

Rogers Public Schools

A stylized graphic of a human figure in blue and red, positioned behind the main text. The figure is composed of geometric shapes: a blue head, a blue torso, and a red lower body. The figure appears to be in a dynamic, upward-reaching pose.

2024 – 2025 Information Packet

Mission

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

- Carefully read all of the material in this packet.
- After reading and reviewing all packet material, please sign either electronically or on a paper copy format, confirming that you have received access to the policies within this packet. All RPS policies may also be accessed on the district's website:
<http://rogersschools.net/>
- This packet is for you to access and refer to during the school year.

Rogers Public Schools
2024-2025

[] Favor de marcar aquí y devolver este manual si desea una copia en español.

*Es muy importante que usted entienda las reglas del distrito escolar. Favor de no firmar este manual versión en inglés.

Dear Parents:

Accompanying this letter are policies and regulations adopted by the Rogers Public Schools. Each year, there are a few occasions where students and parents question ever having seen the policies and regulations of the school district. In an effort to improve communication, we are asking that you sign this letter acknowledging receipt of the materials indicated below. Our administrators and teaching staff appreciate the opportunity to work with you in partnership to provide an excellent education for your son or daughter.

We request that these policies and regulations be read by you and discussed with your student. (In grades five through twelve, students are also asked to read these policies and regulations.) Specifically, you are asked to read and discuss the:

Description	Page
Student Handbook, Planner, or Folder (Not included in this packet. Separate form to be signed and returned to school.)	-----
Rogers School Board Policy Concerning Insurance - The school district does not pay for expenses from injuries on school property. School insurance is available as a convenience to all students with several options. If you are interested in school insurance, please fill out the form and send it back to school with your student. In making your decision on whether to purchase school insurance, you should consider the fact that the school district, school administrators, school teachers, and other school employees are immune from negligence liability pursuant to Arkansas Law. The School District, therefore, does not maintain liability insurance. (Form 292)	1
District Commitment to Parental Involvement & Statement of Assurance	2
Rogers School Board Policy Concerning Student Discipline - The District intends to maintain a safe environment for all children, and we want everyone to understand our expectations. Please give particular attention to the drug/alcohol policies. (JK)	3-13
Rogers School District Bus Rules and Procedures (Form 232) & Inclement Weather Notice	14-15
Rogers School Board Policy Concerning Gangs - The District does not tolerate gangs or gang-related materials. (JHCAA)	16-17
Rogers School Board Policy Concerning Student Attendance (JE) & Student Attendance Waiver (JE-Guidelines)	18-22
Rogers School Board Policy Concerning School Admissions (JF)	23-24
Rogers School Board Policy Concerning Student Homework (IKB)	25-27
Rogers School Board Policy Concerning Compulsory Attendance (JEA)	28
Rogers School Board Policy Concerning Student Harassment, Discrimination (JBB) and Sexual Harassment (JBBB)	29-38
Computer Use Terms and Conditions (Form 296) and Bring Your Own Device Guidelines	39-40
Notification of Rights	41
Student Records / Release of Student Directory Information (JR/JRA)	42-44
Graduation Requirements/Honors (IKF) & Promotion & Retention (IKE/IKE-Guidelines)	45-49
Smart Core/Core Curriculum (IKFB)	50-51
IHCDA Guidelines- Concurrent Credit	52
Administering Medicines to Students (JLCD)	53-55
Concerns and Complaints (KN) & Non-Sufficient Checks Notice	56
Parental Notice – Arkansas Statewide Exams	57
Parent Letter- ESSA (Every Student Succeeds Act)	58
Asbestos Abatement Letter	59

School Physicals - In addition to the policies and regulations distributed to you, please also note that it is the responsibility of parents to see that any student involved in an extra-curricular activity has an appropriate physical from a physician certifying that he or she may participate in physical activities. Students entering kindergarten must show proof of a physical examination by a doctor within the last two years.

I acknowledge that I have received the Rogers School District policies and regulations as cited in this letter.

Parent/Guardian's Signature

Student's Name (print)

Date: _____ Student's Grade _____ ID# _____

Student's Signature

***PLEASE TEAR OUT AND RETURN THIS FORM TO THE OFFICE AT YOUR CHILD'S SCHOOL.**

ROGERS PUBLIC SCHOOLS



Administration:
Dr. Roger Hill
Assistant Superintendent
Mr. Charles Lee
Assistant Superintendent
Mrs. Kristy Brown
Assistant Superintendent

July 1, 2024

Dear Parents:

The Rogers School District does not have health, accident, or liability insurance except as listed below.

The Rogers School District has purchased Blanket Interscholastic Coverage for all students participating in Interscholastic Athletics and/or Activities in grades 7-12. This should be considered as **secondary and supplementary accident coverage only**. This provides accident coverage while actively engaged and participating in the play or practice of Interscholastic Athletics and/or School Activities. However, this coverage does **NOT** cover normal classroom activities, intramural activities, physical education classes or accidental injuries that occur at home or during the summer and is restricted to Interscholastic Athletics and/or Activities only. Claims must be filed within 90 days of the accident.

To file a claim, the parent or student must obtain a claim form from the athletic trainer. The claim form must be filled out and signed by the athletic trainer and it is the parent's responsibility to send in the claim. Do not send the claim to the school for filing.

For all students additional health and accident coverage may be purchased. Information on how to purchase may be obtained from your school. This includes:

1. **HEALTH PLAN:** This policy is a 24 hour per day policy that covers eligible injury or sickness up to the maximum benefit for each.
2. **AT-SCHOOL COVERAGE:** Provides coverage for accidental injuries sustained during the regular school term on school premises while school is in session (**excluding high school football – which is covered under our blanket policy**).
3. **24-HOUR COVERAGE:** Provides coverage for accidental injuries sustained around-the-clock, anywhere in the U.S. and Canada, until school starts the following year (**excluding high school football – which is covered under our blanket policy**).
4. **EXTENDED DENTAL COVERAGE:** Provides extended dental coverage for accidental dental injury in conjunction with the insured's basic coverage.

An Important Note: Even if you already have medical insurance, this coverage is designed to supplement other collectible insurance by assisting with deductibles and balances left unpaid by your primary carrier. If you have no other insurance, the benefits may not be adequate to cover the full cost of medical treatment.

We invite your questions and participation, and look forward to working together in the coming year.

Sincerely,

Dr. Jeff Perry
Superintendent

Rogers Public Schools

Our Commitment to Parent and Family Engagement and a Summary of Our Plan

The Rogers Public School District recognizes that parents play a crucial role in the success of their children in school, and commits to encouraging parents to be full partners in the education of their children.

The school district has developed a Parent and Family Engagement Plan at both the district level and school building levels, as prescribed by Arkansas Act 603 of 2003.

These plans, which are reviewed annually, reflect the district's commitment to parent involvement including the following components:

- Working with parents to develop, review, and evaluate plans, policies, and strategies related to engagement;
- Building staff capacity to implement effective engagement practices;
- Assisting families with supports in helping with their student's academic success;
- Communicating about school programs and student progress;
- Recruiting family volunteers;
- Involving families with learning activities at home;
- Including families in school decision-making; and
- Collaborating with the community to coordinate resources and services.

Descriptor Term: STUDENT DISCIPLINE POLICY	Descriptor Code: JK
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Section 1: Introduction

The Rogers School District recognizes that effective student discipline can best be achieved and maintained through the cooperative efforts of parents, educators, students, and other community members. Each has a right to expect a wholesome atmosphere that is conducive to learning. Such a climate can best be created where efforts are made to move students toward responsible self-discipline. The district will not allow students to disrupt the learning activities of the school, to place themselves or others at risk, or to bring discredit to the school and the community.

