintained with the existing inactive folders for the same class of students. **

Permanent Record Card

A permanent record card will be prepared in the office for every student. At the end of the school year, attendance for all students will be recorded on the card. The fourth quarter grades for all

students on roll will be recorded. Other information recorded on the card will be ability and achievement test scores.

These individual permanent record cards are sent to the office of the middle school, with the cumulative file, once a child completes elementary school.

Special Education Records

Special education records are confidential. These records should be kept in a locked file cabinet. The only people that should have access to these records are the people that work directly with the special education student and the parents or guardians of the student. There should be a signature sheet located on the outside of the file cabinet for people to sign anytime the special education records are accessed. The person accessing records should indicate the specific student's records they are reviewing.

Transition of Special Education Records

The following steps should be followed for the transition of special education records:

- All special education teachers, speech pathologists, and principals should receive a schedule of the collaboration meeting dates and the components to be reviewed at each meeting.
- The first collaboration day will be scheduled for the end of April. Folders will be checked for required components and corrections should be completed prior to the next collaboration day. Sending teachers begin discussions with receiving teachers to check schedules and minutes.
- The second collaboration day will be scheduled for one to two weeks after the first day. Teachers will continue to collaborate between the sending and receiving schools. Corrections noted at the first collaboration day are checked. Any remaining folders not checked during the first meeting are checked at this time.
- On collaboration days, groups are divided by grades that are transitioning to a new building (5th & 8th).
- Folders will be given a final check by SSC to ensure corrections are completed and teacher folders are ready for movement to receiving schools.
- Teachers will be notified of any corrections left undone and called into SSC to make final corrections.
- Teachers will be notified of date of transition of folders and their specific assignment time to deliver and receive folders. This notification will be given at least two weeks in advance of transition date.
- Receiving schools will be provided an APSCN list of anticipated students. The receiving school will compare actual folders to the APSCN list to ensure no folders are missing. After confirming that all folders are accounted for, the sending and receiving school will sign to verify accuracy. Any folders missing should be investigated and documented as to the discrepancy.

End-of-School Reports

Retention Report – The district retention report should be submitted by the second week of May to the Assistant Superintendent indicating the names of students that are being recommended for retention. The report should include the rationale for retention and if parents are in agreement.

Room Inventory – Each teacher should complete an inventory that includes items such as furniture, books, instructional materials and AV equipment.

Repairs needed – A list of needed repairs or alterations needed in the classroom should be submitted to the principal.

Summer Addresses – Each teacher should supply a summer address and phone number to be used for necessary communication.

Building Reports - Principals may ask at any time for reports other than those stated above for the efficient functioning of the school plant and curriculum.

GRADING & REPORTING

Progress reports will be sent home during the fifth week of each quarter of school.

Reporting to Parents

Reporting to parents is done in various ways: by the child relating attitudes and happenings concerning daily activities; by personal contact; by telephone; or by written communication. The most formal of these is through the report card at the end of each nine-week grading period. More frequent communication should occur with the parent or guardian of students not performing at the level expected for their grade.

Various types of records are needed for reporting. Some examples are as follows:

Progress Reports – mid-quarter (1st, 2nd, 3rd & 4th)

Class Profiles – STAR, DIBELS, DRA, AIP, IRI, etc.

Phone Logs-

Report Cards – with quarterly attendance and student grades

Report Cards

Evaluation of student academic progress is a primary responsibility of the teacher. Parents and students should receive regular feedback on progress toward meeting academic goals and objectives. The feedback may take many forms, including grade reports, conferences, phone conferences and written communication.

Report cards are completed at the end of each quarter of instruction and usually go to the parent during the second week following the end of the quarter or during Parent-Teacher Conference. The elementary report cards are computer generated and are completed via the district webpage. Grades earned by students for performance in a subject shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. (Policy IKA) The building administrator should review all report cards before they are sent home.

Parent-Teacher Conferences

A scheduled parent-teacher conference will be held two times each school year. Conferences are planned in accordance with the district calendar. Conference days are counted as contract days. It requires extra effort on the part of the teacher to meet with every parent, but the communication lines that are established make it worthwhile. The guidelines listed below should be followed:

- Conferences are to be conducted in coordination with the building principal's outline per building. A reminder should be given to students and parents prior to the dates of conferences.
- A parent sign-in sheet is part of the conference paperwork that must be submitted to the building administrator when conferences are completed.
- Every effort should be made to reach all parents who were unable to attend conferences. These are to be recorded as phone conferences.
- Items that should be discussed during conferences are IRI's, AIP's, interventions, study skills, student progress and behavior.
- A Parent/Teacher Conference Recap report (**Form #247**) is submitted to the Secondary Director's office the Wednesday of the week following the conferences.

RETENTION

Middle School

Students in grades six and seven who have two or more F's in their final year averages for classes in their core subjects will be considered for retention.

Eighth grade students must earn five (5) credits of which two must be in the core curriculum area.

Other Grade Level Requirements 3-8

Any student in grades three through eight (3-8) identified as not passing a benchmark assessment and who fails to participate in the subsequent Academic Improvement Plan (AIP) shall be retained and shall not be promoted to the next appropriate grade, as required by Arkansas Code Annotated 6-15-2009, until:

- (A) The student is deemed to have participated in an academic improvement plan; or
- (B) The student passes the benchmark assessment for the current grade level in which the student is retained.

High School

The promotion of students and grade placement are based on accumulated credits at the beginning of the fall semester.

- 5 credits – Sophomore
- 10 credits – Junior
- 17 credits – Senior
- 24 credits – Graduation

If a student is not promoted, the parent will be notified by phone and/or letter regarding the student's status or classification before the end of summer school registration.

Other Grade Level Requirements 9-12

Any student required to take an end-of-course assessment who does not meet the satisfactory passing levels for a particular assessment shall participate in remediation activities as required in an individualized Academic Improvement Plan in the same school year that the assessment results are reported in order to receive credit on his or her transcript for the course related to the end-of-year assessment, according to Arkansas Code Annotated 6-15-2009.

SCHOOL SAFETY AND WELFARE

Discipline

Good discipline is a product of good planning, teaching and classroom management.

- Teachers and students should develop definite guidelines for harmonious teaching and working together, and the propriety and justice of those should be so obvious that no student can plead ignorance of them.
- Teachers are encouraged to handle their own discipline insofar as possible. In cases when help is needed, the teacher should consult the principal.
- In maintaining discipline, teachers should manifest self-control, fairness, and determination, and be certain that the student understands the reason for the stipulated consequences.
- Teachers should inform the principal in written form of any unusual disciplinary measures, so that telephone calls, notes, etc., from parents can be handled in an informed manner. This written information is to be kept on file in the office. Likewise, the principal, special teachers, and teacher's on-duty should inform the classroom teacher of any unusual disciplinary action concerning students while away from their classroom.
- Discipline should be a learning process and the method used should result in changed behavior.
- Due process procedures should be followed at all time. (See Board Policy JK)

Personal Communication Devices

For students in grades 6-8, the use of any personal electronic communication and entertainment device is not allowed during school hours unless such use has been specifically approved by the principal or designee for medical, educational or other compelling reasons. Students should turn off, secure, and conceal from view (in their pockets, purses, backpacks, lockers etc.) such communication devices when they enter the school buildings during normal school hours unless authorized by school personnel. Note: The use of personal communication and entertainment devices will be permitted before and after normal school hours as determined by the building administration.

For students in grades 9-12, the use of any personal electronic communication and entertainment device is allowed before and after normal school hours and during lunch periods. Students should turn off, secure, and conceal from view (in their pockets, purses, backpacks, lockers etc.) such communication devices before they enter a classroom or other instructional setting during any class period during the school day. The use of personal communication and entertainment devices will be permitted at other times during the school day as determined by the building principal or designee.

Student Criminal Acts

If a school administrator has personal knowledge or has received information leading to a reasonable belief that any person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision shall immediately report the incident to the superintendent and the appropriate local law enforcement agency. For additional information see ADE Rules and Regulations – Report Student Criminal Acts

Parental Notification Documentation

According to district policy JJH-Interrogation of Students by Outside Agencies and state law, school staff must make a good faith effort to notify parents or guardians if students are to be interviewed, reported to or taken into custody by law enforcement or other public agencies. State law, however,

does not require notification in child abuse or maltreatment cases. If the school staff cannot reach the parents or guardians, leave a message for them and leave a number for them to call, day or night. All efforts to notify parents or guardians should be documented.

Individual Safety Plan

When a student is under jurisdiction to have a safety plan that restricts contact with another student or students, the superintendent and school counselor should receive a copy of the court ordered safety plan. The following steps should be followed:

- The principal receives a copy of the plan from the superintendent.
- The principal has a copy placed in the student's permanent file.
- All information in the safety plan is confidential and is protected under the Family Educational Rights and Privacy Act.
- The principal convenes a conference with the student, parent/guardian, and counselor to explain and document the school's responsibilities and actions should the safety plan not be followed.
- The principal has the responsibility to see that the plan is followed when the student is on campus.
- The principal notifies the proper law enforcement office when the student does not follow the plan.
- Failure to follow the plan may result in the student being removed from school with a possible recommendation for expulsion.
- When the student is no longer under the safety plan, the plan and the order regarding the safety plan is to be removed from the student's file and destroyed.

Safety and Welfare of Students

School personnel should make every effort to insure the safety and welfare of all students. Communication between school and home is needed to promote this aim.

- Students on errands – Teachers should not send students on errands away from the building during school hours.
- Leaving the building – Under no circumstances should a student be sent home without permission from the office and then only when the parent is notified.
- Private Instruction – Private lessons, such as music or art, are not permitted during the regular school hours.
- Appointments – Any appointments during school hours will be counted against student attendance.
- Parents must report to the office when checking a student out of school.

To ensure the health and safety of all students:

- A list of all CPR certified employees in the school building should be posted in the office.
- Nurses need to be informed or know the office procedures for students with leave alerts.
- Nurses will work with the building principal to schedule state mandated screening for vision/hearing/scoliosis/BMI. Due to state reports, the nurses have a time frame to complete the designated screenings.

Disaster Drills and Student Safety

- Fire - Schools have a plan for evacuating the building in case of fire, and a plan for positioning students away from the building. Fire drills should be held on a monthly basis, and a record

kept of the evacuation time. Monthly fire drill dates and evacuation times should be reported to the District Technology Reporting manager.

