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Rogers Public Schools

500 W. Walnut

Rogers, AR 72756

ADMINISTRATION

Dr. Marlin Berry, Superintendent

Mr. Charles Lee, Assistant Superintendent of Secondary Schools

Dr. Virginia Abernathy, Assistant Superintendent of Elementary Schools

Dr. Roger Hill, Assistant Superintendent of Human Resources

BOARD OF EDUCATION

Mrs. Kristen Cobbs, President

Mrs. Lisa Anderson, Vice President

Mr. Byron Black, Secretary

Mr. Curtis Clements

Mr. Sterling Wilson

Mrs. Amy Horn

Mrs. Paige Sultemeier

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. Shannon Passmore	631-3610
Northside Elementary	Mrs. Anita Turner	631-3650
Old Wire Road Elementary	Ms. Shana Maxey	631-3510
Reagan Elementary	Mrs. Laura 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	Mr. 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	636-3910
Crossroads Center	Ms. Cindy Ford	631-3690
Extended Day School	Ms. Cindy Ford	631-3690
REAP	Mr. Terry Ciganek	986-0807

For information regarding the following departments please contact:

<u>DEPARTMENTS</u>	<u>CONTACT</u>	<u>PHONE</u>
<u>ADMINISTRATION BUILDING</u>		
Athletics	Mark Holderbaum	636-3910
Chief Information Officer	Andy Mayes	636-3910
Communications	Ashley Kelley Siwec	636-3910
Counseling & Social Work	Sharon Langston	636-3910
Curriculum		636-3910
Pre-K – 5 th (Elementary)	Virginia Abernathy	636-3910
Curr. Specialists:	Susan Hensley	636-3910
Curr. Specialists:	Beth Pesnell	636-3910
Secondary	Charles Lee	636-3910
CTE:	Dawn Stewart	636-3910
Curr. Director:	Karen Highfill	636-3910
Data & Accountability	Ashley Daniel	636-3910
Federal Programs	Monica Avery	636-3910
Finance		
Chief Financial Officer	Jake Haak	636-3910
Fixed Assets/Teacher Retirement	Blanca Garrah	636-3910
Payroll/Insurance	Ashley Phillips	636-3910
Accounts Payable	Jacque White	636-3910
Contracts/Tax Reporting	Genny Jauch	636-3910
Receipts/Coding	Linda Compston	636-3910
Staff Attendance/Credit Cards	Jeff Toliver	636-3910
Gifted & Talented	Beth Carnes	636-3910
Grants	Debbie Atwell	636-3910
Human Resources	Roger Hill	636-3910
Professional Development	Debbie Atwell	636-3910
Testing	Anne Saullo	636-3910

SCHOOL SERVICES

Director of Facilities	Dan Caley	636-5421
Attendance Areas/Bus Routes	Don Sutterfield	631-3519
Bus Discipline	Bobby Hutchison	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
Library/Media Specialist (Sec.)	Tara Herbert (Lead)	631-3590
Library/Media Specialist (Elem.)	Cheryl Rosenbaum (Lead)	631-3640
Lead Teachers		
Music (Elem.)	Steve Kamilos	631-3510
Music (RHS)	Bill Rowan	636-2202
Music (RHHS)		631-3579
Art (Elem.)	Olivia Slone	631-3561
Physical Ed (Elem.)	Ryan Chiles	631-3610
Physical Ed (Sec – HS)	Deb Walters	631-3621
Physical Ed (Sec – MS)		

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.

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.

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.

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 issues.
- 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/resource 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
- Interviewing, hiring, and training employees as assigned
- Planning, assigning, and directing work
- Addressing complaints and resolving problems.

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. 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.
- 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 students.
- Enters student attendance records into State Database 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/building 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.
- Provides regular classroom guidance lessons for elementary students. Teachers shall remain in the classroom during classroom guidance lessons.
- 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. (secondary)
- Facilitates Student Assistance Program, if applicable.
- Responds to crisis situations when appropriate.
- Proctors PSAT, SAT, and ACT tests. (secondary only)
- 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. (secondary only)
- Aids students in course and subject selections. (secondary only)
- Maintains student records as applicable and protects their confidentiality. (secondary only)
- 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 (Elem & Sec), including Extended Day School, Crossroads, and summer school. (secondary only)

- 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.

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 and State Frameworks.
- 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, quarterly assessments, standardized tests, 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, ESOL, 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
- 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 facilitators
- 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 building administration. 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.

First Days of School

To insure that all students are dismissed according to the parents or guardian's choice of transportation from school, all kindergarten through second grade students should have identification information such as name, address, bus number and phone number attached to their clothing during the first week of school. It is imperative to know if the child is a car rider, bus rider or if the child walks home.

Duty

Teachers are expected to supervise the classroom at all times and to fulfill all assigned duties. Bus and/or hall duty, as scheduled in each building, usually means 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 two Mondays a month. One of these days will be for the purpose of a building-level meeting. The additional Monday will be designated for district-wide meetings. 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. The two 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.

Attendance Requirement

Students must be in regular attendance in order to profit from the instructional program. When absences are unavoidable, students are expected to complete make-up work promptly. Students should be given the same number of days to complete make-up work as the number of days they were absent.

All absences from class, except those caused by approved school activities or in-school suspension, will be recorded for each student. On the eleventh day of a student unexcused absence during the semester, the school will notify the parent that the student may be retained at the current grade during the following school year and/or that the parent will be reported to the DHS. The appropriate prosecuting authority shall be notified of the student's excessive absence at this time. (Board Policy – JE)

Any student absent for any cause shall on his return to school bring a written explanation for the absence to the teacher from the parent or guardian. These notes will be filed as the principal directs.

Tardiness

Students who are late to school, and those who leave during the school day, missing up to two hours in one day, will be charged with a tardy. Excessive tardiness is a serious issue and will result in building-level interventions. Students who miss more than four hours in one day will be charged with one absence. All students who arrive at school after classes are in session should report to the office for a tardy slip before going to the classroom.

Kindergarten Naps

Naps for kindergarten students are no longer allowed.

Period of Silence

Schools shall observe a one minute period of silence at the beginning of each school day. During the period of silence a student may, without interfering with or distracting another student: reflect, pray or engage in a silent activity. The teacher or school employee in charge of the classroom shall ensure that all students remain silent and do not interfere with or distract another student during the period of silence.

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. 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.

After-School Care (Kid's World) Dismissal

If school dismisses prior to the regular dismissal time due to inclement weather, After-School Care will be closed. Parents will need to arrange transportation for their child for the early dismissal time. Parents will not be charged for the inclement weather day. Parents will be provided the above procedure in their enrollment information. After-School Care will document receipt of this procedure. After-School Care will send an e-mail to parents indicating early dismissal if an e-mail address is provided.

Lead Teachers for After-School Care are on duty at 1:15. Lead Teachers will assist in contacting parents if the dismissal time occurs following 1:15.

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 request help from 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

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 request 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

District administration must approve **each** flyer before it is 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 seek approval before sending any flyer home or before posting any flyer.

Promotion

Promotion is a measure of meeting the standards of academic excellence. Fostering student success requires a sharing of the responsibility among student, teachers and families.

In elementary, promotion of students will be on the basis of ability to achieve in the next grade and/or the welfare of the student involved. The classroom teacher is responsible for recommending students for promotion.

Retention

When a student is in danger of begin retained, the teacher should confer with the parents and the principal in a personal conference by the end of the third quarter. Prior to the third quarter, the teacher should schedule a minimum of two (2) conferences with the parent. Marks on the report card should provide supporting evidence of unsatisfactory achievement if the student is to be retained. The teacher should keep documentation of parent notification, conferences and samples of student work. Opportunities for remediation should be discussed with the parents and an Academic Improvement Plan (AIP) should be developed. Students who do not participate in the AIP shall be retained according to Arkansas Code Annotated 6-15-1803. In addition, Arkansas Code Annotated 6-15-2009 requires that students in grades 3-8 who do not pass the required State exam **shall** be retained and not promoted to the next grade level until they have participated in an AIP or passed the State exam for the current grade level in which the student is retained. The principal makes a recommendation for promotion or retention to the assistant superintendent.