The school has a responsibility to inform students of their rights and responsibilities; students are responsible for knowing and abiding by the rules and regulations of the school; parents are responsible for helping their children understand the policy. All students and parents will be provided copies of this policy and will be required to indicate in writing their receipt of the policy. In addition, the district will post appropriate information from this policy, as required by Arkansas statutes or Arkansas Department of Education regulations, or as otherwise determined by the Rogers Board of Education. The school district is responsible for providing appropriate training to students and staff in order to reduce the occurrence of disciplinary incidents and to provide for the productive resolution of conflict when it does occur. All employees of the district will be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the established rules of conduct; employees are required to report to an administrator any suspected violation of those behaviors expressly forbidden by state statute (assault, bullying, alcohol, drugs, weapons, property theft or destruction, electronic devices). This policy will be reviewed annually in a manner determined by the board of education, in compliance with Arkansas Department of Education regulations. Parents, teachers, or students may request a hearing to consider revision of this policy by directing such a request, in writing, to the superintendent.

Section 2: Behavioral Standards

All students of the Rogers Public Schools shall comply with the rules and regulations, pursue the required courses of study, and submit to the reasonable directions or commands of all school personnel. Students are expected to conduct themselves at all times (at school, at school activities and events, and traveling to and from school) in a manner that will promote the best interest of the school system and will not infringe on the rights of others. Students should behave in a manner which brings credit to their community, their school, their family, and to themselves.

Students who participate in extracurricular activities may be expected to observe additional behavioral standards, in addition to those outlined in this policy, in order to maintain their eligibility for that activity.

Section 3: Consequences of Inappropriate Behavior

The penalties for violations of the behavioral standards indicated in Section 2 of this policy should be fairly administered and appropriate to the particular violation (or cumulative violations, in the case of a student who repeatedly misbehaves). In an effort to foster prevention, each school will discuss with students the discipline policies established by the district to ensure understanding and consequences for violations. The following interventions are available to school personnel; however, nothing in this policy is intended to require that a less severe intervention be used prior to the use of any other intervention. School personnel are expected to choose the particular intervention, which they believe to be most appropriate for a specific student who has committed a specific offense. Corporal punishment is not an approved method of discipline. While the following corrective measures are approved by the board, staff members are expected to treat all students with courtesy and respect, to

reward good behavior, and to maintain positive approaches in helping students develop acceptable patterns of behavior.

- Conference between the teacher, the student, and/or the parent
- Loss of privileges
- Referral to a building administrator
- Referral to other school personnel (counselor, nurse, etc.)
- Referral to out-of-school personnel (physician, psychologist, law enforcement personnel, etc.)
- Detention
- In-school suspension
- Behavior plan-
- Another alternative placement
- Out-of school suspension
- Referral to the Interim Disciplinary Hearing
- Expulsion

All consequences imposed by school personnel should meet the following guidelines:

1. All methods of discipline should avoid causing a serious inconvenience to students other than the student(s) involved. Mass punishment is to be avoided.
2. All methods of discipline should avoid promoting an attitude unfavorable to academic or other schoolwork.

Arkansas Codes: Offenses and Penalties

In accordance with Arkansas statutes, the following minimum and maximum penalties are prescribed for the indicated offenses:

Offense	Minimum Penalty	Maximum Penalty
Willfully and intentionally assaulting or threatening to assault or abuse any student or teacher, principal, superintendent, or other employee of a school system (A.C.A. 6-18-502); communicating a death threat to any student or school employee.	1-day suspension	Expulsion
Bullying (A.C.A 6-18-514)	Warning or 1-day suspension depending on age or grade of student	Expulsion
Possession of any firearm or other weapon prohibited on school campuses by law or by policies adopted by the school board. (A.C.A 6-18-502; A.C.A 5-73-119; A.C.A. 5-73-120)	Expulsion for 1 year, except that the Superintendent may modify such a suspension on a case-by-case basis	Expulsion for 1 year, except that the Superintendent may modify such a suspension on a case-by-case basis
Under the influence of, possessing, distributing, huffing, using, offering for sale, or selling, tobacco, tobacco products, vaping, or vaping products, alcoholic beverages, or other illicit drugs or look-alike products or inhalants to produce euphoric effect. This includes the inappropriate use or sharing of prescription or over the counter drugs. (A.C.A. 6-18-502)	See Section 9 of this policy	Expulsion
Use of any electronic communication or entertainment device (Refer to Section 11), that impedes the educational process, unless such possession has been specifically approved by the principal for medical or	Warning	Expulsion

other compelling reasons. Note: Use of cellular phones is permitted before and after normal school hours.		
Willfully or intentionally damaging, destroying, or stealing school or private property. (A.C.A. 6-18-502)	Warning & restitution	Expulsion

District Behavioral Standards: Offenses and Penalties

In addition to the offenses listed above, the school district authorizes minimum and maximum penalties for the major and minor violations of the Behavioral Standards as indicated below:

Offenses	Minimum	Maximum
Minor Offenses: Cheating/plagiarism *computer use agreement violations, detention violations, display of affection, disrespect, dress code violations, falsify signatures or information on official school records, insubordination, profane or obscene language, gestures, or behavior, vehicle violations, refusal to give identification or give false identification when a staff member requests, gambling, distribution of unapproved petitions or other printed matter, possession of any **laser device, ***truancy, violation of established school or classroom rules and regulations which may not be expressly listed in this policy, and other disruptive behavior	Warning *Possible loss of computer privileges **Laser pointers will be confiscated by school personnel ***truant students can not be given out of school suspension	Expulsion
Major Offenses: Arson, assault and/or battery of another student school employee, or contracted personnel, bullying, threatening to assault or abuse another student, bomb threats/false alarms, terroristic threatening, extortion, false accusation of a district employee, fighting, fireworks, gang-related activities, harassment/sexual harassment, hazing, indecent exposure, possession of any look-alike weapon, possession of a knife – blade less than three inches, chronic disruption of the educational process and repeated violations of school rules, mob action, *computer use agreement violations, violation of any statutory or constitutional regulations, and other disruptive behavior	1-day suspension *Possible loss of computer privileges	Expulsion

Chronic Disruption and/or Persistent Disregard for School Rules

A student who persists in repeated acts of misconduct and/or violation of school rules may be suspended and recommended to an Interim Disciplinary Hearing (IDH) for expulsion. Prior to recommendation to an IDH due to chronic disruption and/or persistent disregard for school rules, the school administration, student, and parent/guardian of the student, shall collaborate in drafting and implementing a student behavior correction plan. If the pattern of chronic misbehavior and/or violation of school rules continue and/or the behavior plan is violated, the steps outlined in Sections 6, 7, and 8 below shall be implemented.

Section 4: Confidentiality

Disciplinary actions, as outlined in Section 3, will not be entered on a student's permanent record, and will not be divulged to unauthorized personnel, except as noted in Sections 6 and 7 of this policy.

Section 5: Discipline of Students with Disabilities

A student with a disability, as defined in state standards, who engages in inappropriate behavior is subject to normal school disciplinary rules and procedures, provided the student's right to a free and appropriate public education is not violated. The following provisions will apply:

The individualized education plan (IEP) or 504 team for a student with a disability should consider whether particular disciplinary procedures should be adopted for that student and included in the IEP or 504 plan, and if a student's placement is to be changed for a period of time exceeding a total of ten (10) days within a school year, district special education personnel or 504 personnel will be consulted to assure that proper due process procedures are followed.

Section 6: Suspension

The board of education authorizes the principal or assistant principal of any school to suspend any student from the school, for good cause, for a period not to exceed 10 school days. Good cause will exist when the student needs to regain or maintain emotional control; when the student shows a pattern of chronic misbehavior; when the student exhibits gross disobedience or misconduct; when the student violates the district's policies relative to alcohol, tobacco, vaping, abuse of over the counter medications, drugs, or weapons; when the student's presence at school represents a threat to others; or when the student's presence at school prevents other students from pursuing desirable educational goals. Any suspension must conform to the following guidelines:

- a. Prior to any suspension, the student will receive an explanation of the intended suspension and shall be given reasonable opportunity to present evidence which might argue against suspension.
- b. The student's parent or legal guardian shall be notified immediately of the suspension and shall indicate how the student is to leave the school.
- c. Written notice of any suspension of three days or more shall be forwarded to the student's parents or guardians as soon as possible. Such notice shall include a statement of the reasons for and conditions of the suspension and shall notify parents or guardians of the established appeal procedures. The notice will be hand-delivered to a parent or a parent's designee or mailed to the address listed on the student's current enrollment form.
- d. Parents may appeal suspension decisions initiated by the building principal to the assistant superintendent and then to the superintendent. The decision of the superintendent shall be final. Only suspensions initiated by the superintendent may be appealed to the board of education. At each level of appeal, the person or group hearing the appeal may affirm, revoke, or alter the decision made at the previous level. Appeals must be filed, in writing, within five days of receipt of each decision.
- e. Procedural due process, as defined by statutes and court decisions, will be followed at all stages of the suspension process.
- f. If a suspension is a result of student actions which may be in violation of the law, appropriate information will be forwarded to legal authorities.