- Tornado - The school must have a plan for the procedure to be followed in case of a tornado alert. Each school must conduct four tornado safety drills each year. They are to be conducted in September, October, January, and February. Once all drills are completed, submit the required ADEM form #329 to the District Technology Reporting manager. (See Act 828 of 2007- Ark. Code Ann. § 6-10-121 for additional information.)
- Threatening Telephone Calls - In case of threatening telephone calls, school and public authorities will be notified, and the procedure recommended in the district Emergency Procedure should be followed.
- Sex Offenders – Building administrators should keep a notebook of all notifications of registered level 3 and 4 sexual offenders. The notebook should be available to office personnel.
Registered sex offenders are prohibited from entering a school campus with the following exceptions:
 - is a minor and is a student.
 - They can come for a public event where admission is charged, a graduation ceremony, or a baccalaureate ceremony.
 - They can come on a non-student contact day.
 - A sex offender who is a parent of a student can come for a parent-teacher conference but must be escorted around the school by a designated school official or employee.
 - A parent sex offender can come to deliver food, medicine, or personal items but must come directly to the school office.
 - A school official may allow a parent sex offender on campus if there is reasonable notice and someone is available to escort them. If a designated escort is not available, the parent sex offender shall not enter the campus until he or she is notified that a school official or employee is available.(See Commissioner’s Communication COM-08-027 for additional information.)
- School Health Index – Annually, each school will assess their campus using the School Health Index for Physical Activity, Healthy Eating and a Tobacco-Free Lifestyle using the following modules:
 - #1 School Health Policies and Environment
 - #2 Health Education
 - #3 Physical Education and other Physical Activity Programs
 - #4 Nutrition Services
 - #7 Staff Health Promotion
 - #8 Family and Community Involvement Assessment

The results of the School Health Index should be compiled and the results should be included in the individual school improvement plan (ACSIP).

FUNDS AND EXPENDITURES

Building Funds

Each school will be allocated a set dollar amount per student each year. These funds are to be used to purchase the needed supplies for the school. In addition, each kindergarten through sixth grade classroom teacher should be given \$20 per student enrolled in the teacher's class for more than fifty percent (50%) of the school day at the end of the first three months of the school year or \$500; whichever is greater. The teachers should use this money to purchase needed educational supplies for their classroom. Various departments such as, physical education, music, art counseling and library/media, will also be budgeted a dollar amount per school. Each school will also receive a budgeted amount per student for field trips. **(See purple book for additional guidelines.)**

Activity Funds

There are two main types of activity funds used by the district. The first type is a campus activity fund, which is used for such things as donations, picture money and the reimbursement for things such as planners. The second type of funds is agency funds, which are held in trust by the school for the benefit of a specific group or for a specific grant. Decisions on the use of these funds are the concern of the specific groups, to whom the funds belong, as long as the decisions regarding the use of funds do not conflict with Board policy and/or legal regulations or restrictions.

Expenditures

All expenditures are subject to district purchasing procedures. No expenditures should be made using undeposited cash.

Approved Uses of Funds

Following are some examples of permitted expenditures:

- The cost of field trips
- Incidentals used in seasonal programs
- Cost of school assemblies, special programs, class events
- Expenses for the sponsor and chaperones for an approved event
- The cost of contest entry fees
- Awards for student achievement
- School supplies
- Funds to waive fees for at-risk children
- Items to beautify the school, classrooms, playgrounds or other school property
- Enhancements to education

Stipends/Payment to District Personnel

No activity funds may be used to increase or supplement the District's salary schedule without the express approval of the Superintendent.

Gifts

Activity funds may not be used to purchase gifts for students or employees. A gift is a gratuitous offering for personal benefit that does not serve a legitimate educational interest. For example, birthday presents and acknowledgements for other personal occasions are considered gifts.

Personal Check Cashing

Employees' personal checks may not be cashed or substituted for cash collections.

Contracts/Leases/Exclusive Agreements

Employees may not enter into a contract, lease or exclusive agreement without approval from the Superintendent or his/her designee.

Fixed Assets

Student organizations should not own fixed assets. Any item that is purchased or donated to the school that has a value of \$1,000 dollars or more, must be listed on the district's asset inventory.

Collection of Money

Teachers should not ask children to bring money for special projects without the principal's approval. Money collected from a student that is a dollar or greater must be receipted in the office. All money collected must be recorded using district provided deposit books or tickets. All money should be turned in to the office every day.

Fund Raising

All fund-raising activities should have prior approval of the building administrator. All fund-raising should be handled through a Parent Organization/Booster Club whenever possible. In the case of multi-school or district-wide activities, the approval of the district administration will be required. Door-to-door sales by students are not allowed for students in grades K-7 and are discouraged for students in grades 8-12. Each group conducting fund-raising on behalf of a school or a school activity will be required to provide an annual statement to the school administrator. The school administrator should send the annual statement to the district administration. The annual statement should indicate the following:

- a list of activities conducted to raise funds
- the amount of funds raised
- how funds were expended

Funds Belonging to Outside Organizations

Funds belonging to outside groups, such as PTA's/PTO's, are not activity funds and should not be handled by school personnel as a part of their official duties. Only officers or the designated treasurer of the organizations themselves should handle such funds. Due to a conflict of interest, it is recommended building administrators and the building secretary should not be an officer in the building PTA's/PTO's.

Grant Writing Procedures

- I. Building Level Administrator Approval
 - a. All grants must be approved by the Building Level Administrator and then District Level Administrator before submission.
 - b. An ON-LINE Approval Form must be completed by the applicant. Applicant will be notified by email of approval or decline of request. The form is available of the district GRANTS web page.
- II. Submission of the Grant
 - a. After approval by the Building Level Administrator and District Level Administrator, the grant application may be completed and submitted
 - b. Please make sure all budget figures are correct and allow for tax and shipping.
 - c. Contact Grants Director if the Tax ID Number is needed.
 - d. Please check for spelling and grammar
- III. Awards
 - a. When the grant is awarded, please send notice and a copy of the Award Letter and/or a copy of the check to the Grants Director. This is necessary for records as the auditors request Grant Award Letters to be on file for grants of \$20,000 or greater.
 - b. Contact Linda Compston for budget code information.
 - c. **REMEMBER: 1) Award monies must be spent on exactly what was requested in the Grant. 2) You must request all purchases with Purchase Orders – DO NOT spend your OWN monies to purchase anything – you will not be reimbursed.**
- IV. Evaluation
 - a. If an evaluation or end of year report is required to be filed with the Grantor, this is the Grantee's responsibility.
 - b. Please send a copy of the evaluation to the Grants Director to review before submission.
 - c. Be sure the evaluation reflects exactly what you described in the original grant and the budget justification matches what was originally requested and/or awarded.
 - d. This piece is very important because it establishes credibility with the Grantor and reflects the ethics and professionalism of the Rogers School District.
- V. Suggestions
 - a. A written thank you is always appropriate following the award of a grant.
 - b. Also consider a short success report during and/or at the end of the program or project possibly with pictures to send to the Grantor. Consider thank you notes from the students. This goes a long way toward future partnerships and granting of monies. All Grantors want to see a ROI – Return on Their Investment.

Please send a copy of the Evaluation Piece to the Grants Director to review before submission.

- c. Be sure your Evaluation Piece reflects exactly what you described in the original Grant and the budget justification matches what was originally requested and/or awarded.
- d. This piece is very important because it establishes credibility with the Grantor and reflects the ethics and professionalism of the Rogers School District.

VI. Suggestions

- a. A written thank you is always appropriate following the award of a Grant.
- b. Also consider a short success report during and/or at the end of the program or project possibly with pictures to send to the Grantor. Consider thank you notes from the students. This goes a long way toward future partnerships and granting of monies. All Grantors want to see a ROI – Return on Their Investment.

Grant Award Guidelines

1. All grant applications must be approved by the building principal, the grants coordinator, the appropriate director, and/or assistant superintendent.
2. Anything purchased with grant money is the property of RPS and is never the property of the person submitting the grant.
3. Anything purchased with grant money that is physically attached to a specific school (such as a Smart Board) remains with the school originally receiving the grant. Such items may not be removed by the teacher grantee for use in a different building.
4. If a grant is specific to a school in that it applies to a program specific to that school, anything purchased with money from that grant remains with the school receiving the grant.
5. If a grant is teacher specific and for instruction and materials that apply to something unique to the specific teacher and/or what and how that teacher teaches, then:
 - If the teacher moves to another school and will teach the same subject/content that the grant was targeted to, then anything purchased for use within the grant will go with the teacher to the new school.
 - If the teacher moves to another school and will not teach the same subject/content, then anything purchased for use through the grant will remain at the school where the grantee teacher originally worked and received the grant and will be available to the replacement teacher, or other teachers in the original school.

TEXTBOOKS

Each year a committee is selected to serve on the secondary textbook adoption committee. The committee consists of classroom teachers from each secondary, a building level administrator, a school board member, a parent, and the assistant superintendent of secondary schools. The committee will study best practices in the specific content area. Teachers serving on the textbook adoption committee will seek the input of the teachers in their perspective school buildings. Once a recommendation is made by the committee, the assistant superintendent of secondary curriculum and instruction will make a recommendation to the Board of Education. Next, the textbooks will be located in the central office for review by the public for one month. The following month the assistant superintendent of secondary curriculum and instruction will make the recommendation to the Board of Education to approve the selected text.

A set of textbooks will be checked out to each student at the beginning of the school year or when they enroll during the school year for each course in which he/she is enrolled. At the end of the school year or when a student is leaving the district, the textbooks should be returned and rescanned to indicate they are now available for use.

In the event that a textbook is lost or damaged beyond use, the student will be assessed the cost of replacing the textbook. When it is the last year for a textbook to be used, the student should be assessed \$5.00. When the money is collected, it should be receipted and the money should only be deposited in the district textbook account. If a student finds a textbook for which he or she has paid the replacement cost, the money will be refunded to the student once the book is returned to the school. The student should bring a copy of the receipt showing they returned the book and reimbursement is needed to the district administration building. The secondary assistant superintendent's office will be notified and a purchase order processed for payment to the parent/student.

Additional Curriculum Materials

Students shall not be asked to purchase materials that are needed to meet the guidelines of the state mandated curriculum. Workbooks, student newspapers, and other consumables will be designated for purchase only as district administration approves. (For additional information see Act 1199 and 1577 of 2007.)

Textbook Orders

- The Secondary Curriculum Specialists will work with the Executive Secretary to the Assistant Superintendent of Secondary Curriculum and Instruction to process all new textbook adoption orders for each building.
- Orders are approved by assistant superintendent.
- Purchase Order and order form are sent to order house (Educators Book Depository, Follett, Budgettext, etc.)
- Each building Textbook Administrator will be sent an electronic or paper copy of all materials ordered
- All orders will be delivered to the district textbook repository
- District Textbook Coordinator will process all textbooks into the inventory program
- School Services will be notified to pick up and deliver textbooks to receiving school

- Once invoices are received, a copy will be sent to the District Textbook Inventory Coordinator to sign off as received. This copy will be returned to the assistant superintendent's secretary for use in processing payment.
- Additional orders due to enrollment increases will be ordered and processed as described above. However, once inventoried they will be shelved in the repository. The building textbook administrator should make requests for additional texts as needed.