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.
- In the elementary schools, teachers may detain students after school with parental permission. Teachers may not detain students from music, physical education, art or library classes.
- Teachers should inform the principal in written form of any unusual disciplinary measures, so 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)

Loss or Theft

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

Personal Communication Devices

Students in elementary schools are not allowed to use any personal communication device (i.e., paging devices, beepers, cellular phones, and similar electronic devices) during the school hours unless such use has been specifically approved by the principal for medical, educational or other compelling reasons. The students should turn off, secure, and conceal from view (in their pockets, purses, backpacks, etc.) such communication devices when they come on school grounds, during school hours, or while on school buses to and from school.

For students in grades 6-12, the use of any personal communication device: (i.e., paging devices, beepers, cellular phones, and similar electronic devices) **is not allowed during school hours** unless such use has been specifically approved by the principal for medical or other compelling reasons. Students should turn off, secure, and conceal from view (in their pockets, purses, backpacks, etc.) such communication devices when they come on school grounds, during school hours, or while on school buses to and from school unless authorized by school personnel. Note: The use of personal communication devices will be permitted after normal school hours.

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 is unable to reach the parent or guardian, a message should be left for the parent and a number should be left for the parent 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 safety plan, and all documents related to the safety plan are 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 in school facilities.
- Appointments – When a student leaves for an appointment, such as a doctor or dentist appointment, during school hours; the time missed will be counted against student attendance.
- Parents 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 shall conduct three tornado safety drills each year. They are to be conducted in September, January, and February. Once all drills are completed, submit the required ADEM form #329 to the District Technology Reporting manager.
- Active Shooter/Intruder Alert – In October, schools must conduct an active shooter drill and school safety assessment in collaboration with local law enforcement and emergency management personnel. Based on the grade level of the students in a school, it is not required to refer to the drill as an “active shooter drill”. Annual training and active shooter drills may be conducted during the instructional day or during non-instructional time periods as determined by the school district.
- 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. It is unlawful for a sex offender who is required to register under the Sex Offender Registration Act of 1997, § 12-12-901 et seq., and who has been assessed as a Level 3 or Level 4 offender to knowingly enter a school campus. It is illegal for a Level 3 or 4 sex offender to be on school grounds except under the following circumstances:
 - Is less than twenty-two (22) years of age and is a student enrolled in a grade kindergarten through twelve (K-12) program;
 - Enters the campus for the purpose of attending a school-sponsored event for which an admission fee is charged or tickets are sold or distributed, a graduation ceremony, or a baccalaureate ceremony;
 - Enters the campus on a day that is not designated a student contact day by the school’s calendar or on a day in which no school-sponsored event is taking place on the campus; or
 - Is the parent or guardian of a student enrolled in a school and enters the campus where the student is enrolled for the purpose of:
 - Delivering medicine, food or personal items to the student. The medicine, food or personal items shall be delivered directly to the school’s office; or
 - Attending a scheduled parent-teacher conference if the sex offender is escorted to and from the scheduled parent-teacher conference by a designated school official or employee.

A sex offender who is the parent or guardian of a student enrolled in a public school and wishes to enter upon the campus where the student is enrolled for any other purpose shall give reasonable notice to the school principal or his or her designee.

The principal or his or her designee may allow the parent or guardian sex offender to enter upon the campus so long as there is a designated school official or employee

available to escort and supervise the parent or guardian sex offender while he or she remains on campus.

If a designated school official or employee is not available at the time the parent or guardian sex offender wishes to enter upon the campus, the parent or guardian sex offender **shall not** enter the campus until he or she is notified that a designated school official or employee is available.

Upon conviction, any sex offender who violates these guidelines will be guilty of a Class D felony. (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).

- Guidelines for Considering Crossing Guards in School Zones - Strong consideration should be given to providing a crossing guard when **all** of the following conditions exist:
 - Elementary or middle school has a Parent Responsibility Zone.
 - Students must cross a multilane street to get from the Parent Responsibility Zone to the school (*Multilane street is defined as having more than two lanes if two way or having more than one lane if one way*)
 - Neither a signal light nor a four way stop sign is present at any point adjoining the campus and in the path to the Parent Responsibility Zone.
 - Both the building principal and the transportation director must agree upon the need.

School Parties

Elementary schools are limited to two parties a year. The designated approved parties are Winter Holiday in December and Valentines. Parties should be limited to approximately one hour. Before any other parties may be planned, they must seek prior approval from the building principal. Parties must be kept to a minimum for the best interest of all and stay within the guidelines of the ADE rules governing nutrition. All foods served to students must be prepared in a health-approved kitchen.

Food and Beverages in Schools

According to the ADE rules governing nutrition, elementary students will not have access to vended food and beverages anytime, anywhere on school premises during the declared school day. The school day is the period from the start of the first class of the day to thirty minutes after the end of the day's classes. An elementary 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 provided 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 any time (ex. edible manipulative, a nutrition food experience, food production in family and consumer science units, and food science units).
- **School Testing Days** – Students may be given any food and/or beverage items that meet the Alliance for a Healthier Generation Smart Snacks Calculator requirements during the school day on scheduled testing days each school year to be determined and approved by the school 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

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 Rogers Public Schools Finance Procedure Guide 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:

- Instructional resources
- 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
- 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

Activity funds may not be used to increase or supplement the District 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

Any item that is purchased or donated to the school that has a value of one thousand 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 students that are one 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 each day.

Fund Raising

All fund-raising activities should have prior approval of the building administrator. In the case of multi-school or district-wide activities, the approval of the district administration is 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 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.



ROGERS PUBLIC SCHOOLS

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: _____
Website: _____

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
 Grant Writing Procedures

Curriculum Administrator

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 secondary 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.

School Closing Recommendations

- Teaching and learning should continue throughout each school day. The principal and assistant principal should be visible in the classrooms and halls and monitor activities. Student contact time should not be used for end of school preparation!
- A Retention Report should be submitted to the assistant superintendent by the end of the first full week in May.
- All media center materials should be returned to the media center by the last day of school. All library books are due the last week of school. Check with the library media specialist to determine if all students have returned their library books. Library fines should be assessed in the library.
- Teachers may be asked for input on district student school supply list. This list should be a basic list that does not exceed \$20.00.
- Teachers check textbooks/instructional resources and assess fines for damaged or lost books. If a student owes for a lost or damaged textbook, the student is required to pay the full cost of replacement. When a fine is assessed: receipts must be written in the office. A description of the damage should be noted on the receipt. A notation should be made on the deposit slip indicating it is textbook/resource money.
- Student report cards should be withheld until all fees such as lunch money, textbook/resource fines, lost or damaged library books, school pictures, fund raising money, etc., has been paid. **(If a family is unable to pay, arrangements may be made with the principal.)**
- Principals should review report cards for attendance and grades. Grades and attendance will be electronically recorded on student permanent record card. The 4th quarter scores from the SBRC are the scores to be recorded on the permanent record card. Attendance for students who transferred from another school in the district should be counted in the attendance total for the year on the permanent record card and report cards.
- Classroom teachers should print a copy of report cards and file in the student’s cumulative folder.

- **Points to Remember or Consider:**

- Report cards need teacher and principal signature (could be electronic)
- Assignment for next year should be noted on the report card
- Report cards are **NOT** to go home with neighbors or friends without a note from the parent. If a student is absent the last day, their report card should be sent to the office.
- On the last day of school, have teachers send report cards of students whose records are to be held until all fees and fines are paid. A note should be attached to each report card indicating the amount that is owed and what the fee or fine is to cover.

UNDER NO CIRCUMSTANCES ARE ANY REPORT CARDS TO GO HOME BEFORE THE LAST DAY OF SCHOOL.