- g. If a student under suspension transfers to another school, information regarding the suspension will be sent to that school, on request.
- h. For all suspensions, the student is expected to complete all make-up work. Full credit will be allowed for this make-up work.
- i. If criminal activity is suspected/involved in any student action, a report to local law authorities may be made.
- j. A student under expulsion may continue to receive educational benefits from Rogers Public Schools via alternative means. This could include, but is not limited to, enrollment in the Rogers Public Schools virtual learning program. If an expelled student chooses to participate in the virtual learning program offered by the district all technology hardware and software items necessary to be successful will be provided by the district at no cost to the student/parents/guardians. Full credit will be allowed and all final course grades will be added to the student's transcript.

Section 7: Expulsion

The principal of any school may recommend to the superintendent the expulsion of any student from the school, for good cause, for a period of more than 10 days. Good cause shall exist as indicated in Section 6 of this policy. When such a recommendation is made, the following procedure shall be followed:

- a. The principal will suspend the student for 10 days. The written notice of suspension will include a notice that the student is being recommended for expulsion.
- b. Within 3 days of the principal's recommendation, the assistant superintendent or the designee will review documentation, due process and any other considerations. The assistant superintendent will make a recommendation to proceed to the Interim Disciplinary Hearing for an expulsion or alternate placement determination. If an alternative placement is recommended, the student will have to meet the requirements of the new assignment. Failure by the student to meet those requirements will result in a recommendation to the superintendent for expulsion from Rogers Public Schools.
- c. The assistant superintendent will report the recommendations of the hearing officer to the superintendent.
- d. If the hearing officer recommends that the student be expelled, the superintendent will ask the board of education to act on that recommendation at the next regularly scheduled meeting of the board of education. The student's parent or guardian (or the student, if at least 18 years of age) will be notified of this recommendation. Such notice will be by certified or registered mail and will include the hearing officer's reason(s) for making the recommendation, notification of the right to appeal the recommendation (and procedures for making such an appeal), the date and time of the board's probable action on the recommendation, and a statement of the student's right to have legal or lay counsel present at the board meeting. (If the parent does not appeal or request a hearing on the recommendation, board action may take place at the next scheduled board meeting, even if that meeting occurs more than 10 days after the original suspension.)

- e. A student may be expelled only by a vote of the board of education.
- f. Procedural due process, as defined by statutes and court decisions, will be followed at all stages of the expulsion process.
- g. If an expulsion is a result of student actions, which may be in violation of the law, appropriate information will be forwarded to legal authorities.
- h. If a student under expulsion transfers to another school, information regarding the expulsion will be sent to that school.
- i. The superintendent may modify a suspension or expulsion on a case-by-case basis.

Section 8: Student Disciplinary Hearings

When an Interim Disciplinary Hearing (IDH) is needed to hear cases involving secondary students recommended for expulsion, the following guidelines are established to ensure that all students are afforded due process:

- a. A qualified hearing officer will preside over the IDH.
- b. A secretary will be provided to record proceedings. For any student disciplinary hearing, the following guidelines will apply:
 - The hearing will be held at a time convenient for the parent/guardian and at a time which will minimize disruption of regular school activities.
 - Notice of the hearing will be given to the parent/guardian by phone and in writing by certified mail.
 - The written notice will state the charges against the student clearly and concisely, will list witnesses who will appear against the student, will offer an opportunity for the student to present witnesses and other evidence, will point out that the student may be represented by legal counsel, and will state that the hearing will be closed to the public.
 - A record shall be kept of the hearing. The parent/guardian may request a transcript of the proceedings.
 - A written copy of the hearing officer's findings and recommendations will be forwarded to the parent/guardian and to the superintendent within a reasonable time after the hearing.

Section 9: Alcohol, Tobacco, and Drugs

Rogers Public Schools has a zero-tolerance policy regarding drugs, alcohol and tobacco. Students in the Rogers School District who possess, use, sell, distribute, or are under the influence of tobacco, tobacco products, alcohol, illegal drugs, look-alike drugs, any prescription drug without proper medical prescription, or drug paraphernalia will be in violation of school policy if such behavior takes place on or within 500 feet of school property, on a school vehicle, or at a school activity (including school trips). Prescription medication should be registered with and kept in the school office. The following disciplinary procedures will apply to violations of this section of the policy:

Procedures for Elementary Students

For elementary students, violations will be carried over in grades K-5.

A first violation will result in the following:

1. Referral to the principal or the principal's designee.
2. A parent/guardian conference with the principal or designee.
3. Execution of a non-use contract, signed by the student, the parent/guardian, and the principal or designee.
4. In-school or at-home suspension for up to 5 days.
5. Referral to the School Assistance Team, the school counselor, or other appropriate agency.
6. A second parent/guardian conference may be required before the student returns to the regular classroom.

Additional violations (at any time in grades K-5) will result in a repeat of steps 1-6, with a review of the non-use contract at Step 3 and with the possibility of a suspension of up to 10 days at Step 4.

Sale or distribution of prohibited substances, even if a first offense, will result in referral to police officials and may result in a recommendation for expulsion.

Procedures for Secondary Students- Grade 6-12

For secondary students, violations will be carried over in grades 6-12. If at least two years pass between violations, the administrator may elect to treat a subsequent violation as a first offense.

Tobacco

A first violation of the tobacco/tobacco products/vaping/vaping products regulations will result in assignment to five days of detention, or one day of in-school suspension, notification of parent/guardian, and referral to a counselor.

A second violation of these regulations will result in assignment to in-school suspension for three days, a parent/guardian conference, and referral to a counselor for a tobacco education program.

A third violation of these regulations will result in suspension from school for five days, a parent/guardian conference, and referral to a counselor for a tobacco education program.

A fourth violation of these regulations and any succeeding violations (at any time in grades 6-12) will result in at least a 5-day suspension from school and may result in a recommendation for expulsion from school.

Drugs and Alcohol

A first violation of the regulations related to alcohol, vaping of drug substances, abuse/misuse of over the counter medications, drugs, and drug paraphernalia may result in a 10-day at-home suspension. This can be reduced to five days if the student and parent/guardian meet with a school counselor or designee to discuss appropriate prevention resources and the student complies with the appropriate resulting intervention(s). In addition, a non-use contract will be signed by the student and parent/guardian, and the police will be notified. If the student does not complete

the appropriate intervention as agreed to in the contract, the student will be referred back to the principal or designee for further action.

A second violation of these regulations (at any time in grades 6-12) will result in a recommendation for expulsion from school and notification of police.

For students in grades 6-12, the sale or distribution of, or intent to sell or distribute prohibited substances including alcohol, drugs, look-alike drugs, prescription drugs, inhalants, or drug paraphernalia, even if a first offense, will result in referral to police officials and will result in a recommendation for expulsion from school and referral to an Interim Disciplinary Hearing. If a student is returned to the building as a result of the Interim Disciplinary Hearing, then the student must meet the requirements outlined above for a first violation.

Section 10: Bullying/Cyberbullying

Bullying/Cyberbullying of a public school student or public school employee is prohibited when a student or employee is in school, on school equipment or property, in school buses and vehicles, at designated bus stops, at school-sponsored activities and at school sanctioned events.

The district also prohibits bullying/cyberbullying at all times by an electronic act that results in the substantial disruption of the orderly operations of school or the educational environment. Bullying/Cyberbullying also applies to an electronic act whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose.