When additional orders are needed during the school year:

- Send a textbook request to the repository via e-mail. Please include: ISBN#, Title of book, publisher, and amount of texts needed. The textbook repository will fill the order if textbooks are available. If additional texts are needed, the repository will contact the assistant superintendent's office who will then place an additional order.

Requests for Teacher Resource Materials

Upon new adoption:

- Principals, department chairs or lead teachers will inform the appropriate secondary curriculum specialist of the number of teachers teaching each course.
- Secondary curriculum specialist will contact the publisher representative with names and building assignments of teacher that will be utilizing each text.
- Teacher edition and resource materials will be requested to be sent to the textbook repository to the attention of the teacher.
- Textbook repository coordinator will receive materials and barcode any Teacher Edition text and enter it into the inventory program.
- TE and other resources will be sent by school services to the building, to the attention of the teacher.

For already adopted materials:

- Principals, department chairs, lead teachers or classroom teacher should check at the textbook repository for teacher's edition and/or teacher resource materials.
- If no materials are found, principals, department chairs, or lead teachers will inform the appropriate secondary curriculum specialist of the need for additional resources in a specific course.
- Secondary curriculum specialist will contact the publisher representative with name and building of teacher who needs materials.
- Teacher edition and resource materials will be requested to be sent to the textbook repository to the attention of the teacher.
- Textbook repository coordinator will receive materials and barcode any Teacher Edition text and enter it into the inventory program.
- TE and other resources will be sent by school services to the building, to the attention of the teacher.

Student Consumables

- The school district DOES NOT purchase student consumables.
- Depending on the adoption, certain publishers provide student consumables along with the purchase of textbooks.
- If those student consumables are only sent once upon the original purchase, the materials will be barcoded and used as a classroom set of resources.

If those student consumables are sent each year of the adoption:

- They will be sent to the building to the attention of the department chair, lead teacher or classroom teacher, as appropriate.
- In May of each school year, the appropriate secondary curriculum specialist will contact the department chairs and lead teachers of departments with repeating student consumables as part of their current adoption to get a request on numbers of workbooks for the following year. **NOTE: If teachers are not using these materials, they will not be ordered.**
- The secondary curriculum specialists will turn in the requests to the appropriate publisher representative for shipment over the summer. Shipments will be sent directly to the buildings to the attention of the department chair, lead teacher or classroom teacher, as appropriate.

Upon arrival at the building:

- All instructional materials including textbooks, instructional materials, workbooks and consumables will be delivered to the school Library Media Center.
- The library media specialist and the assistant principal in charge of textbooks will work with content area teachers to get textbooks, instructional materials, workbooks, and consumables distributed to where they are needed.

Locating Textbooks in District

- Log into the districts' WebText- Go to, More "go" Links, Textbook Checkout (WebText), (User Name: view, Password: lookup88) this is a general name and password and will give you "view only" permissions.
- Go to "Textbook select view/edit" function.
- You can find the title in question by toggling down the list or by doing a quick search. Press ctrl+F for "find," then either enter the book title or ISBN. On the far right of the line, you'll see "view." Click. Display shows the number of books at each building, number of books in use and the number of books available.

Transferring Textbooks Between Schools

The building textbook administrator needing books can first access "Textbook select view/edit" in WebText to see what is available. (see notes below to execute the function)

- Contact textbook repository to notify them that additional texts are needed.
- If needed books are located at a school, the textbook administrator should contact the other schools' textbook administrator to check availability. The administrator can then travel to the school where the books are located.
 - o Log onto WebText as him/herself
 - o Check in books - By logging in as him/herself and checking in the books, the textbook administrator has now electronically transferred the books to his/her school.
- If needed books are located at the district bookroom, the textbook administrator may travel to the district location or the texts can be delivered by school services.
 - o Check in all books immediately upon returning to school.

Procedure for Retiring Secondary Level Textbooks

The district Textbook Repository Coordinator and the Secretary to the Assistant Superintendent of Secondary Curriculum and Instruction will coordinate the “textbook retirement process” with support from office of Secondary Curriculum and Instruction.

General Procedures

- Identify textbooks that are retiring from your building.
- Books are to be boxed by title and clearly marked. **DO NOT** mix titles within the same box.
- Move the books to a logical collection point in each building for pick up by book buyers.
- Report to the office of the executive director for secondary curriculum and instruction the location of your retiring textbooks for communication to School Services by the secondary curriculum office.
- Follow all instructions communicated regarding the textbook retirement process as it develops.

Option 1: If a student requests permission to keep a retiring textbook, they may do so.

Option 2: Sell retired textbooks to book rebuyers

- Textbook rebuyers are currently being contacted.
- Textbooks must be boxed, marked and in a pick up location in your building no later than the end of the day on the day following the last day of school. (Boxes should contain one title per box only).
- School Services will be contacted to pick up retiring textbooks not purchased from each building. They will be delivered to the repository at the Annex.

Option 3: Donate unsold books to Rogers Recycling Center

- If no interest is expressed from the book rebuyers, contact will be made with the recycling center to donate the books to them.

Textbook Check Out & In

Access program at: <http://www.rogersschools.net> under the Go To menu then “more go links”. To continue in the program you must supply a Login and a Password. Note: Some accounts are “view” only. Other accounts have the check out and check in function.

To check out a textbook:

- Access program
 - Select “check out a textbook”
 - Scan Patron ID (Student or staff)
 - Scan barcode on spine of book
 - Encourage student to write his/her name in textbook
- Students must fill out a textbook agreement for each textbook they have (*see Appendix E*)
- NOTE:** The student is responsible for getting the textbook checked out to him/her back to the library.

To check in a textbook:

- Access program
- Select “check in textbook”
- Scan barcode on spine of book

Lost/Non-Returned Textbooks

If a student loses or not returned their textbook to the building the following process will be followed:

- Student receives notification of lost or damaged textbook (*see Appendix F*).
- Student pays for textbook in the school main office.
- Office personnel send payment information to Textbook Repository Coordinator. Send copies of the receipt to her as soon as possible. She will process the payment in webtext as soon as possible.

Information to be included on receipt and given to Textbook Repository Coordinator:

ISBN of book

Barcode ID

Title

Student ID

Student Name

School Name

Receipt Number

Instruct student to keep receipt in case the lost book is found. If the student finds the textbook, the student should bring the textbook along with the original receipt to the building initiating the fine. The building person responsible should then sign the receipt with a note indicating it was returned, send the student to the assistant superintendent for secondary curriculum and instruction’s office where the refund will be processed. Buildings are to deposit any money collected for lost or damaged textbooks into the district textbook fund.

ROGERS PUBLIC SCHOOLS' LEADERSHIP ACADEMY
Procedures for Professional Development Study

Once a school or group determines the date(s) they will use to work on their Professional Development Study, notify the Federal Programs office. Indicate whether a substitute will be used. If a substitute is needed, complete a Daily Individual Absentee Report and have the building secretary enter the information into APSCN using the building's substitute code. The Federal Program office will keep track of the days and reimburse the district at the end of the school year for all the substitute expenses associated with the Professional Development Study.

Whether a leadership academy participant needs a substitute or not, a Request for Out-of-District Travel form (the top portion only), must be completed. The principal must sign the form at the bottom, and send it to the Federal Programs office. The Federal Programs office will obtain all the additional needed signatures. The Out-of-District Travel form must be filled out and submitted since the participant will be working for the district that day, but not in their normal capacity.

PARAPRO ASSESSMENT

Inform potential candidate of the following information:

1. The test consists of 90 questions (30 reading, 30 writing, and 30 math) and is timed. The time limit is 2 ½ hours once the test is started.
2. Rogers Public Schools will supply 2 pieces of legal size scratch paper and a pencil.
3. The fee is \$40.00 and must be paid on the day of the test by the applicant's personal credit card.
4. The test cannot be purchased until the candidate comes to take the test. The candidate must allot 15 to 30 minutes for the purchase and initial set up of the test in addition to the 2 ½ hours for the actual test for a total of 3 hours.
5. The candidate will receive the test scores at the conclusion of the test. A score of 457 or greater is needed to pass the test. It is a pass/fail score. The official scores will be mailed to their home within 4 to 6 weeks.
6. If a candidate fails the test, they must wait 30 days before they can retake the test at the cost of \$45.00.
7. If a candidate wants to study for the test, they can log onto the ETS website at www.ets.org/parapro. Once on the ETS website, click on the "Tests" tab and scroll down the "Alphabetical List" tab to Parapro Assessment. Click on the "Parapro Assessment" link in the paragraph to the right describing the assessment. It will take you straight to the Parapro Assessment Information site. Under "Test Takers" click on "About the Test" tab. This is a great source of information and answers most questions. Once you are directed to the next screen, click on "Test Preparation" and scroll down to "Parapro Assessment: Test at a Glance". The direct link is: http://www.ets.org/Media/Tests/ParaPro_Assessment/0755.pdf.

FOOD SERVICE

Meal Benefit Eligibility Status

School Food Authorities (SFA) must provide free and reduced price benefits in accordance with the provisions explained in the Eligibility Guidance for School Meals manual. Authority for these requirements is found in the Code of Federal Regulations, 7 CFR Part 245, and other applicable USDA regulations. All schools participating in the NSLP (National School Lunch Program) or SBP (School Breakfast Program) must make free and reduced price meals available to all eligible students. Eligibility must be determined by income and household size or by categorical status (homeless, migrant, and food stamp recipient). Eligibility determination is the responsibility of the district's Child Nutrition department.

Media Release

Near the beginning of each school year, the public must be notified that the NSLP, SBP are available in the school or school district. This notice must include the eligibility criteria for free and reduced price meals. It must be provided to the local news media, the employment office, and any major employers who are contemplating large layoffs in the attendance area of the school. The district's Child Nutrition Program Director will be responsible for publishing the notifications to appropriate entities no earlier than July 1 and no later than the beginning of the school year and at any other time during the year as the need arises. Copies of the public release must be made available upon request to any interested person. Individual schools are encouraged to post the media release in the public or parent information area.

Letter or Notice to Households

Also each year at the beginning of school, letters or notices must be distributed to the households of children attending the school. This letter or notice should tell the households that school nutrition programs are available and that meals may be available free or at a reduced price. An application form must be included with the letter or notice. The letter or notice should be sent to households of all schoolchildren as early as possible in the school year so that eligibility determinations may be made and free and reduced price benefits provided as soon as possible. However, no applications may be distributed before July 1 of the current school year. The district's Child Nutrition Director is responsible for providing the Letter to Households and the current Meal Benefits Application to be printed and distributed by each school. The letter and application must be distributed together to every student enrolled in school and to every new student enrolled during the school year. Application packets may be mailed prior to school starting (after July 1) or sent home with folders during the school year. ALL APPLICATIONS AND NOTICES FROM THE PREVIOUS YEAR MUST BE DESTROYED. Only the current year's letter and application are valid. Any application received from the previous year will be denied and returned to the school. It will be the school's responsibility to immediately provide the household with the correct application packet.