- Teachers should clean all storage areas in the classroom. Nothing should be left on the floor or stacked against the wall. Flags should be stored. Remind teachers to clean their desk.
- Have teachers discard or take home items that are not essential to student learning.
- Bulletin boards should be stripped and staples removed. Remove tape and sticky tack from the walls, doors, windows, hall walls, chairs, tables, desks, etc.
- Marker boards and trays should be cleaned.
- There should be **NO PARTIES initiated by the students or parents**. However, teachers may plan activities approved **by the principal**, if the school has not used all of the allotted days for snacks.
- Remind teachers if they make purchases over the summer, they will only be reimbursed for teaching materials and supplies...no food. Their receipts should not mix personal items with items to be reimbursed.
- Teachers should checkout with the principal on the teacher workday. All paperwork and records need to be completed before teachers leave. Classroom keys and key fobs should be collected from any teacher that is not returning in the fall, such as those that are resigning or retiring.
- Classrooms should be inventoried for teacher resources, instructional resources, math manipulatives, science materials, etc.
- Classroom Inventory – Only list items purchased with district and/or building funds – Keep one copy in the office & post one on inside of classroom door

School Supply Fee

There is a district school supply list for each grade level. The cost of the grade level supplies should not exceed \$20.00. Schools or parent organizations may choose to have school supplies available to be purchased at the school. If supplies are available for purchase at the school, it must be done as a service project and not as a fundraiser. Students shall not be required to purchase their supplies through the school.

The supply list will be reviewed periodically by a committee of classroom teachers. This list will be provided to local stores in early June.

Student Enrollment

Kindergarten

Students who will attain the age of five (5) years on or before August 1st may enroll in kindergarten. A parent or guardian shall sign a waiver and submit the waiver to the Rogers Administration Office if they elect not to enroll a child in kindergarten at age five. Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school to determine whether placement for the child shall be in kindergarten or the first grade.

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
- An identification number for the student. (A Social Security card or request that the school assign an identification number)
- Proof of address within the district boundaries, which may be verified with one of the following sets of documents:
 - A current real-estate property tax receipt and a current utility bill showing the name and address of the student's parent or legal guardian
 - A rental or lease agreement and a current utility bill showing the name and address of the student's parent or legal guardian
 - Copies of a current utility bill from two different utility companies showing the name and address of the parent or legal guardian
 - If the parents or guardians of an enrolling student do not have all of the necessary document, they must bring any documents they do have to the district administration office and sign an affidavit.
- Proof of immunization as required by the Arkansas Department of Health or an approved waiver from this requirement
- Current proof (within the past 24 months) of a physical examination for Kindergarten students
- Copy of the student's previous school records – Kindergarten students will not typically have previous school records. If a kindergarten student has attended kindergarten, the student's official school records will be obtained from the previous school.

Each school secretary should maintain a numerical enrollment list of all students 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, a student may be force transferred to another school in the district. The school secretary should enter student enrollment data into State Database 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 grade placement. As part of the ongoing assessment process, a state identified norm-referenced achievement test shall be one of the instruments utilized.

First Day of School - No Shows

On the first day of school, any no-shows should be contacted. If the school is able to confirm the student will be attending school, the student's name should remain on the school enrollment and should be recorded as a "show". If no contact is made, the student should be dropped from the enrollment at the end of the third day of school.

Enrollment Reporting

Following the scheduled summer enrollment date, the building secretary should submit the school's enrollment to the assistant superintendent's secretary daily by 10:00 a.m. on the district Show/No Show reporting form and should continue through the month of August. During the month of September, the district enrollment form should be submitted by 10:00 a.m. each Thursday. Throughout the remainder of the school year, enrollment numbers should be submitted on the assigned Thursday of each month by 10:00 a.m. 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 State Database 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 State Database. However, because the ID number has been changed, all of the normal reports from State Database 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 State Database 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.)

Elementary Guidelines for In-District Transfers

District Employees

District employees who live **inside the district** may register their children in the elementary school they are assigned. When these children promote to the secondary school level, they will follow the school feeder pattern approved by the Board of Education based upon their residence.

District employees who were hired before April 1, 2009, who live **out of the district** and work at least half time may enroll their children in Rogers Public Schools under current Arkansas state law as long as they reside in Arkansas. District employees who were hired after April 1, 2009 and live **out of the district** and work full time may enroll their children in Rogers Public Schools under current Arkansas state law as long as they reside in Arkansas.

- Employees may register their children in the school in which they work. For the purpose of student assignment, the student will follow the secondary feeder pattern of that employee's school.
- The student will remain in that secondary feeder pattern until the parent makes a bona fide move into the Rogers School District.
- District employees who work in a secondary school may submit an in-district transfer form for their child/children to the administration office. The transfer forms will be approved based on space availability.
- Transfer request forms must be resubmitted annually.

District employees, who work in more than one elementary school, may enroll their child in their boundary school or a school in which they work. These will be approved on space availability.

Non-Employees

According to board policy JCA, students are expected to attend the school, which lies within the attendance area in which they reside with the following exceptions:

- Students may be given an in-district transfer to attend/or not attend a continuous learning calendar school.
- Students may be given an in-district transfer due to a sibling(s) being assigned a particular school due to programming needs (Special Education, ESL, etc.).
- If a family moves during the school year, students may be granted a transfer in order to not disrupt the educational process.
- A parent may request an in-district transfer for reasons that affect the education and welfare of their child.

Students who are given an in-district transfer must provide transportation. Students who are granted an in-district transfer will be required to maintain good attendance and punctuality. Failure to do so may result in a transfer being rescinded. All applications for in-district transfers must be resubmitted annually.

Forced Transfers at the Beginning of a New School Year

- At the beginning of a new school year, all boundary students should remain at the boundary building until notified by assistant superintendent. Do everything possible to assure these students feel welcome. Have a desk for them in an appropriate classroom. At the end of the third day drop all students that have not been in attendance and you have not been able to contact or locate any family member.
- On the third day, if enrollment numbers exceed capacity, contact the Assistant Superintendent's secretary so a placement can be determined for these students.
- During the first three days of school, if enrollment numbers exceed maximum allowable capacity and all students are in attendance and/or are accounted for, contact the assistant superintendent's secretary so a placement can be determined as soon as possible.

Forced Transfer Procedures

After completion of the enrollment packet and it is determined the boundary school enrollment in the needed grade level exceeds the state allowable class size, the following procedure should be followed:

- Boundary school calls assistant superintendent secretary for new school assignment.
- Assistant superintendent secretary notifies transportation to secure a transfer bus.
- Boundary school gives the completed enrollment packet to include the two proofs of residency to the family and asks the family to take the enrollment information to their assigned school.
- Boundary school adds the student's name to the student callback list.
- Assistant superintendent secretary enters the proper code in the locker code field and confirms next building is correct in the State Database.
- Assistant superintendent secretary will notify transportation of the student's information.
- If there is no space in any of the nearby schools, the student will be kept at the boundary school until administration and transportation can work out the transportation details. The student will be given a placement in one of the classrooms and remain in that school until notified by the district.

Call Back Procedures

Forced transfer students should be called back to their boundary school when an opening occurs. Students should be called back in the order in which they enrolled. Parents have the choice to have their child remain at the forced transfer school throughout the school year or return to the boundary school. If parents confirm they want their child to return to the boundary school, the boundary school shall communicate this to the other school involved and to the assistant superintendent secretary. If the parents choose to remain at the forced transfer school the district will continue to provide transportation.

Withdrawal/Transfer Procedures

Withdrawal of a student indicates a student is leaving the Rogers School District. Withdrawal notification should come from the parent. The teacher will be provided Form # 223 – Student Release & Transfer, the teacher completes their portion of the form and then submits the form to the office to be completed and signed by the building administrator. The student's transcript will be sent electronically. The following cumulative folder items should be sent upon request of the receiving school.

- A copy of the most current permanent record card
- A copy of the most current report card
- Academic performance to this point in the quarter
- Attendance for this quarter/year

The Student Release & Transfer form (#223) and the student's personal items should be given to the student when they withdraw.

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

The teacher should submit the completed transfer slip to the school office to be signed by the building administrator with indication of days of attendance for current grading period and a summary of academic performance. After the receiving teacher has recorded pertinent information, the transfer slip will be submitted to the office to be filed for future reference.

When a student is **withdrawing** or **transferring** from the school, the following procedure should be followed upon receipt of a request for records:

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

Attendance after Transfer within the District

Students who have been in attendance at one of the Rogers Schools for at least one full quarter, may remain at that school until the end of the school year, provided parents furnish transportation. Parents must complete an In District transfer request form and submit it to their child's current school. At the beginning of the next school year, the child must be enrolled at the boundary school 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

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 previously attended school should receive an e-mail from TRIAND notifying the 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 the State Database.