A notice of what constitutes bullying, that bullying is prohibited and the consequences of bullying is required by state law to be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium and school bus in the district.

A copy of the bullying notice will be provided to parents, students, school volunteers, and employees. A copy of the policy on bullying is available on the district web site and upon request.

Anyone who files a bullying complaint will not be subject to retaliation or reprisal in any form. School employees who have witnessed bullying or who have reliable information that a student has been a victim of bullying shall report the incident to the principal or principal designee. A school employee who reports violations of the school district's bullying policy shall be immune from any tort liability that may arise from the failure to remedy that reported incident.

Section 11: Personal Communication Devices and Electronics

For all students in grades K-12, the school, school district, and school district personnel assume no responsibility for any cell phone, personal communication device, or personal entertainment device that is lost, damaged, or stolen in a school building, on school property, or during travel to and from school.

For students in grades K-5, the use of any electronics and/or personal electronic communication and entertainment device is not allowed during school hours unless such use has been specifically approved by the principal or designee for medical, educational or other compelling reasons. Students should turn off, secure, and conceal from view (in their pockets, purses, backpacks, lockers etc.) such communication devices when they enter the school buildings during normal school hours unless authorized by school personnel._

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

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

Section 12: Definitions

Alcohol: Intoxicating beverages and/or substances represented as alcohol.

Arson: The setting of any unauthorized fire or the possession of any incendiary device anywhere on school property (including trash can fires).

Assault: Verbal or physical intimidation of, threats toward, or verbal abuse of a student or school employee (including verbal or physical harassment, hazing, or other activities intended to threaten, frighten, shame, or disgrace and including any harassment based on race, religion, ethnic origin, gender, or handicap) (Also, see “Bullying” “Extortion,” and “Harassment/hazing”).

Battery: Any physical contact intended to intimidate, threaten, injure, or otherwise harm.

Behavior Plan: A written agreement signed by the student involved, the student’s parent(s) or legal guardian(s), and the appropriate school employee and school official(s) identifying specific behavior problem areas for the student and stating what is expected of each party to correct the inappropriate behavior(s) and the incentives, supports, and/or consequences for the student if the plan is not followed and the identified behavior(s) are not corrected.

Bullying/Cyberbullying: The intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of:

- Physical harm to a public school employee or student or damage to the public school employee’s or student’s property;
- Substantial interference with a student’s education or with a public school employee’s role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity; persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment.

Cheating/plagiarism: Dishonest or otherwise unacceptable efforts to improve a student's grade.

Chronic Disruption: Demonstrating a pattern of repeated misbehavior.

Corporal punishment: A form of discipline in which a student is struck.

Club: Any instrument that is specially designed, made, or adapted for the purpose of inflicting serious physical injury or death by striking, including a blackjack, billie, and sap.

Days: School days; those days during which students are in attendance.

Detention: A period of supervised confinement -- before, during, or after school -- used when a student has committed relatively minor violations of the Standards of Behavior; limitations are typically placed on students' freedom to talk, move about, etc.

Detention violations: Failure to attend assigned detention or to comply with the rules and regulations established for detention.

Disorderly conduct: Disruptive behavior that poses a serious threat to the learning environment, health, safety, and the welfare of others, including students, school district employees, and other children or adults.

Display of affection: Physical contact between students, which violates standards of propriety, good taste, or rules and regulations established by the school.

Disrespect: Rudeness, name-calling, inappropriate gestures, or other actions intended to show a lack of respect for any student or school employee.

Disruptive behavior: Any interference with the proper conduct of a school, a school activity, or an individual class; bomb threats; false fire alarms; attempts to prohibit or discourage attendance by others at school or a school activity; attempts to encourage others to violate school rules or policies; and refusal to identify others engaged in unlawful or disruptive acts or to otherwise fail to divulge information regarding such acts.

Distribution: The giving, sharing, selling, providing or making available to any other person while on school property or while attending a school-sponsored event.

Dress code violations: Attire which disrupts the educational environment or otherwise interferes with the rights or opportunities of others to learn or teach, including the violation of any established building-level or classroom regulations; examples include tank tops, muscle shirts, sheer or see-through clothing, clothing which violates common standards of decency, clothing which advertises prohibited or illegal substances, and any gang-related attire. Students are prohibited from wearing while on school property during the regular school day and at school sponsored activities and events, personal clothing that exposes underwear, buttocks, or the chest.

Drugs: Legally controlled substances such as marijuana or THC products, cocaine, methamphetamines, LSD, Demerol, morphine, and other narcotic substances, inhalants, illicit drugs, look alike products (including over the counter and prescription drugs) or inhalants used to produce an euphoric effect, etc.

Electronics: Any device used for personal communication and entertainment.

Electronic act: Without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer or pager. This also includes video conferencing such as Zoom Meetings, Google Meets, or any other media that allows for live presentations via electronic means.

Emergency: Any situation in which the safety of one or more people is threatened or in which the school's mission to educate students is compromised.

Explosives: Any weapon which may expel or be converted to expel a projectile or multiple projectiles by action of explosion or other propellant, and any device which has a barrel with a bore of more than ½ inch diameter (i.e. bomb, grenade, rocket having a propellant of more than four (4) ounces, missile having an explosive charge of more than 1.4 ounce, mine, or similar device, etc.)

Expulsion: Removal of a student from all contact with the school for a period greater than 10 days.

Extortion: Subjecting another person to verbal or physical threats (stated or implied) in an effort to obtain money or other materials or services of value (Also, see "Assault," "Bullying," and "Harassment/hazing").

Failure to identify: Refusal to provide proper identification, or providing false identification, to any school employee.

Fighting: A disagreement between two or more students which leads to physical contact; unless school officials can establish that one or more students involved did nothing to provoke the disagreement and attempted to avoid the conflict, all students involved will be held equally accountable.

Fireworks: Possession or use of any explosive or decorative pyrotechnic device on school property or at a school activity.

Gambling: Games of chance conducted at school or at a school activity (except as a part of regular classroom instruction) where money or other valuables may be won or lost.

Gangs/gang-related activities: Individuals who associate with each other primarily for criminal, disruptive, and/or other activities prohibited by law and/or by the school district's rules and regulations, including recruiting others for membership; participating in or inciting physical violence; extorting or soliciting money/services for protection, insurance, or dues; wearing, possessing, using, displaying, distributing, or selling any clothing, jewelry, emblem, badge, symbol, sign or other item associated with membership in or affiliation with a gang (as determined by a building or district administrator); using any verbal or nonverbal communication showing membership in or affiliation with a gang; or engaging in any other activity intended to promote or further the interests of any gang or gang activity.

Handgun: Any firearm with a barrel length of less than 12 inches (12") that is designed, made, or adapted to be fired with one hand.

Harassment: Annoying, ridiculing, or humiliating another student by words or actions. A pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment.

Hazing: A willful act by one student alone or acting with others against any other student and done for the purpose of intimidating, humiliating, abusing, ridiculing, threatening or striking a student on or off school property. As defined in A.C.A. 6-5-201(b), hazing is limited to those actions taken and situations created in connection with initiation or affiliation with an organization, extracurricular activity, or sports program and does not include customary athletic events or similar contests or competitions.

Huffing: The purposeful inhalation of chemical vapors to achieve an altered mental or physical state, which for most abusers is a euphoric effect.

Indecent exposure: Clothing (or lack of clothing) which exposes the body in an immodest manner, which does not meet common standards of decency and good taste.

In-school suspension: An on-site location in a school where students may be temporarily assigned for more serious or chronic disciplinary violations; students assigned to in-school suspension will be counted present and will be expected to complete all regular school assignments during their suspension.

Insubordination: Willful and intentional failure or refusal to obey or submit to any reasonable request from a school employee.

Knife: Any bladed hand instrument that is capable of inflicting serious physical injury or death by cutting or stabbing, including a dirk, sword or spear in a cane, razor, ice pick, throwing star, switchblade and butterfly knife. Note: a knife with a blade of three inches or longer by definition of Arkansas law (A.C.A. 5-73-120) is classified as a weapon.