Categorically Eligible Students

Students who are food stamp recipients and appear on the Direct Certification list provided each year by DHS or who have been designated as homeless or migrant will automatically be designated as receiving free meal benefits and will not be required to submit an application. Students that are food stamp recipients and DO NOT appear on the Direct Certification list will be required to submit an application.

Foster Child

A foster child is a child who is living with a household but who remains the legal responsibility of the welfare agency or court. Such a child is considered a household of one and must submit an application.

Foreign Language Translations

Where a significant number or proportion of the population eligible to be served in the district needs information in a language other than English, SFA's must make reasonable efforts, considering the size and concentration of such population, to send appropriate non-English language household letters or notices and application forms to such households. The district's Child Nutrition Director is responsible for providing Spanish language applications or others as designated by the district as "significant populations" to be printed and distributed to each school.

Schools are encouraged to provide households with assistance in completing applications through the use of personnel proficient in foreign languages.

Free and Reduced Price Reimbursement

The SFA must have an approved application or a list of *directly certified* students or a list of students designated as *homeless* or *migrant*, on file for each student served a meal meeting program requirements that is claimed for Federal reimbursement at the free or reduced price rate. No meals may be claimed for reimbursement for children that do not have an approved application on file.

Benefits Prior to Processing

Before applications are processed for the school year, the SFA may only claim and be reimbursed for free and reduced price meals for children who were approved for benefits in the previous school year. Applications from a prior year are only valid for the first 30 operating days of the school year (beginning with the first day of school).

Prior to processing applications for the school year, SFA's cannot claim or be reimbursed for free and reduced price meals served to new children who are not part of households approved the previous year or to children who transfer between school districts unless the receiving school district obtains a copy of the prior year's application. Therefore, to expedite eligibility determinations for all such new enrollees it is very helpful for schools to "tag" or otherwise identify applications with new students listed so these may be processed first by the Child Nutrition office. Households without an approved application from a prior year are responsible for paying the full price of meals until an application has been approved for benefits.

Application Approval or Denial

Households that submit an incomplete application cannot be approved. If any required information is missing, the information must be obtained before an eligibility determination can be made. Applications missing the signature of an adult household member must be returned for signature. Households who have submitted an incomplete application are responsible for paying the full price for meals until the application is corrected and approved for benefits.

Temporary Approval

Nutrition approving official will issue temporary approval of the application. The timeframe for a temporary approval may vary depending on the household's When a household reports zero income or a temporary reduction in income, the Child circumstances. . At the end of each approval period, the Child Nutrition office should contact the household to determine if the household's circumstances have changed.

Households That Fail to Apply

Local officials (principals or counselors) may complete an application for a student known to be eligible if the household fails to apply. When exercising this option, the school official must complete an application on behalf of the student based on the best-known household size and income information. The source of the information **MUST** be noted on the application. A statement or letter from a school official indicating a need is not sufficient to approve the student for benefits. When filling out the application, names of household members, social security number, and signature of an adult household member need not be secured. These applications should be forwarded directly to the Child Nutrition Director for benefit determination and should be signed by the school official submitting the application on the student's behalf. The household must be notified that the student has been certified and is receiving free or reduced price benefits. This option is intended for limited use in individual situations only and must not be used to make eligibility determinations for entire categories of students.

Notification of Eligibility Determination

All households must be notified of their eligibility status. Households denied benefits must be given written notification of the denial. The notification must advise the household of: the reason for the denial of benefits; the right to appeal; instructions on how to appeal; and a statement that households may re-apply for free and reduced price benefits at any time.

Confidentiality/Disclosure of Eligibility Information

SFA's may disclose children's free and reduced price meal eligibility information only to programs, activities and individuals that are specifically authorized access under the NSLA. This is an option, not a requirement. Parental consent is required for any other purpose. Parent waivers may be obtained through the Child Nutrition department and must be kept on file in the Child Nutrition office for audit purposes. Cafeteria managers are not authorized to furnish eligibility information.

Aggregate Information

The SFA may disclose aggregate information to any program or individual, such as the number of children eligible for free or reduced price meals. Information in the aggregate does not identify individual children. Therefore, parental notification and parental consent are not needed.

Income Verification

A percentage of households will be chosen at random for verification of the income reported on the application. The Child Nutrition office will notify each household chosen by letter. Any income information received by the school office should be directed to the Child Nutrition office immediately.

Notification of Adverse Action

All households for whom benefits are to be reduced or terminated must be given 10-calendar days written advance notice of the change. The Child Nutrition office is responsible for notifying households of adverse action.

HOUSEHOLDS ARE NO LONGER REQUIRED TO REPORT A CHANGE OF INCOME DURING THE YEAR. ONCE A HOUSEHOLD IS DETERMINED TO BE ELIGIBLE FOR FREE MEAL BENEFITS, THE STATUS IS VALID FOR THE ENTIRE SCHOOL YEAR UNLESS A HOUSEHOLD IS CHOSEN FOR INCOME VERIFICATION AND BECOMES SUBJECT TO ADVERSE ACTION.

Quick Timeline Reference

Before School Begins (before July 1st)

- Child Nutrition department submits the new Meal Benefits Application and Letter to Households for printing (including Spanish applications)
- Individual schools order application packets through the district office for distribution to households
- Individual schools destroy all applications from the previous year (please be sure to include all school offices normally stocking applications)

Before School Begins (after July 1st)

- Child Nutrition Office publishes the Media release
- Schools post the public release and make available to anyone as requested
- Application packets for the new school year are distributed to all households of enrolled students via mail or other means. Spanish applications should be provided as needed.
- Schools are encouraged to provide help with the application process to non-English speaking households as needed or any household requesting help.

When Applications are Received

- Completed applications received in the school office prior to the cafeteria being open should be sent directly to the Child Nutrition office. Please tag all new enrollees.
- Completed applications received after the cafeteria manager is on-site should be directed to the cafeteria manager.

After School Begins and Throughout the School Year

- Application packets (including the Letter to Households) must be provided by the schools to all new enrollees and to any household requesting.
- Note: Households are required to pay full price for meals until an approved application is processed.

PLEASE

- DO NOT use prior year's applications
- DO NOT ask the cafeteria manager to provide individual benefit status.
- DO NOT provide current year applications to households during kindergarten pre-enrollment. They will not be valid the following school year and will delay the approval process.
- DO NOT send a letter of need to the Child Nutrition office requesting meal benefits for a student. An application must be filled out in accordance with the specified information previously discussed to provide benefits for an individual requesting "severe need" status.
- DO NOT request the cafeteria manager to feed a child a free meal based on your authority. The Child Nutrition program may only claim reimbursement for those students who have an approved application on file.

The eligibility status for free and reduced price meals will be updated on each student's electronic record as changes in status occur. This information is confidential and may be used only for specific purposes approved by federal and state regulations. For regulatory purposes, the Child Nutrition office will be solely responsible for updating the meal status field as the need arises. No other persons should change the code in this field at any time. Questions or concerns may be directed to the Child Nutrition Office at School Services.

STUDENT MEAL CHARGING PROVISION AND MANAGEMENT GUIDELINES

Recognizing the occasional need for students to charge meals, the following guidelines are set in place as an equitable framework to provide for the management of collection procedures.

Elementary & Middle School Students

First Notice:

When a student's lunch account has accrued a negative balance a reminder to the parent will be sent home with the student.

Continued Notices:

If the account balance remains negative and accrues to the value of 5 meals a second notice will be mailed home and a phone call made to the parent by the Food Service Manager to attempt to make arrangements to bring the account current.

If contact has not been made with the parent or satisfactory arrangements achieved and the account accrues to a negative balance equal to 10 days or more, a notice will be mailed to the home and the school principal or his/her designee will make personal contact with the parent to determine if total payment will be made, a payment arrangement reached or if other intervention should be initiated.

Ala Carte items may not be charged.

Options:

If there is a known situation occurring in the home (loss of job, divorce, medical crisis, etc.) causing extreme financial difficulty, the school principal may initiate a "Severe Need" option. A "Severe Need Option" may only be used in the case of the extreme emergency situations that can be documented. This option will qualify the student for free meal benefits on a temporary basis. If the parent is unwilling or unable to sign the application, then the school principal must sign it. This option does not clear the negative balance from the student's account or absolve the parent of responsibility for the amount owed.

Secondary Students (9th-12th)

Secondary students will be allowed to charge one meal. A notice will be sent to the parent when the student's account accrues a negative balance equal to the price of one meal. Secondary students will not be allowed to continue to charge meals. Ala Carte items may not be charged.

Adult Accounts

Adults are expected to pay for meals daily or in advance. If an adult account becomes negative a notice will be given to the adult staff member at the time of service.

FACILITY RENTAL USE GUIDELINES (NON-SCHOOL GROUP OR ORGANIZATION)

School facilities will be made available for community use as long as there is no conflict with official school schedules. The guidelines and applicable rental fees may be found in section KG of the School Board Policies. A staff member must be present whenever the building is in use. The principal of the school will be the approving authority for use of the school facilities. After approval has been granted, coordination between the custodian, the renters, and the District shall be held.

For Rental and Use of the Kitchen

- Contact the Child Nutrition Manager at the school or call the Child Nutrition Director at School Services 631-3539 to reserve the kitchen for any purpose, including PTA events. A minimum of one week's notice is required.
- Complete the "Facility Rental" form for events as required by the school.
- All events must be in compliance with the Arkansas Food Code and USDA regulations.
-

Requirements

- A Child Nutrition Manager or a food service employee, approved by the Child Nutrition Director must be on site during the use of the kitchen for all events. The labor cost for this person will be the responsibility of the renter.
- The event host will be responsible for providing an adequate number of volunteers for the preparation, service and sanitation of the kitchen or will be responsible for the cost of food service employees providing these services.
- All volunteers must comply with the Arkansas Food Code and USDA regulations regarding food preparation, sanitation and service. Minimum requirements for individuals preparing or serving food include wearing appropriate non-slip sole shoes, hair restrained off the shoulder with a clip or hair restraint, removal of jewelry and observance of appropriate hand washing and food safety and sanitation procedures.
- The Child Nutrition Manager or employee in charge of the kitchen will be responsible for directing and supervising food preparation and use of the equipment and the service of food within food safety parameters.
- No USDA commodity food may be used for any event. All food brought into the facility must be from approved sources in compliance with the Arkansas Food Code. No wild game may be prepared or brought into the facility.

FACILITY MAINTAINENCE

School Property

Teachers are responsible for supervising school property at all times. They should report to the principal any abuse of building or equipment. Destruction of school property should not be ignored; immediate action is mandatory. Parents may be asked to pay for damages done to furniture or building as deemed feasible by the principal.