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.

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:

Beginning of School Day

The school day begins for students when they reach the classroom. They should be able to immediately select from pre-planned purposeful experiences such as reading books, reviewing work, securing paper, using the restroom, sharpening pencils, doing special projects, etc.

Daily Schedule

In consultation with the building administrator, each teacher is expected to prepare a daily schedule that must provide for at least six hours of instructional time according to Arkansas Accreditation Standards.

Current Schedule

A complete copy of the teacher's current schedule must always be on file in the building administrator's office.

Substitute Plans

Plans for substitutes: A packet containing daily schedules, the plan book, lunch roll, daily lunch slips, and daily schedule including special duties and some prepared activities should be available for the principal to give the substitute. This prepared packet will not replace the lesson plans left for the substitute.

Lesson Plans

Lesson plans must be kept up-to-date each day. In the event of an emergency absence, the assignments in the printed lesson plan would guide the substitute teacher. If the classroom teacher knows in advance of absence, detailed plans should be written. The teacher's daily lesson 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, should contact the building administrator by 6:00 a.m. or as soon as they know. The building administrator will make arrangements for the substitute. Request for personal days (see Personnel Policy GCCAB) should be made at least 24 hours in advance. Upon return to school, the teacher should sign the absentee form in the office.

Program of Instruction – Grades K-5

An effort is made to maintain a well-coordinated program of instruction. The Arkansas Curriculum Frameworks and 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.

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

- Language Arts – Reading for Literature, Informational Text and Foundational Skills; Writing, Speaking and Listening; & Language
- Mathematics – Counting & Cardinality (K), Operations & Algebraic Thinking, Number & Operations in Base Ten, Number & Operations – Fractions (3rd-5th), Measurement and Data, & Geometry
- Social Studies – History and culture of Arkansas (a unit at each grade level with an emphasis at 4th & 5th grade), 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 – provide hands-on laboratory experience minimum 20% of time
- 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

The elementary school day for students is from 7:45 to 2:45. A minimum of six hours must be spent on instruction of the district curriculum. The following guidelines are not to be taken as rigid time frames, or separate times for segregated instruction. Teachers are encouraged to integrate the curriculum and overlap content instruction as possible.

General guidelines for planning include:

Language Arts	120 minutes
Mathematics	90 minutes
Science and/or Social Studies (20% of the science instruction must be hands-on and denoted in lesson plans)	30 minutes
Physical Education (weekly)	40 minutes
*Many P.E. teachers' schedules allow time to teach each class two 40 minute lessons	
Physical Activity (weekly)	90 minutes
*Physical Activity is part of the required instructional day and may be captured during recess which is twenty minutes daily.	
Music, Library and Art (weekly)	40 minutes
*Art instruction is required for 1st through 5th grade students by a certified art teacher. If time allows, kindergarten students may receive instruction in art also.	

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 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 they will be due on alternate dates.
- All homework assignments should receive comments of constructive feedback and should be returned to students in a timely manner.

Elementary Grades K-5

The research is clear that the amount of homework assigned to students should be different as students progress through the grade levels. This policy generally follows the 10-minute per grade guideline. The following time recommendations are maximums:

Kindergarten	10 minutes for 1 or 2 nights per week
First Grade	15 minutes, 4 nights per week
Second Grade	20 minutes, 4 nights per week
Third Grade	30 minutes, 4 nights per week
Fourth Grade	40 minutes, 5 nights per week
Fifth Grade	50 minutes, 5 nights per week

Gifted and Talented

Instructional services are provided for students who are enrolled in the Gifted and Talented Program (REACH). The teachers of these programs provide a minimum of 2.5 hours of differentiated instruction per week to identified gifted students at all elementary and middle schools. The Elementary REACH Handbook contains more detailed program information.

Physical Education

Students must receive instruction annually in physical education. The class must be taught by a licensed physical educator. The instruction must be aligned with the physical education frameworks. In kindergarten through fifth grade, the students must receive a minimum of 40 minutes of physical education instruction each calendar week. They must also receive 90 minutes of physical activity each calendar week. This physical activity may include such things as recess or additional physical education instruction. The student teacher ratio for physical education classes may not exceed 30:1.

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 or 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 K, 2, 4, 6, 8 and 10 will have a BMI screening conducted annually. Exceptions include parent refusal, student refusal, physical disability, student is pregnant, absent or weight exceeds scale's limits.

The school nurse will send a letter home informing parents of the screening with a refusal for their child to participate included in the letter. The letter should be sent back to the school if the parent does not want their child to participate. Parent signature is required. The nurse provides the physical education teacher a list of parent refusals prior to the BMI screening.

Physical education teachers will, according to guidelines, measure height and weight on each student in grades K, 2, 4, 6 and 8. These measurements will be entered into the student's fitness profile in grades K, 2, 4, 6 and 8. The fitness profile includes physical performance information as well as the BMI. Physical education teachers will provide the parent with the fitness profile of their student. This profile will be distributed at a parent-teacher conference. Any remaining profiles will be confidentially sent to parents. Height and weight measurements will be given to the school nurse for State reporting purposes. Height and weight measurements are performed by the school nurse in grade 10. Parents of 10th grade students are notified of the availability of the State BMI report and contact their school nurse for a copy. 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

Before any movie is shown at a school building, the license agreement must be reviewed to ensure copyright guidelines are being followed. Full-length, commercially produced movies should be used 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 must follow all copyright guidelines. Copyright guidelines may be obtained from the building media specialist.

When a movie is going to be observed, the following guidelines must be followed:

- The building principal must grant permission.
- The movie being used must be a legitimate copy, not taped from a legitimate copy or taped from television.
- The movie must be viewed in a classroom setting with only the students enrolled in that class.
- A teacher or instructor must be present.
- The movie being used is an essential part of the core, current curriculum being taught.
- The movie should be instructional, not for entertainment or reward.

Controversial Curriculum/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. The number of field trips is limited to (1) for kindergarten through 5th grade depending on available funds. If a school has the funds, a principal may request an additional field trip in the case of a special circumstance to the assistant superintendent. The final decision will rest with the assistant superintendent. 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 insure 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.schooldude.com). Schools may 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.

Parental Involvement

Parents play a crucial role in the success of their children in school. The Rogers 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 the 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 recognize parents for their involvement.

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 remove the disruptive student from regular school programs in order to provide those students with a sound educational course of study and counseling designed to modify disruptive behavior and return the students to 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.

Mandated Recognition Days

Throughout the school year, there are days mandated by law to be recognized in various ways.

Constitution Day – Schools are required to hold an educational program pertaining to the United States Constitution on September 17 of each year. This is to commemorate the September 17, 1787, signing of the United States Constitution. When September 17 falls on a weekend or holiday, Constitution Day shall be held during the preceding or following week.

Celebrate Freedom Week - Schools must observe “Celebrate Freedom Week” during the last full week of classes in September. The purpose is to educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded. During “Celebrate Freedom Week,” all social studies classes shall include instruction that will help students focus on the freedoms offered in the United States of America. Arkansas Law 6-16-101 recommends instructions include:

- Instructions include discussion about the meaning and importance of the Declaration of Independence and the United States Constitution, with an emphasis on the Preamble and the Bill of Rights, in the document's historical context.
- A study of the Declaration of Independence include exercises related to the relationship of the ideas expressed in that document to subsequent American history, including the relationship among ideas contained in the document and the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, the abolitionist movement and how it led to the adoption of the Emancipation Proclamation, and the women's suffrage movement.

Special Education

Special Services Center Personnel

The Special Services Center is located at 212 South Third Street. Services operated from this location include special education, nursing, and Section 504.

Directors of Special Education

The district employs one director and two assistant directors to oversee and coordinate educational programs for all students with disabilities in the district. They are assisted by five teacher consultants/specialists who support special education programs across the district.