Look-alike (drugs, weapons, etc.): Legal substances or objects which appear to be, may be mistaken for, or are represented as substances or objects which, if authentic, would be prohibited at school or at school activities.

Mob action: Two or more students attacking or threatening a single student; two or more students acting "as one" to break rules, disrupt the school, etc.; see also "Gang-related activities."

Possession: A student will be considered "in possession" of drugs, alcohol, weapons, or other prohibited materials if such items are found on the student's person or in the student's locker, desk, automobile, other student assigned storage area, student personnel belongings.

Profane or obscene language, gestures or behaviors: Language, gestures or behaviors that violate common standards of decency and good taste.

Prohibited items and/or substances: Items such as, but not limited to, alcohol, tobacco, vaping, illegal drugs, look alike drugs, drug paraphernalia, toxic chemicals, contraband (such as, but not limited to, stolen or otherwise illegal goods), any instrument that can reasonably be construed to be a dangerous weapon, inappropriate or indecent articles of clothing or signage, or any other substance in violation of the preceding school policies shall constitute prohibited substances.

Petitions and other printed matter: Distribution of printed materials not approved in advance by the principal. (Note: the principal's sole basis for denying such distribution will be a sincere belief that possession or distribution of the materials will cause substantial disruption (see definitions) of school activities because of obscene or libelous language, personal attacks, promotion of a personal agenda or the method or time of distribution).

Rifle: Any shoulder weapon used to fire a long-range projectile.

Sale (of illegal substances): Selling or offering to sell any illegal substance or look-alike substance.

School employee: Any person employed by or otherwise providing services to the school, including student/intern teachers and school volunteers.

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or participation in an educational function, or

Submission to or rejection of such conduct by an individual is used as the basis for employment or decisions affecting such individual's education, or

Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Sexual harassment, as defined above, may include but is not limited to:

1. Sex-oriented verbal "kidding", abuse, or harassment;
2. Pressure for sexual activity;
3. Repeated remarks to a person with sexual or demeaning implications;
4. Unwelcome touching such as patting, pinching, or constant brushing against another's body;
5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns;
6. Uninvited letters, telephone calls, electronic communications or materials of a sexual nature;
7. Visual harassment, including offensive posters, cards, cartoons, graffiti, drawings or gestures;

8. Attempted or actual rape or sexual assault.

Shotgun: A smooth bore shoulder weapon used to fire a short-range projectile or projectiles.

Substantial disruption: Without limitation that any one (1) or more of the following:

- Necessary cessation of instruction or educational activities.
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment.
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities.
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Suspension (out-of-school): Temporary (1-10 days) removal of a student from all contact with the school district, to be used in cases where the student's presence represents a threat to others, where the student's presence prevents others from pursuing desirable educational goals, or where other forms of discipline have not been successful with the student.

Terroristic Threatening: Threatening to cause death, serious injury or substantial property damage with the intent to scare or intensely frighten another person.

Tobacco: Cigarettes, cigars, chewing tobacco, snuff, other forms of tobacco, and electronic cigarettes and similar devices that allow for vaping.

Truancy: Any unauthorized absence from school, including any unauthorized absence from an individual class and leaving a classroom or a school campus without permission.

Under the influence: A student will be presumed to be under the influence of alcohol or illegal drugs if school officials believe that sufficient evidence exists to indicate that the student has ingested any amount of alcohol or illegal drugs at school or a school activity or that the effects of any prior ingestion are detectable while the student is at school or a school activity.

Vandalism: The intentional destruction, damage, or defacement of public or private property (including graffiti) without the consent of the owner or persons having custody or control of it.

Vehicle violations: Any unsafe, reckless, or otherwise inappropriate operation or parking of an automobile, truck, motorcycle, bicycle, skateboard, or other vehicle on school property or traveling to or from school.

Weapons violations: Possession or use of any gun, knife, club, or any other item that is reasonably believed to be an offensive or defensive weapon, including look-alike weapons made of plastic or other such materials. In accordance with Ark. Code Ann. § 5-73-124, a container of tear gas or pepper spray to be used for self-defense purposes only that does not exceed the capacity of one hundred fifty cubic centimeters (150 cc) spray shall not be considered a weapon.

Zero tolerance: The administrator or designee will take action on the violation.

Approved

Amended 8/5/86	Revised 4/19/05	Revised 3/18/14
Amended 8/25/92	Revised 6/21/05	Revised 5/19/15
Revised 8/8/95	Revised 5-15-06	Revised 3/15/16
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Revised 5/18/21
Revised 4/19/22
Revised 5/16/23

Rogers School District No. 30

ROGERS SCHOOL DISTRICT BUS RULES AND PROCEDURES

In accordance with Federal Highway Safety Standard #17, entitled "Pupil Transportation Safety," and Rogers School District Policy, each student who is transported in a school vehicle is to be instructed in the rules and safe riding practices of a school bus.

As the parent or guardian of a transported pupil, you can help us in meeting the intent of this standard. The safety of all pupils transported in a school bus is a responsibility shared alike by parents, guardians, pupil passengers, school bus drivers, teachers, and school administrators.

The bus driver's job is to operate the bus in a safe manner and to follow all school and federal regulations. The driver may assign seats to students who interfere with these duties. The driver may also refer any infraction of the bus rules or procedures to the proper school personnel. This referral will then be brought to the student's principal's attention, and then acted upon based on the following rules and guidelines.

BUS RELATED PROCEDURES

- A. The School District transports students from home to school and from school to their home. Due to liability questions and overcrowding on the buses, we cannot transport to baby sitters.
- B. If space is available a student may go home with another student if they have written permission from both sets of parents. This should be given a day in advance to the school and driver.
- C. Students should be at the bus stop 5 minutes in advance of the scheduled time. They should stand a safe distance from the bus stop and wait until the door is opened before moving closer to the bus. The driver will not wait for students to come out of the house. Students should not play on the highway. If a student misses the bus, hitchhiking to school is not permitted.
- D. Students are to get off the bus in the afternoon at their regular bus stop. Students, who must cross the road after leaving the bus, must go to a point on the shoulder of the road ten feet in front of the bus. They are to cross the highway before the bus leaves and only after the driver has signaled them to do so. If students' homes are on the right side of the road, they should leave the bus and go directly to their driveway so the driver can always see them. **STUDENTS SHOULD NOT STOP AT THE MAILBOX UNTIL THE BUS LEAVES THE AREA.**
- E. Bus related violations will be referred to the principal for disciplinary action. In the event of a serious rules infraction, the Transportation Department Supervisor may suspend the student from riding the bus. This suspension will be referred to the principal for possible further action. If a student has been suspended from a bus that suspension is in effect for all Rogers school buses.
- F. Anyone requesting a route change must obtain a "Request For Bus Route Change" form and submit it to the Transportation Department. This form may be obtained at School Services Building or the School District Administration office.
- G. In the event of inclement weather the bus will run limited service. Bus drivers will notify students earlier in the year regarding areas that they possibly will not be able to run. * See closing school information (pg. 14).
- H. Throughout the school year a representative of Rogers School Transportation will go to the elementary schools to teach students about School Bus Safety. This safety presentation takes place at the school and will include, if conditions allow, a short bus ride. During this ride, the students have the opportunity to practice the safety procedures they have learned from the presentation. The Bus Safety Program is meant to be both fun and educational. Our goal is to help the students learn some basic rules that will help them stay safer, both in and around the school bus.

GENERAL RULES

- A. All students must obey the driver's directions promptly and cheerfully.
- B. There is to be no eating, gum chewing, or drinking of anything on the bus.
- C. Students are to stay in their seat and face forward at all times.
- D. Students must keep the bus aisle clear of books, bags, feet, legs, etc. at all times.
- E. Students must use proper boarding and departing procedures.
- F. Students may not bring on board balloons, glass, live or dead animals, or any item too large to hold in the students' lap or fit under the seat in front of the student. (This includes musical instruments.)
- G. Students must keep their hands and head inside the bus at all times.
- H. Students are not to tamper with safety equipment or use emergency exits unless instructed to do so by authorized personnel.
- I. No loud or distracting noises are allowed, including singing, yelling, or screaming.
- J. No vandalism to school or personal property is allowed.
- K. No rude, vulgar, or obscene language/or obscene actions are allowed.