Housekeeping

Housekeeping responsibilities are those activities, which add to the health and comfort of the students and to the attractiveness of the room. With proper planning and guidance, the teacher will find students eager and able to perform most of the housekeeping necessities. These duties afford opportunities to encourage students to accept responsibilities and develop good housekeeping habits. Teachers should do the following:

- close and lock windows before leaving the building for the day and doors should also be locked if so designated by the individual school;
- turn all lights off when the teacher and students leave the classroom;
- have students place their chairs on their desks at the end of the day;
- have students pick up paper, crayons, and any clutter at the conclusion of project activities and at the end of the school day;
- encourage students to practice good housekeeping habits in the classroom, cafeteria, restrooms, all other areas of the building, and the school grounds;
- inform the building administrator when something needs to be repaired in the classroom.

Custodial Staff

The custodial staff is under the direction of the School Services Department but reports directly to the principal. Teachers may request the custodial staff to do small chores, such as helping to open windows that are difficult, repairing pencil sharpeners, or requesting help when a child has been sick in the classroom. The principal will work with the custodial staff on most projects.

The general cleaning required in and around the building is the responsibility of the custodian. A daily schedule must be followed for maximum efficiency. The custodian should sweep the entire building, including all classrooms. Cleaning the restrooms and drinking fountains daily is the duty of the custodian. Entrances should be cleaned on the inside and outside daily. A routine of wet mopping and buffing all floors should be done weekly. Regulation of heating/cooling devices outside the classroom is to be done by the custodian. From the direction of the School Services office, the custodian is in charge of minor repairs.

The custodian is not responsible for discipline or supervision of students. The custodian should maintain a business-like relationship with students at all times.

*School Services Department has detailed guidelines for custodial procedures.

Summer Projects

The following common requests are considered under the umbrella of requested summer projects: roofing, paving, painting, flooring, gym floor re-surfacing, electrical, drainage, fencing, landscaping, environmental, HVAC, plumbing, ceilings, security, and kitchen equipment.

These types of requests can be initiated by building principals; school services staff, or administration. Principals are to meet with their respective head custodian, head cook, and teaching staff to determine their specific building requests. These requests are then prioritized and submitted

to School Services for further consideration and project cost analysis. When project pricing has been completed, the central office administration then evaluates proposed requests before approval is granted. Many factors like cost, budget, safety, life expectancy, and appearance, are typically considered in the approval process. Approved summer projects are typically completed during the summer months, but may run into the regular school year.

Principals are to submit proposed summer projects no later than March 1st. List the items in order of priority. Principals will be notified at the end of the year which projects were approved.

Standard Summer Maintenance

Projects such as normal cleaning, floor waxing, carpet cleaning, touch-up painting are not considered as summer projects. These types of necessary tasks are considered standard summer maintenance, and need to be discussed with the principal and head custodian within their respective buildings. Standard summer maintenance should be addressed internally by each building's custodial staff, and should be planned with the principal and head custodian. Normal grounds issues like mowing, weed eating and re-mulching will be done district-wide by the district grounds department as standard summer maintenance. (see *Appendix G*)

Major Project Requests

These are major requests like adding additional building space (cafeterias, gyms, lunch rooms, teachers lounge, classrooms, offices, etc.), and are not considered as summer projects. These types of major projects need to be discussed with the superintendent on an individual basis.

Furniture Requests

Furniture requests are considered separate from summer projects, and need to be submitted as such. Furniture requests include typical classroom furniture such as (student desks, chairs, bookcases, storage units, teachers desks, file cabinets, etc.) Furniture requests also include classroom marker boards and tack boards. Most of the furniture in buildings is standard and is produced by Arco Bell, Hon, or Claridge (for marker and tack boards). These types of requests need to be submitted to the Chief Operations Officer for consideration and approval. Furniture requests need to be submitted by the principal during the first week of April using the Furniture Request Form. All pertinent information about the item that is being requested should be included. The Furniture Request Form is a guide. The Furniture Request Form should include all information possible. However, additional information may be attached.

The list of approved requests will be returned to principals by the first week in May. (see *Appendix H*)

Areas of Responsibility

Jim White: Major expenditures, furniture requests.

Dan Caley: Building maintenance, roofing, paving, electrical, plumbing, fencing, security, and grounds issues. Flooring, environmental, abatement, HVAC, ceilings, and custodial issues.

ALTERNATIVE LEARNING EDUCATION (ALE) REFERRALS/APPLICATION

1. School Counselor fills out the appropriate referral/application for ALE program.
2. School Counselor determines if student is receiving ESOL, **Special Education or 504** services, by looking at screen 100, then identify by appropriate fields.
3. If ESOL:
 - a. Send referral/application form to ESOL office.
 - b. ESOL office will review the application and make recommendations.
 - c. ESOL will send recommendations, documentation and accommodations to ALE Director.
4. If Special Education **or 504**:
 - d. School Counselor will notify the student's special education teacher who will set up an IEP programming conference.
 - e. Send referral/application and paper work from the programming conference to the Special Services Office.
 - f. Special Services will review the application and make a recommendation.
 - g. Special Services will send recommendation, documentation, and accommodations to the ALE Director.
 - h. If 504, follow the same procedures omitting step 1.
5. ALE will make final placement and notify student.

CROSSROADS

- I. Students needing possible placement in Crossroads are identified by their school counselor or parent/guardian. Students will not be placed in the ALE program based on academic problems alone. Students placed at risk, although intelligent and capable, typically manifest one or more of the following characteristics and therefore, to qualify for referral, must exhibit two (2) or more of the following characteristics:
 - a. Disruptive behavior
 - b. Drop out from school
 - c. Personal or family problems or situations
 - d. Reoccurring absenteeism
 - e. Transition to or from residential program
 - I. Personal and family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:
 1. Abuse: physical, mental, sexual
 2. Frequent relocation of residency
 3. Homelessness
 4. Inadequate emotional support
 5. Mental/physical health problems
 6. Pregnancy
 7. Single parenting
- II. Counselors will refer students to Crossroads to schedule an intake interview. The interview will be comprised of at least one Crossroads staff member, the student referred, and the parent or guardian of that student. Students will be questioned as to the need of placement at Crossroads and staff will explain pertinent information about Crossroads to the student. An Alternative Education Placement Team determines placement. This team consists of: teachers, counselor, principal, the parent or legal guardian, and the student. The student and/or guardian may choose at this point not to continue pursuing enrollment at Crossroads.
- III. After the interview the Crossroads' staff, counselor and principal will meet as the Alternative Education Placement Team. This team will determine the student's placement in the ALE. A letter or phone call will notify the parent, student and/or counselor of the final decision.

ALTERNATIVE LEARNING EDUCATION PROCEDURES FOR ENTRY/WITHDRAWAL:

REAP CROSSROADS

Student must have completed the process to be approved and accepted for an alternative program or to be returned to regular curriculum.

ALE Secondary Student Release and Transfer form, (See Lisa Lawyer at Administration Office) must be filled out for each student transferring to or from the ALE programs. This records the withdrawal date, the actual day the student is dropped, the program or school being sent to and from, student name, student id, boundary school, grade, birth date, special ed grade, ELL level, course names attending and current grades, attendance days present, days absent. Any student, who has dropped from an alternative program NOT to return to a building, must also have this form filled out and sent to the Home Building, for correct tracking and documentation of student. One copy is kept in a file at the home building office, one copy is sent to the alternative building, and one copy is put in the student's CUM file. You may want to make an additional copy for the parent.

The student must be dropped by the home building, if going to an alternative program. The alternative program cannot, and should not, just enroll the student without proper paperwork. The Arkansas Department of Education requires a period of time, and an actual drop date and code in the home building vector line before they can transfer to an alternative program. The drop date should be the next school calendar day after the students' last day of attendance recorded with the home building. The withdrawal code will be 012 (going to an alternative school). Do not change the curriculum code at this time. The home building must deactivate the student's schedule. It is no longer necessary to put an alternative code in screen 100, field 8. This list can now be pulled directly from the alternative building student list. If it helps you to know where this student has been assigned, you can type the Facility Name in screen 102, but that is not required.

The alternative building can then enter a new vector line in entry/withdrawal screen W, with the correct alternative building number, the correct entry date the student actually shows up, and an entry code of D (transfer within district). The alternative building must change the curriculum code to AE. This field will pull number of days for funding, so it is very important this is accurate. The student is now ready to have a schedule built in the new alternative program.

Attendance, Discipline, and Grades will all be kept in the Pentamation APSCN_Plus program, at the Alternative Building.

This same procedure is reversed, when a student returns to a home building. The Student Release and Transfer Form must be filled out in triplicate. One copy sent to each building, and one kept in the student's file.

The alternative building must drop the student in entry/withdrawal screen W, and use the date that is one school calendar day after the last day they actually attend. The home building cannot, and should not, drop this student. They cannot enter them back into the home building, until the alternative building correctly withdraws them. The correct withdrawal code from the alternative building will be CUR (Curriculum code change). The alternative building at this time will not change the curriculum code; it should stay AE on the withdrawal line.

The student must now have his schedule deactivated at the alternative program.

The receiving home building will add a new line of entry, enter the correct home building code with an entry date the student actually shows up, and an entry code of AW (same school same year). The home building must change the curriculum code from AE back to RG. This will give the state report the correct number of days in an alternative program.

The student is now ready for a new schedule in the home building. All attendance and grades will be picked up from the transfer sheet sent from the alternative program. Discipline records will remain in Pentamation regardless of the building.

PROCESS FOR ADDING GRADE APPROPRIATE COURSES IN AN ALTERNATIVE LEARNING ENVIRONMENT

Once you have established a need for additional courses for an individual student enrolled in an ALE program, use the attached form and submit to a high school principal. When approved, the courses may be added to the ALE sub-buildings master schedule.

STUDENT DISCIPLINE HEARING Procedures

When it is deemed necessary to make a recommendation to the Rogers School Board that a student be expelled, the principal or designee is to follow these procedures:

1. The principal/designee will suspend the student for 10 school days. The principal/designee must notify the parent by letter and phone and document all attempts to reach the parent by phone on a Suspension Notice Log.
2. The principal/designee will immediately send an email to the Assistant Superintendent of Secondary Curriculum and Instruction using the appropriate form (*see Appendix I*) which shall include the name, address, and current phone number(s) of the suspended student, all pertinent information including the specific rule infraction(s) and a listing of any witnesses to be presented at the hearing. The email is to be copied to the executive secretary of the Assistant Superintendent.
3. The principal/designee will notify the secretary to the Assistant Superintendent of Secondary Curriculum and Instruction if a translator is needed for the hearing. The secretary will then notify the ESOL Office to secure the translator. A translator from the building can not be used for these types of hearings.
4. If the student is enrolled in Special Education, the principal/designee will arrange a manifestation hearing and notify the secretary of the Assistant Superintendent of the date and time of that hearing.
5. The Assistant Superintendent of Secondary Curriculum and Instruction's secretary will arrange the date and time of the hearing to be held within 10 school days of the first day of suspension for the student and notify the principal of the school.
6. A notice will also be given to the parent/guardian in writing and the appropriate principal will contact the parent/guardian by phone. This is to insure that the parent/guardian receives notice in a timely fashion.
7. The principal/designee is to be prepared to provide copies to the Hearing Officer and parent/guardian at the hearing. A checklist of all materials has been given to each to help in this process. (*see Appendix J*)
8. If the parent/guardian is 10 minutes late, the principal/designee is to make a phone call to verify that the parent/guardian is coming.
9. The hearing will run according to the IDH Hearing Protocol. (*see Appendix K*)
10. If the Hearing Officer recommends an alternative educational placement, the principal/designee will send all proper placement forms to the proper administrator in charge of the alternative program(s). (*see Appendix L & M*).
11. All procedural due process, as defined by statutes and court decisions, will be followed at all stages of the student hearing process.