School Psychology Specialists

The Special Services department has five teacher consultants/specialists who support special education programs across the district. They each serve as a liaison between the Special Services department and a set of assigned buildings. They also have district wide responsibilities including alternate assessment, assistive technology, post-secondary transition services, professional development, private school/home school services, pre-school transition and department head of speech language pathologists or school psychology specialists.

Teacher Consultants

The Special Services department has two teacher consultants. One that coordinates alternate assessment portfolio's, assistive technology, and assists with teacher training. The other teacher consultant serves as department head for the district's speech-language pathologists, coordinates private school and home-school services, and coordinates pre-school transition services.

Section 504 Coordinator

The district 504 coordinator is housed at the Special Services Center. This person provides training to building level 504 coordinators, maintains 504 records, and consults on eligibility determination and accommodation planning.

Occupational Therapist/Physical Therapist

Occupational therapy and physical therapy are available to students meeting eligibility requirements. For students to be eligible for these services they must need them to access their education. The main goal of therapy in the educational setting is to enable the student to achieve the most independence in his/her educational environment. All goals and activities are related to educational goals.

School Nurses and Health-Room Paraprofessionals

A school nurse or health-room paraprofessional is assigned to each building every day. Responsibilities include first aid, medication administration, medical procedures (i.e.: catheterization, tube feedings, diabetes care, etc.), vision/hearing screenings, scoliosis screenings, Body Mass Index (BMI) screening, development of health care plans and state reports. They are also available to assist with health care education. Health-room paraprofessionals work under the guidance and supervision of the registered nurse (RN) also assigned to that building. A head nurse is available to train nursing staff, coordinate state reports, order supplies/equipment, and provide guidance as needed.

Support Staff

Support staffs at Special Services include a receptionist/Medicaid clerk, bookkeeper, records clerk, bi-lingual interpreter/office clerk, clerical paraprofessional and assessment/assistive technology paraprofessional.

SPECIAL EDUCATION SERVICE DELIVERY PROGRAMS

Rogers Public Schools offer a full continuum of special education services. 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 Elza 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
Anne Brunson	Assessment/Assistive Technology Paraprofessional and PCM Instructor	Special Services	631-3515

2016-2017
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

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All buildings
Support to Amy and Dalawna

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All buildings
Support to Jamie, Lisa, Rick

Jamie Hernandez—Special Education Consultant

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Eastside, Grimes, Hill, RHS, and Post Secondary Transition Services

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

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Darr, Lowell, Reagan, Tucker

Anne Saullo---504 Coordinator (.50 FTE)

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Lisa Slater—Special Education Consultant

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Rick Taylor—Special Education Consultant

rtaylor@rps.k12.ar.us
Westside, Kirksey, Lingle, Oakdale, Elmwood, Annex, New Tech High School

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:

1. **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.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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.

7. **ESOL/Migrant Support Staff**

Support staff at the ESOL office includes a Migrant clerk, one ESOL data clerk, 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>

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 1 INSTITUTE TEAM (Grades 6-8)

All beginning (ELL1) students will be placed On the ELL 1 Institute Team located at Elmwood Middle School. (Transportation is provided from Lingle, Kirksey, and Oakdale Middle Schools to Elmwood 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)

Classes 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)

Classes 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) - PROGRAMAS DE TRANSICIÓN DE ESOL

Classes 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 Standards 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). The district test coordinator and the ESOL office will provide training and support for building test coordinators in conducting this assessment.

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.

Migrant Education Services:

Migrant students are those who have moved into the Rogers school district within the last three years because a member of their family sought employment within agricultural related industries. Qualified migrant students may receive academic tutoring, medical assistance (vision, dental, and acute medical care), or other services as funded. For more information on migrant education or to make a referral for medical assistance for a migrant student, contact the migrant clerk at 631-3559.

ESOL/Migrant Education Contacts

Phone: 631-3559

Fax: 631-3552

NAME	TITLE	EMAIL
Martha Tompkins	Director	mtompkin@rps.k12.ar.us
Tanya Patterson	Specialist Curriculum, Migrant	tpatters@rps.k12.ar.us
Jo Stevens	Specialist Curriculum, Family ESOL	jstevens@rps.k12.ar.us
Jivette De Jesus	Spanish Communications Specialist	jdejesus@rps.k12.ar.us
Maria Dalati	District Translator	mdalati@rps.k12.ar.us
Erika Orellana	District Translator	eorellan@rps.k12.ar.us
Janet Garcia	Test Administrator	jgarcia@rps.k12.ar.us
Monica Lopez- Gallo	Migrant Clerk	mlopez@rps.k12.ar.us
	Specialist Gr. 9-12, SIOP	@rps.k12.ar.us
	Specialist Gr. 6-8, Assessment	@rps.k12.ar.us
Rhonda Pierson	ESOL Administrative Assistant Office Manager, Bookkeeping, materials, data	rpierson@rps.k12.ar.us
Herlinda Camacho	ESOL Clerk Records, data	hcamacho@rps.k12.ar.us

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 Guidance and Counseling

The elementary 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 guidance activities of a developmental nature, by promoting and facilitating small group sessions, and by providing individual counseling and responsive services.

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 elementary 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.

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 alongside building administrators conduct 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 solely because of a change in funding source to include, but not limited to, a change in insurance or Medicaid status. Social works may assist families, if needed.
- 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 Sharon Langston 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.
- Work with district liaison to serve homeless students in their buildings.

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 for each student identified as homeless should be completed by the School Counselor or Social Worker and sent electronically to Sharon Langston. Students should be coded in the State Database at their building. This code should remain throughout the entire school year. The social worker will provide homeless students with a paper copy of their rights. 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 Monica Avery, 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

CHECKLIST FOR STUDENTS IN TRANSITIONAL HOUSING (HOMELESS)

Email to slangsto@rps.k12.ar.us. Put school and name of student in subject line.

NAME _____ ID _____

SCHOOL _____ GRADE _____ DATE _____

SIBLINGS (if known) _____, _____, _____
Enroll students immediately, get paperwork later, including unaccompanied youth.

_____ Code them homeless in STATE DATABASE (eSchool) and provide students with their Homeless Rights

_____ E-mail or mail this form to Sharon Langston at slangsto@rps.k12.ar.us. Siblings can be on one form if you include school, grade and ID#

Indicate category for homeless:

- | | | |
|----------------------------------------------|------------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Burn Outs | <input type="checkbox"/> Doubled Up | <input type="checkbox"/> Hotels/Motels |
| <input type="checkbox"/> Shelters | <input type="checkbox"/> Unsheltered | <input type="checkbox"/> Migrant Homeless |
| <input type="checkbox"/> Unaccompanied Youth | <input type="checkbox"/> Other (Explain _____) | |

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

_____ Sharon Langston will notify food services a student (give name and ID) has been coded homeless.

_____ The student has the right to remain in the school of origin if the parent or liaison requests. Check this form if transportation is needed. Indicate where student needs to be transported to and from. Include a contact number for transportation to confirm arrangements. Transportation has to be approved by Sharon Langston based on checklist before it can be arranged.

_____ Homeless students are entitled to all services Title I Students receive. If your student needs services, supplies or medical help, contact **Sharon Langston or Monica Avery** after the student has been coded and approved.

_____ When a student's homeless status changes, you can leave them in eSchool, but please notify Sharon Langston, food services and transportation if they move.

_____ 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.

_____ 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 they are still homeless. Please check your database. Do not leave them in from last year.

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

If you have any questions or need assistance, call Sharon Langston, RPS McKinney-Vento Liaison at 636-3910 or slangsto@rps.k12.ar.us.

Revised 4/27/16

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.

Rogers School District's professional development calendar runs from 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 forms to the appropriate assistant superintendent

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. Each building principal should keep track of the number of days used for 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 need are available before calling.

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.
- School administrators have the option to assess incoming kindergarten students using the district assessment.
- A state mandated screening test is used with all kindergarten students during August and September.
- Home-schooled students shall be given screening tests such as the DRA, DIBELS and MAP assessment to determine the appropriate grade placement. The student's age and previous school experience should be considered when determining grade placement.
- Kindergarten through second grade students will be assessed using state mandated assessments.
- Third through fifth grade students will be assessed using state mandated assessments.
- All elementary students will be assessed using the NWEA Map assessment three times a year which includes a reading, language and math assessment. These will be taken electronically and provide immediate feedback to the teacher.