- L. Students must keep hands, feet, and other objects to themselves at all times.
- M. Students are not allowed to spit or throw objects on the bus.
- N. No horseplay, scuffling, or fighting is allowed.
- O. No ethnic, racial, or derogatory comments towards students or school personnel will be tolerated.
- P. No matches, lighters, or other flammable materials are allowed on the bus.
- Q. Any actions by a student that is deemed unsafe is prohibited.
- R. No student may bring any unsafe or potentially hazardous material on the bus.
- S. Students are expected to maintain proper conduct while at designated bus stops.
- T. No prescription medications can be carried on the bus unless prior arrangements are made with the school principal.

PENALTY

- | | |
|----------------|---|
| FIRST OFFENSE | - Parent contact by discipline note or telephone |
| SECOND OFFENSE | - 1-day bus suspension and parent contact |
| THIRD OFFENSE | - 3-day bus suspension and parent contact |
| FOURTH OFFENSE | - 10-day bus suspension and parent contact |
| FIFTH OFFENSE | - 30-day bus suspension and parent contact |
| SIXTH OFFENSE | - BUS SUSPENSION FOR THE REMAINDER OF THE SCHOOL YEAR |

SEVERE RULES VIOLATIONS

- A. No possession of drugs, alcohol, tobacco, and/or related materials is allowed.
- B. No possession of weapons such as guns, knives, razor blades, stun guns, etc. is allowed.

PENALTY

- | | |
|----------------|---|
| FIRST OFFENSE | - 30-day bus suspension and school discipline action |
| SECOND OFFENSE | - BUS SUSPENSION FOR THE REMAINDER OF THE SCHOOL YEAR |

THE SCHOOL DISTRICT RESERVES THE RIGHT TO ESCALATE ANY PENALTY BASED ON THE SEVERITY OF THE ACT. In addition, any disciplinary violations, which occur on district school buses, are subject to the Rogers School District’s Student Discipline Policy (JK).

SCHOOL CLOSING INFORMATION:

During the winter months, we often face a difficult decision on whether to close the schools because of inclement weather. When this decision must be made, many factors are taken into consideration, but student safety has been and will continue to be our primary concern on inclement weather days. There have been times when we have made a decision on the evening before, but usually the final determination is made in the early morning hours. Before deciding on a delay or closing, we drive the roads in the very early hours, monitor the weather forecast, and consult with others who can help us assess the situation.

We try to make a decision by 6:00 a.m., but on occasion, we are unable to do so. However, as soon as the decision is made, we will try to communicate that through a variety of ways including notifying families through our parent notification system and the local radio and TV stations. We also post an announcement about school closures on our web site at www.rogersschools.net and on Facebook (facebook.com/rogersschools) and Twitter (twitter.com/rogersschools).

If schools are in session and weather conditions deteriorate, the safety of the students may require an early dismissal. We urge parents to be certain that their children, especially the younger ones, know what to do if we dismiss early and where to go if they are not to go home.

No announcement will be made when the schools will be open as usual. If the district announces there will be limited bus service, this means if the road leading to your child’s bus stop is not safe for a bus to travel, then the bus can be met at a main road on the bus route. A listing of typical route changes is available along with more school closing information on the district web site.

Descriptor Term: ANTI-GANG/SECRET SOCIETIES	Descriptor Code: JHCAA
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The Rogers Board of Education, the administration, and the staff all have the responsibility to maintain a safe and disruption-free school environment. Arkansas law states that "any public school fraternity, sorority, or secret society or organization as defined in this sub-chapter is declared to be inimical to the public free schools and therefore unlawful." Arkansas statutes further expressly prohibit hazing. Gangs are hereby found to be included in the definition of secret society or organization and are therefore expressly prohibited from the Rogers Public Schools. Hazing, as defined in the Arkansas statutes, is hereby expressly prohibited by the Rogers Public Schools.

Gangs, as defined in this policy, shall mean individuals who associate with each other primarily for criminal, disruptive, and/or other activities prohibited by law and/or by the school district's rules and regulations including any type of organization or society which fosters undemocratic practices and seeks to perpetuate itself by taking in additional members from the students enrolled in the Rogers Public Schools on the basis of the decision of its membership rather than upon the free choice of any student in the school who is qualified by the rules of the school to fill the special aims of an organization or society. Gang and gang-related activities are not acceptable in the school setting. The board of education is aware that the presence of gangs interferes materially and substantially with the educational process and with the requirement of appropriate discipline in the school. Gangs foster anti-social behaviors, attitudes, and practices, which may endanger the health, safety, and welfare of our students. Therefore, students are prohibited from participating in any activity related to gangs while at school, while traveling to or from school, or while attending school-sponsored events.

Prohibited activities include (but are not limited to) the following:

1. Soliciting and/or recruiting others for membership;
2. Participating in and/or inciting physical violence;
3. Extorting or soliciting money and/or services, requesting any person to pay for protection, insurance, or the payment of dues;
4. Coercing, harassing, and/or otherwise intimidating, threatening, or causing harm to any person;
5. Wearing, possessing, using, displaying in any manner, distributing, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other item commonly associated with membership in or affiliation with a gang. When there is a question as to whether or not possessions or clothes are gang related, determination will be made by the Rogers administration;
6. Using any communication, verbal or nonverbal (gestures, handshakes, etc.), suggesting or showing membership in, or affiliation with a gang;
7. Engaging in any activity intended to promote or further the interests of any gang or any gang activity including, but not limited to distributing literature, drawing or displaying

ANTI-GANG/SECRET SOCIETIES - JHCAA

Unauthorized symbols on any surface, teaching others to "represent", or acting like a member of a gang;

8. Engaging in any activity defined by the laws of Arkansas to be "hazing" including:
 - A. Any willful act on or off the property of the Rogers Public Schools by one student alone or acting with others which is directed against any other student and done for the purpose of intimidating the student attacked by threatening him with social or other ostracism or by submitting such student to ignominy, shame, or disgrace among his fellow students, and acts calculated to produce such results; or
 - B. The playing of abusive or truculent tricks on or off the property of the Rogers Public Schools by one student alone or acting with others, upon another student to frighten or scare him; or
 - C. Any willful act on or off the property of the Rogers Public Schools by one student alone or acting with others which is directed against any other student done for the purpose of humbling the pride, stifling the ambition, or impairing the courage of the student attacked or to discourage him from remaining in the Rogers Public Schools, or reasonably to cause him to leave the Rogers Public Schools rather than submit to such acts; or
 - D. Any willful act on or off the property of the Rogers Public Schools by one student alone or acting with others in striking, beating, bruising, or maiming; or seriously offering, threatening, or attempting to strike, beat, bruise, or maim; or to do or seriously offer, threaten, or attempt to do physical violence to any student of the Rogers Public Schools or any other educational institution; or assault upon any such student made for the purpose of committing any of the acts or producing any of the results, to such student as defined by this paragraph.
9. Any act or activity which violates any law or any policy of the Rogers School District when such act or activity is taken to further the interests of a gang.
10. In accordance with Arkansas Code Annotated 6-18-605, it shall be the duty of the school district to suspend or expel from the Rogers Public Schools any student who shall:
 - A. Be or remain a member, promise to join, become a member, or solicit other persons to join, promise to join, or pledge to become a member of any prohibited secret society or organization as described above;
 - B. Wear or display any insignia for purposes of identification with any such secret society or organization while in and attending the Rogers Public Schools.

Descriptor Term:

STUDENT ATTENDANCE POLICY

Descriptor Code:

JE

The Rogers School District believes that the instructional program is the vital part of a formal education and that students must be in regular attendance in order to profit from that instructional program. The measures outlined in this policy are intended to ensure regular attendance by creating a cooperative effort among staff members, parents, students, and (when necessary) legal authorities.