Appendix

Rogers Public Schools Support Organization Form

School Year Ending _____

Organization Name _____

Goals and Objectives of Organization (Please complete if this is your first filing or if you have a change)

- No change from previous year.
- First filing or change. Please explain.

Status

- Nonprofit – Registered with the Arkansas Secretary of State
- Foundation
- “Recognized group” by Leadership Cabinet
- Chartered member of nonprofit organization or foundation
(For initial filing, or if status has changed, attach supporting documentation for status, e.g., annual report filed with Secretary of State.)

Officers

President _____ Phone Number _____

Address _____

E-Mail _____

Vice-President _____ Phone Number _____

Address _____

E-Mail _____

Treasurer _____ Phone Number _____

Address _____

E-Mail _____

Secretary _____ Phone Number _____

Address _____

E-Mail _____

Other _____ Phone Number _____

Address _____

E-Mail _____

Other _____ Phone Number _____

Address _____

E-Mail _____

CHECKLIST FOR STUDENTS IN TRANSITIONAL HOUSING (HOMELESS)

NAME _____ ID _____
 SCHOOL _____ GRADE _____ DATE _____
 SIBLINGS (If known) _____, _____, _____

Enroll students immediately; get paper work later, including unaccompanied youth.

_____ Code them homeless in E-School

_____ E-mail or mail this form to the Director of Counseling

Indicate category for homeless:

___ Burn Outs ___ Doubled Up ___ Hotels/Motels
 ___ Shelters ___ Unsheltered ___ Migrant Homeless
 ___ Unaccompanied Youth ___ Other (explain) _____

_____ Help students get medical records if they do not have them (30 days) Involve your social worker if the family needs help.

_____ The Director of Counseling will notify food services –that the student(s) has been coded homeless.

_____ The student has the right to remain in the school of origin if the parent or liaison requests. Notify the Director of Counseling. Indicate where student needs to be transported to and from. Include a contact number for transportation to confirm arrangements. Transportation has to be approved after receipt of checklist by the Director of Counseling before it can be arranged.

To:

From:

Contact Name:

Contact number

_____ Homeless students are entitled to all services Title 1 students receive. If your student needs services, supplies or medical help, contact the Director of and the Title I, *After the student has been coded and approved.*

___X___ When a student's homeless status changes, you can leave them in E-School, but please notify the Director of Counseling, food services and transportation.

_____ Homeless students are guaranteed access to the same programs other students are **if** they meet the eligibility requirements, including sports, REACH, Sp. Ed. after school care etc.

___X___ Have the school counselor and social worker provide follow up services.

****All homeless coding should be dropped at the beginning of each school year and re-entered if the student is still homeless. Please check your data base. Do not leave them in from last year.***

****The intent of McKinney -Vento is to help keep transitional students in school. It is a federal law that trumps state or district policy if there is a conflict.***

ROGERS PUBLIC SCHOOLS

SECONDARY ENROLLMENT REPORTING FORM
20__-20__

SCHOOL: _____ Date: _____

Please email to Assistant Superintendent's secretary by 12:00 each day.

GRADE	SHOWS TODAY	TOTAL SHOWS TO DATE
6		
7		
8		
9		
10		
11		
12		
Bldg Totals		



Grant Approval Form

Guidelines:

- Complete and submit this form to the Grant Office at least **10 business** days prior to submission deadline.
- Submit to Principal for approval prior to submission to the Grant Office.
- When complete and ready for submission, please attach the Grant to this form and submit to the Grant Director for approval.

Applicant Information		Date of Request:
Grant Writer: _____	Position: _____	
Email: _____	Phone: (____) _____ - _____	
School: _____	Grade: _____	Subject: _____
Building Administrator: _____		
Title of Grant: _____	Project Name: _____	
Submission Deadline Date: _____	Grant Amount Requested: _____	

Funding Source Information	
Grantor/Organization: _____	Phone: _____

E-Mail: _____	

Description
<p>State how this grant supports the connection(s) to student achievement, relation to your school ASCIP Plan, and alignment with the specific curriculum standards in your grade level and content area:</p>

Signatures & Approvals

Grant Writer

Building Level Administrator

Grant Director

Curriculum Administrator

STUDENT TEXTBOOK AGREEMENT

Student, the textbook as described on the back of this page, is on loan to you from Rogers Public Schools. As a part of your ability to borrow textbooks from the school, it becomes your responsibility to return the textbook in a usable condition for next year’s or next semester’s students. **You are responsible for all damages beyond the usual wear and tear of the book and will be fined accordingly.** Should you return the book in a condition that is not usable for next year’s students or should you hang onto the textbook so long that it becomes necessary for the district to order a replacement text, you will be charged the full replacement cost of the textbook.

All teachers will be assessing textbook fines based on the following:

- Removal of barcode label - \$5
- Late return of book - \$5
- Minor damages above and beyond the usual wear and tear - \$5
- Extensive damages – 20% of the total cost prorated for the number of years in the adoption
- Water damage or mold – full replacement cost of the textbook

The library will be assessing textbook fines based on the following:

- Late return of book - \$5
- A late return of book resulting in school ordering additional textbooks – full replacement cost of textbook
- Water damage or mold – full replacement cost of the textbook

You have five days from the date of issue of the textbook to assess all damages on the textbook identified on the other side of the sheet. After five days, you have inherited the damages.

 (Student signature)

 (Date)

From the front

Other damage_____

STUDENT TEXTBOOK AGREEMENT

NAME _____

GRADE LEVEL _____ COURSE _____

TEXTBOOK TITLE _____

BOOK NUMBER _____ REPLACEMENT COST \$ _____

Please check your textbook thoroughly for ANY damages. List below the SPECIFIC damage and LOCATION (pages) of any damages to the book. Damages not specifically listed will be fined against you when the book is returned.

MOLD ALERT: If there is mold in your book, return it immediately to the library media center.

1. Cover damage _____
2. Edge of pages _____
3. Inside of covers _____
4. Spine damage _____
5. Loose cover(s) _____
6. Ink marks _____
7. Pencil marks _____
8. Hi-liter marks _____
9. Stains or discoloration _____
10. Torn, taped, or missing pages _____
11. Dog-eared or bent pages _____
12. Water damage **Return immediately to library media center** _____
13. Other damage (specify on back) _____

Teachers file for use at the end of the term. Fine info goes to Media Center.



Rogers Public Schools

where all **belong**, all **learn**, and all **succeed**

500 W. Walnut Street • Rogers, AR 72756 • www.rogersschools.net • (479) 636-3910 • FAX (479) 631-3504

Dr. Marlin Berry, Superintendent
Dr. Virginia Abernathy, Assistant Superintendent
Dr. Roger Hill, Assistant Superintendent
Mr. Charles Lee, Assistant Superintendent

To the parents of:

Our records indicate that your student has not yet returned or paid for a lost textbook. Listed below are the textbooks that were issued to your student and have not been returned.

Grade 20__:

Building 20__:

Barcode:

Text Book:

Cost:

Issued by:

Before your student will be allowed to receive her/his schedule for the _____ school year, the book(s) must be returned or replacement cost must be paid to the school that issued the book(s). Please present a receipt to receive your schedule. We thank you for your immediate attention to this matter.

Administration
Rogers Public Schools

SUMMER PROJECTS 20__ - 20__

School _____

Principals
Signature _____ Date _____

List desired projects in order of highest priority.

1 _____

Cost Estimate _____

2 _____

Cost Estimate _____

3 _____

Cost Estimate _____

4 _____

Cost Estimate _____

5 _____

Cost Estimate _____

6 _____

Cost Estimate _____

Must be submitted by March 1st for consideration
Please do not include classroom furniture on this proposed project list.
Return this request to the Director of Facilities.

FURNITURE REQUESTS
20 ____ - 20 ____

SCHOOL _____

ARCO BELL

Quantity	Description	Model	Size	Color	Cost per Each	Total Cost	Reason (Replacement/Addition)

HON

Quantity	Description	Model	Size	Color	Cost per Each	Total Cost	Reason (Replacement/Addition)

OTHER MNFG -

Quantity	Description	Model	Size	Color	Cost per Each	Total Cost	Reason (Replacement/Addition)

CLARIDGE (MARKER AND TACK BOARDS)

Quantity	Description	Model	Size	Color	Cost per Each	Total Cost	Reason (Replacement/Addition)

**Rogers Public Schools
REQUEST FOR INTERIM DISCIPLINARY HEARING**

Dr. Darr: This request for recommendation for expulsion is regarding the following student:

DATE OF REQUEST:			
SCHOOL REQUESTING IDH:			
PRESENTING ADMINISTRATOR FOR SCHOOL:			
WITNESS(ES) TO BE PRESENT FOR SCHOOL:	1.		
(Only the administrator and witnesses listed on the letter are allowed to attend hearing.)	2.		
	3.		
	4.		
STUDENT RECOMMENDED FOR IDH:			
STUDENT ID NUMBER AND GRADE:			
SPECIAL EDUCATION IEP/504?	___ YES	___ NO	
IF YES:	MANIFESTATION HEARING	DATE:	TIME:
PARENT/GUARDIAN:			
ADDRESS:			
PHONE NUMBER:			
STUDENT OFFENSE: (ONLY List specific charge) Ex: Possession of a firearm.			
FIRST DAY OF SUSPENSION FOR THIS IDH:			

TRANSLATION NEEDED?	___ YES	___ NO	
IF YES:			
NAME OF TRANSLATOR CONTACTED:			

DATE FOR IDH:			
TIME FOR IDH:			

IDH Hearing Checklist for Administrators

School _____

Student _____ Grade Level _____

Date and Time of IDH Hearing _____

The principal/designee is to be prepared to provide copies of the following to the Hearing Officer and parent/guardian at the hearing:

_____ A copy of the properly signed acknowledgement of the Rogers School District policies and regulations.

_____ If applicable, a copy of the Manifestation Hearing decision.

_____ Any written statements by the student or witnesses.

_____ A copy of the behavior plan or behavioral contract in place prior to the student being recommended for expulsion due to chronic misbehavior or repeated violation of school rules.