Interpretation

- Assessment results should be disaggregated, shared with teachers and used to plan and guide instruction for individual students and classes. Students and parents should be given individual test scores. 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 may also be found in students' cumulative folders. Assessment results are also available in the district data system (FileMaker).

Academic Improvement Plans (AIP) & Intensive Reading Instruction (IRI)

- School personnel and the student's parent or guardian will develop the AIP and/or IRI jointly.
- The AIP and/or IRI shall contain multiple intervention strategies for the student.
- The AIP and/or IRI shall describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.
- Students who are identified as not passing the statewide assessment and do not participate in the AIP shall be retained at the end of the current school year.
- The principal and the parent or guardian shall sign the AIP and/or IRI.

Who needs an AIP?

- K students who score "not developed" in math on the Qualls
- K students who score "not developed" in either oral or written communications on the Qualls
- First and second grade students who score at the basic level in reading on the state mandated assessment
- First and second grade students who score at the basic or below basic level in math on the state mandated assessment
- Third, fourth, and fifth grade students who score "Below Readiness" on the combined English Language Arts (English, Reading and Writing combined score) state mandated assessment.
- Third, fourth, and fifth grade students who score "Close" or "In need of support" in math on the state mandated assessment

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.

Who needs an IRI?

- Kindergarten students who score delayed in both oral and written communication on the Qualls
- First and second grade students who score at the below basic level in reading on the previous year's state mandated assessment

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

Identified students in third through fifth grades who do not participate in the AIP/IRI shall be retained at the end of the school year. Parents shall receive notice before the end of the third quarter of their student's progress.

Instructional Resources

Textbooks

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

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. 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/resource is lost or damaged, the student will be assessed the cost of replacing the item. Once the adoption cycle is completed, the student should only 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. For up to twelve months, if a student finds a textbook/resource that he or she has paid the replacement cost; the money will be refunded to the student once the item is returned and is in good condition.

Additional Curriculum Materials

Schools shall provide textbooks, other instructional materials, or digital resources, including the availability of any equipment needed to access the digital resources. 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.

Textbook Check Out & In

Access WebText on the district homepage under the tab “Go To” then More “Go” Links To continue in the program you must enter a Login and a Password.
Note: Some accounts are “view” only. Other accounts have a 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. The student is responsible for returning the textbook at the end of the school year.

Note: It is not necessary to check in a textbook before checking out to another patron.

To check in a textbook:

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

Locating Textbooks in District

- Go to “Textbook select view/edit” function.
- You can locate 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 should first access “Textbook select view/edit” function to see what is available in the district. (see notes below to execute the function)

- Contact textbook administrator at the school with extra books to notify him/her that an exchange is needed.
- Make arrangements to obtain the needed books.
- If needed books are located at a school, the textbook administrator should travel to the school where the books are located.
 - o Check in all books obtained from another school immediately upon returning to school. By logging into WebText and checking in the books, the textbook administrator has now electronically transferred the books to their school.
- If needed books are located at the book repository, the textbook administrator should obtain the books there.
 - o Check in all books obtained from the book repository immediately upon returning to school.

Textbook/Resource Orders

- Assistant principal informs elementary curriculum specialist when textbook/resources are needed
 - Elementary curriculum specialist compiles the textbook/resource order and submits to assistant superintendent for approval
 - Textbooks/resources are ordered
 - When textbooks/resources are received at schools, invoice is reconciled against packing slip/shipment by assistant principal
 - Assistant principal submits signed and dated reconciled invoice to assistant superintendent's secretary for payment
 - Copies of the PO, invoice and packing slip are kept on file by assistant superintendent's secretary
 - Some orders may not be complete due to backordered items. Do not hold the invoices that have backorders acknowledged. Once the backorders are shipped, a separate invoice for that amount will be received. The same procedures outlined above should be followed
-
- For new textbooks adopted by the district, the orders are sent to the appropriate order house (Educators Book Depository, Follett, etc.). All orders will be delivered to the district book repository and will be processed into the inventory program. School services will be notified to pick up and deliver the new textbooks to receiving school. The same procedures outlined above should be followed

When additional orders are needed during the school year:

- Send an email to include: ISBN#, Title of book, publisher, and amount of texts needed to assistant superintendent's secretary
- Above outlined procedures should be followed

Library Media Center

Each elementary school has a media center with an adequate collection of children's books and magazines. Each school has a library media specialist. Schedules are set so that each classroom will visit the media center at least once a week for a forty-minute class. The media center is open at all times for additional 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 on file in each media center. The selection of books and instructional materials is a joint effort of school personnel – library media specialist, classroom teachers and principals.

Each media center is allocated funds to keep collections current. A formula is used to determine the allocation of funds in order 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 library media specialist should evaluate the existing collection. The needs of each school should be based on the requests of faculty, students and parents, 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 some cases, the library 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 library 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 library media specialist should explain the district 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

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
- Send a copy of the complaint to the appropriate assistant superintendent
- Notify the appropriate assistant superintendent of the complaint. The assistant superintendent will:
 1. Contact the superintendent
 2. Notify the Library Council (Board Policy IJLB)

Before the 20th day after the challenge, the assistant superintendent must:

- Organize a 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
 - A student when appropriate (not elementary)
- Select a chair and a 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, 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 aware when using these 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:

- 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
 - 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, 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

Patron's Request For Reconsideration Of Classroom Library Materials	
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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 _____

Classroom Library Materials Evaluation Committee Report	
----------------------------------------------------------------	--

(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)

Critic's 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
Assistant Superintendent _____	_____	_____
Building Administrator _____	_____	_____
Classroom Teacher _____	_____	_____
Media Specialist _____	_____	_____
Complainant _____	_____	_____

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 elementary level. 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 school secretary should submit their enrollment to the assistant superintendent's secretary daily by 10:00 a.m. on the district designated enrollment form. This process should continue through the month of August. After this date, the enrollment numbers should be submitted by 10:00 a.m. each Thursday during the month of September. Throughout the remainder of the school year, enrollment numbers should be submitted on the designated Thursday of each month by 10:00 a.m. Current enrollment figures will be recorded weekly during the school year at the district administration office and reported to the Superintendent.

Attendance Records

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

On the attendance form, teachers should list students who are absent or tardy. The attendance forms should be sent to the lunchroom. Later the attendance form will be submitted to the school office. Care should be taken to update records as students come and go during the school day.

Building administrators will ask teachers to verify attendance records with the school secretary before the quarterly report is generated. Accuracy in reporting attendance is very important. Dedicated effort must be made to count every attendance day 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.

Lunch Records

At the beginning of each school day, the lunch count should be taken. The number of students eating is recorded on a daily lunch count slip and promptly sent to the cafeteria. Preparation of food for the day depends upon the number to be served, thus the need for prompt attention to this matter.

Free or reduced lunches are provided for eligible students. All requests for federally funded lunches will be investigated according to the government guidelines in effect and will be approved or disapproved by the District Child Nutrition office.

Students are encouraged to pay their lunch money for the entire week on Monday, although, money will be accepted any day it is brought. The cafeteria will periodically send notes to parents for students owing lunch money. Any student, whether paying, free or reduced, may choose to bring a lunch any day. Students may bring lunch from home, but they may not provide food for any other students.

Milk may be bought at school, or beverages brought in a thermos. Students should not bring canned or bottled drinks to the cafeteria and carbonated drinks should be discouraged.

School personnel may deposit money in an account or pay on a daily basis to cover all meal expenses. School personnel shall not charge the cost of their meal.

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.

- On colored paper, copy the ELL Student Annual Review Form each spring

**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.

Permanent Record Card

Permanent record card data for all students is managed via Filemaker. The data is downloaded from the state data system at the end of each school year into the permanent record card template. Attendance, 4th quarter grades, and achievement test scores are included. At the end of the school year, a permanent record card is printed for every 5th grade student and added to the cumulative file. These files are taken to the office of the middle school prior to the beginning of the following year.