Students are expected to attend school at all times when school is in session. The school district recognizes that absences are sometimes unavoidable when caused by illness, school activities, or family emergencies. In such cases, students are expected to complete makeup work promptly and completely. Generally, students will be given the same number of days to complete makeup work as the number of days they were absent.

In accordance with Arkansas statute 618221, the school district has entered into a cooperative agreement with local law enforcement officials to enforce school attendance laws. Under this agreement, law enforcement officers are authorized to

- Locate students who are off school premises during school hours.
- Stop and detain any such students who cannot produce documentation explaining their absence from school.
- Take into custody any such student who fails to produce satisfactory documentation and deliver the student to the student's own assigned school.

The schools in the district are authorized by the Rogers Board of Education to develop daily attendance procedures, within the guidelines of this policy, which will ensure accurate and timely attendance reports and appropriate communication between school and parents. Procedures for teachers to follow in recording and reporting student absences from their classes shall be consistent among the different school levels in the district. Procedures for parents and students to follow in reporting absences and in arranging for makeup work shall also be consistent among the different school levels in the district. All schools are encouraged to develop incentive programs to reward students for good/improved attendance.

Before a student accumulates the maximum number of unexcused absences, a parent may petition the school administration for special arrangements related to attendance. If arrangements are granted by the school administration, a formal written agreement to include the conditions of the agreement and the consequences for failing to fulfill the agreement will be developed and signed by the school administrator, parent, and student.

Absences due to conditions related to pregnancy or parenting are excused, including without limitation:

- Labor, delivery, and recovery;
- Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;

- The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
- A legal appointment related to pregnancy or parenting, including without limitation:
 - Adoption;
 - Custody; and
 - Visitation;
- A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
- At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.

Up to one (1) time during each scheduled election, a student shall not be considered absent from school for the time the student accompanies the student's parent when the parent is exercising the parent's right to vote in a scheduled election.

The following specific procedures will apply within the elementary and secondary schools, respectively, of the district:

Elementary School Procedures (Grades K5)

The classroom teacher has the responsibility for taking attendance and recording all student absences from her/his class each day. All student absences from class, except those caused by approved school activities or in school suspension, will be reported to the school administration and recorded for each student as unexcused absences with the following exceptions. For any absence, parents have the responsibility to see that makeup work occurs.

1. Homebound: Absences due to long term injury or illness will be recorded as excused during that time that a student is placed on an approved homebound program and satisfactorily completes the work assigned in that program.

When such long term absences occur or are anticipated, parents should contact the school about establishing homebound instruction. These services are provided at no charge to the parent.

2. Limited short term illnesses: Each student may be granted up to six (6) days per year for illnesses such as flu, chicken pox, or similar illnesses requiring that the student remain at home. Such absences will require written documentation from a parent, doctor or other medical professional. Additional excused absences may be approved by the building principal or designee.
3. Absences for out of district transferees: Transferees, after the first quarter, will be allowed fewer days of allowed absence days in Rogers proportional to the date of transfer. Lengthy absences can affect academic standing.
4. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program.

All Other Absences:

1. Tardiness: Students who are late to school, and those who leave during the school day, missing up to 2 hours in one day, will be charged with a tardy. Excessive tardiness is a serious issue and will result in building-level interventions.
2. Half-day absence: Students who miss from 2 hours to 4 hours in one day will be charged with a half-day absence.
3. One absence: Students who miss more than 4 hours in one day will be charged with one absence unless the absence is defined as school business i.e. field trip, contest, etc.
4. Truancy: Truancy should be treated as a disciplinary matter. Any absence due to truancy will be counted in the student's total number of unexcused absences. Removing a child from school for extended periods of time is considered truancy.
5. Notification to parents of absences: No later than the fifth day of a student unexcused absence during a semester (not including longterm and shortterm absences listed above) the school will contact the parent by telephone or will send a letter to the parent. At this time, the school will notify the parent of the consequences of continued poor attendance by the student.

On the eleventh day of a student unexcused absence during the semester (not including longterm and shortterm absences listed above) 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 Arkansas Department of Human Services (DHS). The appropriate prosecuting authority shall also be notified of the student's excessive absence at this time.

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

Middle School Procedures (6-8)

Absences

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

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

1. Homebound: Absences due to long term injury or illness will be recorded as excused during that time that a student is placed on an approved homebound program and satisfactorily completes the work assigned in that program. When such long term absences occur or are anticipated, parents should contact the school about establishing homebound instruction. These services are provided at no charge to the parent.
2. Limited shortterm illnesses: Each student may be granted up to five (5) days per semester for illnesses requiring that the student remain at home. Such absences will require written

documentation from a, doctor or other medical professional. Additional excused absences may be approved by the building principal or designee as part of the implementation of a Student Attendance Waiver (Student Attendance Waiver JE-Guidelines).

3. Absences for out of district transferees: Transferees, after the first quarter, will be allowed fewer days of allowed absence days in Rogers proportional to the date of transfer. Lengthy absences can affect academic standing.
4. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program.

Tardy

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

Transfer Students

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

Truancy

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

Parent Attendance Notification – 5 Day Absence

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

Parent Attendance Notification – 10 Day Absence

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

Prosecuting Authority Notification – 13 Day Absence

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

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

High School Procedures (Grades 912)

Absences

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

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

1. Homebound: Absences due to long term injury or illness will be recorded as excused during that time that a student is placed on an approved homebound program and satisfactorily completes the work assigned in that program. When such long term absences occur or are anticipated, parents should contact the school about establishing homebound instruction. These services are provided at no charge to the parent.
2. Limited short term illnesses: Each student may be granted up to five (5) days per semester for illnesses requiring that the student remain at home. Such absences will require written documentation from a doctor or other medical professional. Additional excused absences may be approved by the building principal or designee as part of the implementation of a Student Attendance Waiver (Student Attendance Waiver JE-Guidelines).
3. Absences for out of district transferees: Transferees, after the first quarter, will be allowed fewer days of allowed absence days in Rogers proportional to the date of transfer. Lengthy absences can affect academic standing.
4. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program.

Tardy

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

Transfers

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

Truancy

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

School Business

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

Parent Attendance Notification – 5 Day Absence

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

Parent Attendance Notification – 10 Day Absence

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

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

Prosecuting Authority Notification – 13 Day Absence

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

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

Legal ref. ACA 6-18-209; 6-18-211; 6-18-222

Policy Adopted

Revised 9/89, 7/91, 6/95, 5/96, 7/97, 4/14/98, 6/16/98, 6/18/02, 3/14/06, 6/06/06, 6/16/09, 5/18/10,
4/17/12, 3/12/13, 5/21/13, 8/20/13, 5/19/15

Rogers School District No. 30

Descriptor Term: STUDENT ATTENDANCE WAIVER	Descriptor Code: JE-Guidelines
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It is the intent of Student Attendance Policy JE to secure a balance between student accountability for school attendance and student academic success. With this in mind, no student should be arbitrarily denied credit, promotion or graduation solely on the basis of poor attendance. The following guidelines are to be used by the school attendance committee when considering student requests for a waiver of policy requirements for loss of credit in grades K-12 due to excessive unexcused absences as defined in Policy JE. The school attendance committee shall include the principal or an assistant principal, the petitioning student's guidance counselor, and the teachers of the grade or the classes involved in the request to waive the policy requirements and grant credit. The committee shall consider:

- The degree of success the student is currently experiencing in the classes under consideration for loss of credit (grades 6-12).
- The reasons for the absences including but not limited to truancy, illness, medical reasons, accident, or certain unavoidable circumstances.
- Conditions addressed in an IEP or a 504 Plan that may directly impact the student's attendance.
- The student's overall and previous attendance pattern.
- The student's effort in completing make-up work for missed days in the grade or classes under consideration.
- The student's success in meeting expectations outlined in the special arrangements plan.