_____ The disciplinary record of the student for the current year. If it is a drug/alcohol policy violation include record from grades 6-12.

_____ The current school year attendance record.

_____ Current grades for all classes.

_____ Transcript of grades.

_____ A report by teachers and/or counselors regarding the students work, attitude, and conduct in classes.

_____ Made contact with parent/guardian at least 48 hours prior to hearing to insure they have been properly notified.

_____ Other

Assistant Principal Signature _____ Date _____

Principal Signature _____ Date _____

Interdisciplinary Hearing Committee

Student Hearing Protocol

- Before hearing begins explain the hearing process and ground rules and answer any procedural questions parents or administrators may have.
- Make sure the reporter (Lisa Lawyer) is ready to take notes and that the recorder is operating properly.
- Introduce all members of the committee (include job assignment) and the superintendent's designee. Have the parent, student, and any witnesses introduce themselves for the recording.
- State: *"This is GIVE DATE. We are here today for the interdisciplinary hearing for _____ has been recommended for this special hearing for violation of Rogers Public Schools Student Discipline Policy STATE THE OFFENSE.*
- Ask the student *"Did you receive a copy of the student handbook with the Student Discipline Policy?"*
- "At this time I will ask the school administrator from _____ to make a brief statement regarding the conduct that resulted in the recommendation for expulsion."*
- If the student or administration has brought any witnesses, give the opportunity to make statement and be questioned.
- Ask: *"As parents (or guardians) of _____, do you wish to make a statement or ask any questions?"*
- State: *"You have heard the charges made by the administration. Do you wish to make a statement as to your guilt or innocence?"*
- Ask the parent and student: *"Is there anything that you would like to say before we make a decision?"*
- Ask the administrator: *"Do you have any information as to the student's disciplinary record, attendance, and/or work in his/her classes?"*
- Ask the administrator: *"What is your recommendation to this committee?"*
- Once questions have been answered, State: *"We will consider the recommendation of the administration. We will make our recommendation to the superintendent of schools. You will receive a certified letter with the appeal process outlined if necessary. Does anyone have any questions?"*

Regional Educational Alternative Program
 “An alternative environment, not an alternative education.”
 Bentonville, Rogers, Springdale School Districts
 501 West Elm Street, Rogers, AR 72756
 Ph: 479-986-0807 Fax: 479-986-8526
 Keith Kilgore, Director

Referral Form

Date: _____

District: _____ Bentonville _____ Rogers _____ Springdale

Student: _____ Student ID#: _____

Student’s School of Record: _____

Last 4 digits of student SSN: _____

DOB: _____ Age: _____ Grade: _____ Principal: _____

Parent/Guardian: _____

Best contact phone #: _____ Alt. Contact #: _____

Address: _____

Place of employment: _____ Work phone: _____

Other contact(s)/Relationship: _____
 _____ Phone: _____
 _____ Phone: _____

Student placed at risk typically manifest one or more of the following characteristics:

- _____ Disruptive behavior
- _____ Drop out from school
- _____ Personal or family problems or situations
- _____ Recurring absenteeism
- _____ Transition to or from residential problems

Referral Committee

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

District Approval Signature: _____ Date: _____

Student Records Attachment Checklist

- | | | | |
|-------|--------------------------|-------|-------------------|
| _____ | Class Schedule | _____ | Report Card |
| _____ | Transcript | _____ | Attendance Report |
| _____ | Discipline Reports | _____ | Medical Notes |
| _____ | Course Outline/Textbooks | | |

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Keith Kilgore, Director

Counselor Referral Form

Student: _____ Counselor: _____

Please check all items that apply to the student.

ACADEMIC PERFORMANCE

- Overly motivated to achieve
- Is achieving on par with test scores
- Achieving below potential
- Recent decline in quality of work
- Sporadic performance
- Attitude affecting work

PEER RELATIONSHIPS

- Positive support peer group
- Withdrawn/isolated
- Fighting
- Threatening/intimidating
- Sudden change in peers
- Assumes “victim” role
- Associates with negative peer group

ATTENDANCE

- Frequently absent
- Frequently suspended
- Frequently tardy
- Cuts classes and/or has been truant from school

MAJOR RED FLAGS

- Glamorizes drugs/alcohol
- Talks of suicide
- Dramatic attention seeking
- Depressed/flat affect
- Neglects physical appearance/needs
- Voices sense of hopelessness
- Suspected gang involvement
- Suspected abuse of student

RISK FACTORS

- Past suicide gesture/attempt
- Personal illness
- Illness/death in the family
- Judicial issues
- Frequent relocation/mobility
- Demonstrates behaviors associated with alcohol/drug use

SPECIFIC CONCERNS

- Has run away
- Student is pregnant/teen parent
- Other: _____
- _____
- _____

Additional counselor comments: _____

To provide an environment of education excellence where all **belong**, all **learn**, and all **succeed**.

Alternative Learning Environment (ALE) Student Referral Packet

Student Name _____

Student ID# _____

Referring School _____

Previously assigned/attended an ALE program.
Proof of attendance in an ALE program attached.

ALE Destination:

Crossroads HS

Crossroads MS

Note that if a student is reported to have previously attended an ALE program and the parent can present proof of attendance in an ALE program, we can expedite the process. Check only the box to the left, indicate ALE destination and send the packet, along with proof of attendance in an ALE program, to The Annex, to the attention of the principal. For all other students, the data collection of the formal referral process must be followed.

The items in italics are required documents/information. Please write 'NA' on the items that are not applicable:

- _____ *Discipline records*
- _____ *504 Plan*
- _____ *Attendance Records*
- _____ *Credit Check Sheet and/or grades*
- _____ *AIP*
- _____ *Placement Committee Referral Form (pages 2 and 3 of this document)*
Committee must fill out both pages
- _____ *RTI documentation*
- _____ *Parental agreement form (last page)*
- _____ *Working phone number for the parent/guardian*
- _____ *Interpreter needed (yes / no)*

- _____ SpEd
- _____ *IEP Modifications*
- _____ The district does not support moving students to indirect services in order to be transferred to an ALE location. For SpEd students, documentation of the separate programming and placement must be attached.
- _____ ELL level
- _____ The district does not support transferring an ELL1 and generally an ELL2 to an ALE location except under special circumstances.

(Person initiating process/title)

(Counselor signature)

(Building principal signature)

(Parent signature)

Student Signature

Below this line for ALE use only

Date complete packet received _____

Parent/Student Intake Conference date/time _____

ALE Principal's Signature

Confidential

Placement Committee Referral Form

Student Name: _____ Date: _____

4.00 Special Needs - Alternative Learning Environment (ALE)

4.01 Eligible ALE Students

4.01.1 An eligible ALE student shall exhibit two (2) or more of the characteristics identified in 4.01.1.1 and 4.01.1.2. Students will not be placed in the ALE based on academic problems alone.

4.01.1.1 Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics:

Please mark all items that apply to the student and explain below: You must mark at least one item.

<input type="checkbox"/>	Disruptive behavior
<input type="checkbox"/>	Drop out from school
<input type="checkbox"/>	Personal or family problems or situations
<input type="checkbox"/>	Recurring absenteeism
<input type="checkbox"/>	Transition to or from residential programs

4.01.1.2 Situations that negatively affect the student's academic and social progress may include, but are not limited to:

Please mark all items that apply to the student and explain below: You must mark at least one item.

<input type="checkbox"/>	Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
<input type="checkbox"/>	Abuse: physical, mental, or sexual
<input type="checkbox"/>	Frequent relocation of residency
<input type="checkbox"/>	Homelessness
<input type="checkbox"/>	Inadequate emotional support
<input type="checkbox"/>	Mental/physical health problems
<input type="checkbox"/>	Pregnancy
<input type="checkbox"/>	Single parenting

Comments:

Administrator

Counselor

Teacher

Confidential

Placement Committee Referral Form page 2

Student Name: _____ Date: _____

4.01.1 An eligible ALE student shall exhibit two (2) or more of the characteristics identified in 4.01.1.1 and 4.01.1.2. Students will not be placed in the ALE based on academic problems alone.

Please mark all items that apply to the student and explain below:

ACADEMIC PERFORMANCE

- _____ Overly motivated to achieve
- _____ Is achieving on par with test scores
- _____ Achieving below potential
- _____ Recent decline in quality of work
- _____ Sporadic performance
- _____ Attitude affecting work

OTHER RISK FACTORS

- _____ Past suicide gesture/attempt
- _____ Talks of suicide
- _____ Dramatic attention seeking behavior
- _____ Depressed/flat affect
- _____ Neglects physical appearance & needs
- _____ Voices sense of hopelessness
- _____ Suspected gang involvement
- _____ Suspected abuse of student: physical, mental, sexual (circle)
- _____ Personal illness
- _____ Illness/death in the family
- _____ Judicial issues
- _____ Frequent relocation / mobility / homeless
- _____ Demonstrates behaviors associated with alcohol/drug use
- _____ Transition from Residential Program
- _____ Has run away
- _____ Student is pregnant
- _____ Student is a single parent
- _____ Student is not living with parents

ATTENDANCE

- _____ Frequently absent
- _____ Frequently suspended
- _____ Frequently tardy
- _____ Cuts classes and/or has been truant
- _____ Dropout

PEER RELATIONSHIPS

- _____ Positive support peer group
- _____ Withdrawn/isolated
- _____ Fighting
- _____ Threatening/intimidating
- _____ Sudden change in peers
- _____ Assumes "victim" role
- _____ Associated with negative peer group

Summary paragraph explaining why the student should be considered for an ALE setting:

Administrator

Counselor

Teacher



The Annex

Crossroads Alternative High School Program
Crossroads Alternative Middle School Program
Therapeutic Day Program

2922 S. 1st Street • Rogers, AR 72758 • <http://www.rogersschools.net/> • (479) 631-3690 • FAX (479) 631-3570

Cindy Ford, Principal
Linda Haley, Counselor
Sarah Higgins, Counselor

Re: Parental agreement

Dear parent/guardian:

A placement in alternative education is a partnership between the student, the parent/guardian and the school personnel. As part of our agreement, we will be ready for your student. We will be respectful of your concerns as well as of your student's needs, and we will be responsible for providing the best possible academic experience for your student. In return, we ask that you work with us and be an engaged parent. Specific things we need from you are:

- Your attendance at orientation so that you will learn about the expectations of our program
- Your attendance at fall and spring parent/teacher conferences
- Your cooperation and support

Sincerely,

Cindy Ford, Principal

Parent/guardian, please sign:

My signature below indicates that the person initiating the referral process has had a conversation with me and that I am in agreement with my student being considered for potential placement at Crossroads.