Special Education Records

Special education records are confidential. These records should be kept in a locked file cabinet. Only people working directly with the special education student, along with the parent or guardian of the student, should have access to these records. There should be a record of access sheet located on the outside of the file cabinet for people to sign anytime the special education records are reviewed. 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 will receive a schedule of collaboration meeting dates at the beginning of the year. Additional details will be sent during the spring semester.
- Collaboration meetings will be scheduled during the spring semester. Student folders will be checked for required components and sending teachers will begin discussions with receiving teachers to check schedules, minutes and discuss individual student needs.
- On collaboration days, groups are divided by grades that are transitioning to a new building (5th & 8th).
- Sending teachers are responsible for any needed corrections prior to handing off the student folder to the receiving teacher.
- Teachers will transfer student folders at the end of the year on the Teacher Work Day or at an agreed upon time between the sending/receiving teachers.

End-of-School Reports

Retention Report – The district retention report should be submitted by the first 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. (see Board Policy IKE)

Teacher Resource Inventory – Each school will complete an inventory form of district purchased teacher resources and submit to the assistant superintendent at the end of each school year.

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

A standards-based grading and reporting system is used for all students in kindergarten through fifth grade. This scale measures student achievement performance of the state and district standards appropriate for the specified grade level.

4 – Advanced	Consistently exceeds expectations related to the standard
3 – Proficient	Meets expectations related to the standard
2 – Basic	Progressing toward meeting expectations related to the standard
1 – Below Basic	Does not meet expectations related to the standard

Progress reports will be sent home during the fifth week of each quarter of school. Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed objectives or standards of the subject.

Standards Based Scoring Guides- The scoring guides are to assist teachers in assessing and recording the progress of students in reaching the state and district standards in literacy, mathematics, handwriting, keyboarding and physical education. The scoring guides are designed as a teacher resource. They provide a means of charting student learning so teachers may more easily conduct informal assessment throughout the year. The primary purpose of assessment is to assist the teacher in providing appropriate instruction to promote continuous growth.

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. As required by state standards, “elementary classroom teachers shall communicate academic progress directly with the parent(s) or guardian(s) of each student at least once a semester through a parent-teacher conference, telephone conference or a home visit.” (Policy IKACA) More frequent communication should occur with the parent or guardian of students not performing at the level expected for their grade.

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 should be sent home 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 scheduled in accordance with the district calendar. Conference days are counted as contract days. It requires extra effort on the part of the teacher to schedule every parent, but the communication lines that are established make it worthwhile. The guidelines listed below should be followed:

- Conferences are scheduled for at least fifteen minutes. Teachers must collaborate on conference schedules for families with siblings at the same school. The conference appointment note should be sent home two weeks prior to the conferences to allow time for confirmation and adjustments.
- A parent sign-in sheet is part of the conference paperwork that must be submitted to the building administrator when conferences are completed.
- 100% parent contact is expected...whatever it takes! -rescheduling, phone call conference, home visit, etc.
- Items that should be discussed during conferences are IRI's, AIP's, interventions, study skills, student academic progress and behavior.
- A Parent/Teacher Conference Recap report (Form #247) is submitted to the assistant superintendent the week following conferences.

Annual Report to Parents

Before November 15th of each school year, each school shall have a public meeting in order to explain its policies, programs, and goals to the community. The meeting must provide opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.

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 five years. Track 2A represents the year in which the full summative evaluation is completed. Track 2B1, 2B2, 2B3, and 2B4 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	
2B4	≥ 2		Review PGP	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 began 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 the teacher and administrator. Lastly, forward a 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 assistant superintendent 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 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 (4 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

Federal Programs

Title I Paraprofessionals

NCLB Section 1119(i) requires that all paraprofessionals working in a Title I school must be highly qualified.

School districts are required by law to report on compliance from every school receiving Title I funds.

Paraprofessionals hired after January 8, 2002, and working in a Title I funded program, must have one of three qualifications when hired – two years of higher education, an associate's degree or completion of a formal state or local assessment.

Please forward a copy of the attached ATTESTATION to the district's Federal Programs office, and keep a copy for your records. The school and district must provide members of the public with copies of the attestation, but only on request.

ATTESTATION

I hereby attest that _____

Is in compliance with all of the requirements of Section 1119 of the No Child Left Behind Act of 2001.

Or

Is in compliance with most of the requirements of Section 1119 of the No Child Left Behind Act of 2001.

Average number of paraprofessionals not meeting the requirement _____

Signature: _____

Date: _____

Print Name: _____

Direct Supervision Requirement

Under the U.S. Department of Education regulations, a paraprofessional may not provide instructional support to a student unless that paraprofessional is working under the direct supervision of a highly qualified teacher. The Department has provided a description of what such supervision entails. A paraprofessional works under the direct supervision of a teacher if:

- The teacher plans the instructional activities that the paraprofessional carries out;
- The teacher evaluates the achievement of the students while the paraprofessional is working; and
- The paraprofessional works in close and frequent physical proximity to the teacher.

Please have each teacher in your building, that works with a Title I Instructional Assistant, read and sign the attached as verification of direct supervision.

Direct Supervision of Paraprofessionals

Under the new federal education law, No Child Left Behind Act of 2001, teachers must provide direct supervision of all paraprofessionals in Title I schools who give instructional support to students. (Title I, Title V, Migrant, Special Education, etc.) Failing to give this supervision may jeopardize our district's Title I money and the programs we fund with it, so complying with these requirements is essential.

Please review this memo, which explains the federal requirements and what you must do. As the classroom teacher, you are responsible for giving direct supervision. Support and assistance in meeting these requirements is available from the Director of Federal Programs at 636-3910.

The U.S. Department of Education's final regulations say that a teacher must do three things in providing direct supervision to a paraprofessional:

1. Plan your paraprofessional's instructional activities. Paraprofessionals make a valuable contribution to our student's education, so it is our district's responsibility to use their time and skills wisely. Part of that effort means planning the paraprofessionals' activities in advance. As the classroom teacher, you must decide what the paraprofessional will do while he or she is working with you and your students.

It is our practice that the instructional assistants have written evidence that planning has taken place. Examples might be instructional assistant taking part in common planning times, notes recorded in lesson plans, communication notebook.

These plans must include an account of how paraprofessionals will spend their time in your classroom on such permitted instructional tasks as:

- One –on –one tutoring outside regular teacher instructional time;
- Small – group instruction;
- Computer instruction;
- Other instructional support.

2. Evaluate how the paraprofessional's students are doing. The classroom teacher has the final responsibility for evaluating the achievement of the students with whom the paraprofessional is working. While the teacher is not required to do all of the actual marking of papers the teacher must review the student's work with enough frequency and detail to understand how each student is performing.
3. Work in the same classroom as the paraprofessional. The district expects the paraprofessionals to be working in the presence of the classroom teacher for most or all of the day. If the paraprofessional is not working in the physical presence of the classroom teacher, the teacher should check in with the paraprofessional frequently.

DATE

SIGNATURE

Title I Parent-School Compacts

1. Parent –School Compacts are to be signed by the parent(s) or guardians(s) of each student in a Title I school each year. Copies should be made for each student in a school.
2. For all students in a school-wide Title I building, the Parent –School Compacts can either be sent home or can be given out at the first Parent-Teacher conference. The compacts must be returned to the school. The signed compacts must be kept on file in the building for each student for the current school year.
3. For students in a targeted-assisted Title I building, the Parent –School Compacts must be sent home with each targeted student. The compacts must be returned to the school and kept on file for that student for the current school year.

Parent-School Compacts

A parent-school compact must be completed and signed by each parent and building principal for all schools receiving Title I funds. The parent-school compacts should be kept on file for the current school year in the building principal's office. A template of the parent-school compact (English and Spanish) is available from the Director of Federal Programs.

Title I Funds

Parent Involvement Funds

Each school along with the parent involvement committee should determine what they would like to purchase with their Parent Involvement funds. Make request to Federal Programs Director to determine if the purchase falls under the rules and regulations of funding requirements.