(parent/guardian signature)

(date)

Rogers Public Schools

2011-2012

Book Challenge Guide

A Step-by-step guide for managing the book challenge process.

Contents

Step-by-step guide

Board policies and guidelines

IJL LIBRARY MEDIA CENTER MATERIALS:
SELECTION, RETENTION, AND REMOVAL

IJL—GUIDELINES LIBRARY MEDIA CENTER MATERIALS:
SELECTION, RETENTION, AND REMOVAL

IJLA LIBRARY/MEDIA CENTER: CHALLENGED MATERIALS

IJLA—GUIDELINES COMPLAINT RESOLUTION: CHALLENGED MEDIA CENTER MATERIALS

IJLA—FORM FORM A: PATRON'S REQUEST FOR RECONSIDERATION OF WORK

IJLB LIBRARY COUNCIL

MATERIALS EVALUATION COMMITTEE REPORT FORM B

STEP-BY-STEP GUIDE TO FACILITATE A BOOK CHALLENGE

Day 1: When the media specialist receives a written complaint (Form A), the media specialist should do the following:

- Stamp or write the date of receipt on the form.
- Make a copy
- Notify the appropriate Lead Library Media Specialist and appropriate Assistant Superintendent or Executive Director by sending a copy of the complaint.
- The assistant superintendent will:
 - o Contact the superintendent
 - o Notify the Library Council

Within 20 days of the challenge, the assistant superintendent must:

- Organize a Materials Evaluation Committee
 - Committee members should include:
 - a representative from central administration staff
 - a representative from building level administration
 - a media specialist
 - a classroom teacher familiar with subject challenged
 - a parent
 - a student when appropriate

- Select a chair and recorder for the Material Evaluation Committee.
- Individually and as a committee, examine challenged material in relation to the district materials selections guidelines. Use Form B as your guide.
- Individually and as a committee, check general acceptance of the materials by reading reviews.
- Individually and as a committee, weigh values and faults and form opinion based on the materials as a whole.
- Meet and discuss and prepare a report to the Library Council (Form B)

On or before day 28 of the challenge period, the assistant superintendent must send a copy of the final decision (Form B). The assistant superintendent will:

- Prepare a letter and send to the patron.
- Notify superintendent of the committee's decision.
- Notify Library Council of the committee's decision.

The patron may appeal the decision of the Materials Evaluation Committee to the Library Council within 30 days of the date of the Materials Evaluation Committee's decision. Within 30 days of the receipt of the appeal, the Library Council shall:

- Examine the findings of Materials Evaluation Committee.
- Weigh values and faults and form opinions based on materials as a whole.
- Meet, discuss and prepare a report of the decision for the patron, administration office and Materials Selection Committee.

If a challenge persists, an appeal to the school board may be made. The decision of the school board is final.

Descriptor Term: LIBRARY/MEDIA CENTER MATERIALS: SELECTION, RETENTION AND REMOVAL	Descriptor Code: IJL
---	-------------------------

Each school will determine the need for educational materials and media center materials to allow all students the opportunity for a media approach in addition to basic and supplemental textbooks. Library/media specialists will assume responsibility for the selection of materials at all levels. All material selected will support stated objectives of school library service in support of adopted curriculum. Selection should be an ongoing process, including the removal of material no longer considered appropriate, and replacement of lost and worn materials still of educational value.

Library/media center materials will be approved under the IJL-Guidelines for library/media selection.

Policy Adopted, 11/18/2003
Rogers School District No. 30

Descriptor Term: LIBRARY/MEDIA CENTER MATERIALS: SELECTION, RETENTION AND REMOVAL	Descriptor Code: IJL-GUIDELINES
---	--

The primary objective of instructional materials is to implement, enrich, and support the educational program of the school. It is the duty of the schools to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and presentation of different points of view.

Responsibility For Selection of Materials

The Board of Education of the Rogers Public School System is legally responsible for all matters relating to the operation of the Rogers Public School Libraries. The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system. Recommendation of materials may involve many people: principals, teachers, supervisors, materials specialists, students and parents.

Selection of Instructional Materials

Selection of materials should be a cooperative process involving the media staff, curriculum consultants, teachers and students. The process of examining and evaluating materials and equipment being considered for purchase is continuous and systematic.

In selecting materials for purchase the materials specialist evaluates the existing collection and consults:

- Reputable, unbiased, professionally prepared selection aids
- Specialists from all subject areas

Criteria for Selection of Instructional Materials

Needs of the individual school are based on:

- requests of faculty and students
- knowledge and support of curriculum
- consideration of the existing collection

Materials for purchase are considered on the basis of the following criteria:

- overall purpose
- timeliness or permanence
- importance of subject matter
- quality of writing/production/binding
- readability
- popular appeal
- accuracy
- reputation of publisher/producer
- reputation and significance of the author/artist/composer/producer, etc.
- format and price

In specific areas, the materials specialist follows these procedures:

1. gift materials are judged for selection as stated above and are accepted or rejected by these standards
2. worn or missing standard items are replaced regularly
3. out-of-date or no longer useful materials are withdrawn from the collection

Descriptor Term: LIBRARY/MEDIA CENTER: CHALLENGED MATERIALS	Descriptor Code: IJLA
--	--------------------------

Any person who has a concern regarding media center materials should communicate those concerns to the school media specialist, who will provide Form A: “Patron Request for Reconsideration of Work.”

It is the responsibility of each school library to take certain measures to clarify policies and establish community relations. They will provide a firm and clearly defined position if selection policies are challenged. As normal operating procedure, each library should:

- 1. Maintain a copy of the materials selection guidelines** approved by the school board and copies of Form A: Patron’s Request for Reconsideration of Work.
- 2. Follow a clearly defined method for handling complaints.** The complaint must be filed in writing and the complainant must be properly identified before action is taken. A decision should be deferred until fully considered by the appropriate administrative authority. [See IJLA-Guidelines]
- 3. Maintain in-service training.** Conduct periodic in-service training to acquaint staff and administration with the materials selection policy and method for handling complaints.
- 4. Maintain line of communication with civic, religious, educational and political bodies of the community.** Library board and staff participation in local civic organizations and presentations to these organizations should emphasize the library’s selection process and intellectual freedom.
- 5. Maintain familiarity with any local municipal and state legislation pertaining to intellectual freedom and the First Amendment rights.**

Descriptor Term: COMPLAINT RESOLUTION: CHALLENGED MEDIA CENTER MATERIALS	Descriptor Code: IJLA-GUIDELINES
---	-------------------------------------

Despite the care taken to select materials for student/teacher use and the qualification of persons who select the materials, there may be occasional objections.

- I. If a challenge is made, the procedures are as follows:
 - A. Give patron Form A
 - B. Inform all staff members and the appropriate Lead Library Media Specialist and appropriate Assistant Superintendent or Executive Director.
 - C. Upon receipt of written Form A, the District Library Council, chaired by the Assistant Superintendent or Executive Director, shall designate a Materials Evaluation Committee:
 - 1. a representative from central administration staff
 - 2. a representative from building level administration
 - 3. a media specialist
 - 4. a classroom teacher familiar with subject challenged
 - 5. a parent
 - 6. a student when appropriate

All members of the Materials Evaluation Committee shall be from the school challenged except the administrative staff.

- I. No material shall be removed from use until the Materials Evaluation Committee has made its final decision.
- II. Within 30 days, the Materials Evaluation Committee shall:
 - A. Select a chair and a recorder
 - B. Examine challenged material in relation to the district materials selection guidelines
 - C. Check general acceptance of the materials by reading reviews
 - D. Weigh values and faults and form opinion based on the materials as a whole
 - E. Meet and discuss and prepare a report to the Library Council [Form B]
 - F. File a copy of the report with the administration office
- III. The patron may appeal the decision of the Materials Evaluation Committee to the Library Council within 30 days of the date of the Material Evaluation Committee's decision. Within 30 days of the receipt of the appeal, the Library Council shall:
 - A. Examine the findings of the Materials Evaluation Committee
 - B. Weigh values and faults and form opinions based on the materials as a whole
 - C. Meet and discuss and prepare a report of the decision for the patron, administration office and the Materials Selection Committee

V. If a challenge persists, an appeal to the school board may be made. Decision of the school board is final.

Policy Adopted 11/18/2003
 Revised 11/15/2011
 Rogers School District No. 30

Descriptor Term: FORM A: PATRON'S REQUEST FOR RECONSIDERATION OF WORK	Descriptor Code: IJLA-FORM
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(Attach extra pages if needed to complete statements)

Author, composer, producer, artist, etc. _____

Title _____

Publisher (if known) _____

Request initiated by _____

Address _____

Telephone _____

Complainant represents:

_____ Self

_____ Organization: Please identify _____

_____ Other Group: Please identify _____

1. To what in the work do you object? Please be specific, cite exact parts: _____

2. What of value is there in this work? _____

3. What do you feel might be the result of reading, viewing, or listening to this work?

4. For what age group would you recommend this work? _____

5. Did you read, view, or listen to the entire work? _____

What pages or section? _____

6. Are you aware of the judgment of this work by critics? _____

7. Are you aware of the teacher's purpose in using this work? _____

8. What do you believe is the theme or purpose of this work? _____

9. What would you prefer the school do about this work?

_____ Do not assign or recommend it to my child.

_____ Withdraw it from all students.

_____ Send it back to the proper department grade level for reevaluation.

10. What work of equal value would you recommend to replace this work?

Signature of Complainant _____ Date _____

Policy Adopted 11/18/2003
Rogers School District No. 30

Descriptor Term: LIBRARY COUNCIL	Descriptor Code: IJLB
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The Library Council of the Rogers Schools shall be appointed by the appropriate Assistant Superintendent or Executive Director and consist of:

- 1 Curriculum Specialist
- 1 Lead Library Media Specialist
- 2 Elementary Media Specialists (1 Heritage High School feeder school, 1 Rogers High School feeder school)
- 2 Secondary Media Specialists (rotate high schools and middle schools)
 - 1 Principal (elementary and secondary to rotate)

* In the event there is a challenge at a Library Council member's school, the Assistant Superintendent or Executive Director will appoint a replacement member to serve for the challenge.

Library Council Term - 1 School Year

Descriptor Term: FORM B: MATERIALS EVALUATION COMMITTEE REPORT	Descriptor Code: none
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(Attach extra pages if needed to complete statements)

Physical description of challenged material:

Author _____
 Title _____
 Publisher _____ Copyright _____
 Producer _____
 Other _____

Justification for inclusion of material (include theme and purpose)

Critics judgment of materials: (If possible include copies of reviews indicating the source)

Materials Evaluation Committee's decision and comments: (include statements from majority and minority positions).

Copies sent to:	Signatures of Committee Members	Date
Superintendent _____	_____	_____
Administrative Supervisor _____	_____	_____
Complainant _____	_____	_____
	_____	_____
	_____	_____