Once the purchase is approved by the Federal Programs office, do one of the following:

- If it is a Wal-Mart purchase, come to the Federal Programs office and pick up a Wal-Mart card. Once the shopping is completed, return the Wal-Mart card and the receipt(s) to the Federal Programs office in the Administration Building.
- If ordering from a company, complete an order form and send it to the Federal Programs office. This office will prepare the purchase order and submit it. Once the items arrive in the Federal Programs office, the order will be checked for accuracy and then either delivered to the school or the school will be contacted to pick up the order.
- If a school wants to purchase books from a local bookstore let the Federal Programs office know the amount you want for the purchase order. The office will prepare the purchase order and fax it to the school. Once the school has finished all their purchases, the receipts should be sent through school mail to the Federal Programs office.

If items are purchased to stay at the school building (such as items for the parent library), each item needs to be labeled "Title I 20__-20__".

Supplies and Materials Funds

Each school must determine what they would like to purchase with their supplies and materials funds. Next, make a request to the Federal Programs office to determine if the purchase falls under rules and regulations of funding requirements.

Once purchase is approved by the Federal Programs office, do one of the following:

- If it is a Wal-Mart purchase, come to the Federal Programs office and pick up a Wal-Mart card. Once the shopping is completed, return the Wal-Mart card and the receipt(s) to the Federal Programs office in the Administration Building.
- If ordering from a company complete an order form, send it to the Federal Programs office. This office will prepare the purchase order and submit it. Once the items arrive in the Federal Programs office, the order will be checked for accuracy and then either delivered to the school or the school will be contacted to pick up the order.
- If you want to purchase books from a local bookstore let the Federal Programs office know the amount you want for the purchase order. The office will prepare the purchase order and fax it to the school. Once the school has finished all their purchases, the receipts should be sent through school mail to the Federal Programs office.

All items (except food items) must be labeled. Please label all items "Title I 20__-20__".

Deadline to Order

The deadline for all orders is the last Friday in April of each year. This is to ensure that schools have enough time to spend their funds. Many times there are back-ordered items and if they are not received by the end of May, the orders must be cancelled due to the fact that the federal funds' purchase orders must be closed out by the end of May. In order not to lose any funds, make sure all orders are received in the Federal Programs office by the last Friday in April.

Title II-A Funds

Registration/Travel Funds

To use Title II-A (Professional Development) funds for a conference or workshop follow the steps below:

1. E-mail the assistant superintendent and request permission for your staff member(s) to attend the workshop or conference if not already in your approved professional development plan.
2. If the assistant superintendent approves, forward the e-mail to the Federal Programs Office along with a completed travel form* for each participant and any other documentation you have regarding the workshop or conference.
3. Indicate if the Federal Programs Office is to make hotel reservations, airline reservations, conference registrations, etc.
4. The Federal Programs Office will make all necessary indicated reservations and then send each participant a memo containing all pertinent information as well as a Federal Funds Sub Form if needed.
5. Once the trip is completed, the Federal Programs Office will complete the travel form information for the Finance Department to make sure all hotel invoices and reimbursements are made.
6. Obtain a sub for each participant. Enter the substitute data into APSCN PLUS as it appears on the Federal Funds Sub Form. PLEASE REMEMBER YOU MUST ALSO INCLUDE THE COST OF THE SUB FOR EACH PARTICIPANT IN THE TOTAL COST OF THE WORKSHOP OR CONFERENCE.

*Completed Travel Form means the top portion is completely filled out for each traveler and the principal signs at the bottom. If the traveler is to receive a reimbursement, they must also sign the blue copy of the travel form next to "Traveler".

Stipends

If you are paying stipends to teachers please do the following:

1. The Federal Programs Office will prepare a sign-In sheet with the participants' names, social security numbers, and any other pertinent information.
2. Have the person in charge of the meeting make sure all participants sign-in and sign-out.
3. Once the meeting is completed, submit the sign-In sheet to the Federal Programs Office. We will forward it to the Finance Department for payment.
4. If the sign-In sheet is received in the Finance Department by the 6th of the month, the stipend amount will be included in that month's payroll. If it is not received in the Finance Department until after that date, the stipend will be paid the following month. Please make sure the participants are aware of the payment procedure.

Supplies and Materials Funds

Each school must determine what they would like to purchase with their supplies and materials funds. Email a request to the Federal Programs office to determine if the purchase falls under rules and regulations of funding requirements. You will need to include an explanation as to how the materials will be used.

- If it is a Wal-Mart purchase, come to the Federal Programs office to obtain a Wal-Mart card. Once the shopping is completed, return the Wal-Mart card and the receipt(s) to the Federal Programs office in the administration building.
- If ordering from a company, complete an order form, send it to the Federal Programs office. This office will prepare the purchase order and submit it. Once the items arrive in the Federal Programs office, the order will be checked for accuracy and then either delivered to the school or the school will be contacted to pick up the order.
- If you want to purchase books from a local bookstore, let the Federal Programs office know the amount you want for the purchase order. The office will prepare the purchase order and fax it to the school. Once the school has completed all their purchases, the receipts should be sent through school mail to the Federal Programs office.

All professional texts must be labeled. Label all items "Title II-A 20__-20__".

Deadline to Order

The deadline for all orders is the last Friday of April of each year. This is to ensure that schools have enough time to spend their funds. Many times there are back-ordered items and if they are not received by the end of May, the orders must be cancelled due to the fact that the federal funds' purchase orders must be closed out by the end of May. In order not to lose any funds, make sure all orders are received in the Federal Programs office by the Friday in May.

**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 completed 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 does not pass the test, they must wait 30 days before they can retake the test at the cost of \$40.00.
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, runaway, migrant, and SNAP benefit recipient). Eligibility determination is the responsibility of the district's Child Nutrition department.

Duration of Eligibility

A child's eligibility is in effect from the date of the determination of benefits for the current school year and up to 30 operating days in the subsequent school year. However, this does not apply when the initial determination was found to be incorrect or when verification of household eligibility does not support the level of benefits for which the household was approved. In those instances the determining official must make appropriate changes in eligibility status.

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

SNAP Benefits

Students who are recipients of SNAP benefits (formerly "Food Stamps") and appear on the Direct Certification list provided each year by DHS will automatically be designated as receiving free meal benefits and will not be required to submit an application. Students that are SNAP recipients and DO NOT appear on the Direct Certification list will be required to submit an application and include their SNAP case number on the application. **Benefits will be extended to all students residing in the SNAP household.**

Other Source Categorical Eligibility

Students who have been designated as homeless, migrant or runaway appearing on an application or appearing on a list provided by district officials will be **categorically eligible to receive free meals**. Benefits will not be extended to other members of the household.

Other Source Categorical Eligibility for a Foster Child

A foster child whose care and placement is the responsibility of the State or who is placed by a court with a caretaker household **is categorically eligible for free meals**. A foster child may be included as a household member on the caretaker household's application but will maintain the free status as a foster child regardless of the caretaker's household status determination.

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, runaway* 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 and Reporting of Income Changes

Because of the year long duration of eligibility provision, temporary approval is no longer permitted and the requirement for households to report changes in income is no longer required. However, a household whose eligibility was determined to be reduced or denied may reapply at any time for free meal benefits. Verification of income may be required on a case by case basis.

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.

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 sent home in the weekly folder 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.

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 Maintenance

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.

Capital Projects

The following common requests are considered under the umbrella of requested Capital 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 capital projects are typically completed during the summer months, but may run into the regular school year.

Principals are to submit proposed capital projects no later than the 2nd week of February. List the items in order of priority. Principals will be notified at the end of the year which projects are approved.

Standard Summer Maintenance

Projects such as normal cleaning, floor waxing, carpet cleaning, touch-up painting are standard summer maintenance. Standard summer maintenance should be addressed with the Director of Facilities and/or the Service Solutions Manager or head custodian. The maintenance should be coordinated with the building principal. Normal grounds issues like mowing, weed eating and re-mulching will be done district-wide by the district grounds department as standard summer maintenance.

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, teacher desks, file cabinets, etc.) Furniture requests also include classroom marker boards and tack boards. Most of the furniture in buildings is standard. These types of requests need to be submitted to the Director of Facilities for consideration and approval. Furniture requests need to be submitted by the principal during the second week of February. All pertinent information about the item that is being requested should be included. The list of approved requests will be returned to principals by the first week in May.