Policy Approved 07/21/09
 Revised 4/17/12, 5/21/13, 10/15/13, 5/19/15
 Rogers School District No. 30

Descriptor Term: SCHOOL ADMISSIONS	Descriptor Code: JF
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The Rogers Public Schools are open and free through completion of the secondary program to all persons between the ages of five and twenty-one years, provided such persons are legal residents of the district or have been properly approved as transfer students. Parents/guardians of students enrolling for the first time in Rogers, and of students returning to Rogers after enrollment elsewhere, must provide the following*:

1. One of the following documents indicating the child's age:
 - a. A birth certificate or other approved certification of date of birth;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent or guardian;
 - f. Previous school records; or
 - g. United States military identification.
2. An identification number for the student (A Social Security number or request that the school assign an identification number).

3. Proof of address within the district boundaries, which may be verified with one of the following documents:
 - a. A current real-estate property tax receipt.
 - b. A current utility bill showing the name and address of the student's parent or legal guardian
 - c. Guardian
 - d. A rental or lease agreement
 - e. If the parents or guardians of an enrolling student do not have all of the necessary documents, they will be asked to bring any documents they do have to the district administration office and sign an affidavit.*
4. Proof of immunization, as prescribed by the Arkansas Department of Health, against poliomyelitis, diphtheria, tetanus, pertussis (whooping cough), red (rubeola) measles, rubella, mumps, hepatitis B, and varicella (chicken pox), or an approved waiver from this requirement.

The district may temporarily admit a student if the child becomes appropriately immunized, is in the process of receiving the needed doses of a vaccine, or shows proof that he or she has applied for an exemption for those vaccines he or she has not received within 30 school days after being originally admitted.

5. Enrolling kindergartners are required by the state to have current proof of a physical examination (within the past 24 months or within 90 days of enrolling). The state allows students to be excused from the examination in certain circumstances as long as the child is not suspected of having a contagious or infectious disease. A child may be excused from having an examination if the parent or guardian presents a certificate from a reputable physician stating he or she has recently examined the child or if the parent or guardian states in writing that he or she objects to the examination.
6. A statement indicating whether the student has been expelled from a previous school or is a party to any expulsion proceeding at a previous school. (If a student is under expulsion from any other school, the student will not be admitted to school until the Rogers Board of Education has conducted a hearing to determine the student's suitability for admission. The board may prohibit the student from enrolling until the expulsion from the other school has expired.

** Lack of appropriate documents shall not be a barrier to enrollment for homeless students as required by the McKinney-Vento Act.*

Legal Reference: Arkansas Acts 472 and 414 of 1995, Arkansas Act 63 of 2003, Arkansas Code Annotated 6-18-202, 6-18-208, 6-18-701, 6-18-702

Descriptor Term: HOMEWORK	Descriptor Code: IKB
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Homework shall be related to the school's goals and philosophy of education. The assignment of homework is encouraged when, and only when, it can be seen to be of benefit to the student. Homework should be an extension of clearly defined learning goals and should be appropriate to the age, ability, and independent level of the student. The success of the homework policy is dependent upon the cooperation of administrators, teachers, parents, and students.

DEFINITION:

For the purpose of this policy, homework is defined as an assignment that promotes the intended learning goal and is primarily to be completed by the student for independent practice outside of school time.

PURPOSES:

Homework of quality is viewed as a valuable and legitimate learning activity; its purpose(s) may be to:

- Practice learned skills for increased proficiency
- Extend learning and prepare for upcoming class topics
- Provide opportunities for independent work
- Strengthen concept and skill development
- Develop responsibility and good study habits
- Complete unfinished class assignments

QUALITY

A number of factors contribute to the effectiveness of homework in promoting learning and the student's enjoyment of school.

Homework should be planned (as part of a lesson plan) and assigned in such a way that it will:

- Help students see the relationship to the learning goal and class work.
- Foster lesson enrichment, application, review, and the practice of skills which have previously been taught.
- Ensure that the assignments, procedures for accomplishing them, and the due dates are clear, meaningful and appropriate.
- Provide for varied activities, including (when appropriate), open-ended, student choice tasks.
- Ensure that the amount of homework is appropriate to students' needs and abilities and can be completed with materials and resources which are readily available.
- Establish the manner in which homework will be evaluated and the weight it will carry in the overall evaluation of the student.
- Coordinate with other teachers on major assignments, so as not to exceed reasonable time requirements on homework.
- Provide adequate structure, guidelines, sequence of tasks, and frequent progress reviews for long-range complex tasks.

Since homework is considered to be a valuable learning experience:

- Late homework should be accepted within a reasonable amount of time.
- All completed homework will, in some manner, be reviewed and feedback provided. Homework should be returned to the student in a timely manner, within one to three days, if possible.
- The feedback to students should be constructive and related to the level of learning demonstrated, not simply whether it was completed.
- Students who are absent when the material is presented should be provided an opportunity to learn the missed material before requiring the associated homework.
- Parents shall be notified when a student repeatedly fails to complete homework assignments.

Note—Homework should not be assigned if the students are not adequately prepared, if it is not warranted, or for disciplinary purposes.

RESPONSIBILITY OF PARENTS:

While students should assume the major responsibility for completing homework assignments, parents should be encouraged to take an active interest in students' homework by:

- Promoting a positive attitude toward homework.
- Providing a consistent time and a suitable place for study.
- Making resource materials available whenever possible.
- Assisting with drill practice, such as math facts, spelling and vocabulary words.
- Communicating with the teacher any identified problems.
- Being an appropriate role model as a life-long learner.

Note—Parents should be interested and supportive of their child's homework. However, this should not include producing any section of the assignment.

GUIDELINES

1. Homework will be assigned when it is warranted.
2. The purpose of the assignment should be communicated to the students.
3. The type and level of thinking of assignments should vary to provide higher level of thinking and higher student motivation.
4. Teachers should schedule time during the regular class period for supervised application of student learning so that teachers can check for understanding and accuracy and provide feedback before the students leave the classroom.
5. The amount and actual time required for homework by any given individual will vary due to individual differences.
6. Teachers should coordinate major assignments and tests so the assignments will be due on alternate dates when possible.
7. Students should receive constructive and timely feedback on all homework assignments either as a class, or individually.

ELEMENTARY GRADES K-5

The research is clear that the amount of homework assigned to students should be different as students move up in the grades and from level to level. This policy generally follows the 10-minute per grade guideline with recommended time limits as follows:

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, 4 nights per week
Fifth Grade—50 minutes, 5 nights per week

MIDDLE SCHOOL GRADE LEVELS

Research indicates that homework has a positive effect on student achievement starting with middle level grades and increasing as students move through the secondary grades. Time guidelines for homework continue to be supported by research, as well. The amount of time needed for assignments and test preparation will depend upon the individual student and upon the type of assignment or test. End of grading period tests and major projects require more time and should be assigned well in advance. Coordination of major assignments by faculty is important to the success of this policy and student achievement.

HIGH SCHOOL GRADE LEVELS

The strongest correlation of homework with student achievement is at the high school level. Coordination of assignments and tests at the high school level, although difficult, is nonetheless important. Assignments for large projects and end of grading period tests should be made well in advance in order for students to plan for extended work tasks and study.

Descriptor Term: COMPULSORY ATTENDANCE/EXCEPTIONS WAIVER	Descriptor Code: JEA
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In accordance with Arkansas statute 6-18-201, every parent, guardian, or other person residing within the State of Arkansas and having custody or charge of any child or children age five through seventeen years on or before August 1 of that school year, the admissions date set by state law, shall enroll and send the child or children to an approved school.

The following children are exempt from this requirement:

1. Any child who has received a high-school diploma or its equivalent.
2. A parent, guardian, or other person residing within the state and having custody or charge of a child may elect for the child to not attend kindergarten if the child will not be six years of age by the date set by state law for that school year. Upon the filing of a signed kindergarten waiver form with the district administration office, the child shall not be required to attend kindergarten in that school year.
3. Any child age sixteen or older enrolled in a postsecondary vocational-technical institution, a community college, a two-year or four-year institution of higher education, an adult education program or the National Guard Youth Challenge Program

Legal Reference: Arkansas Code Annotated § 6-18-201

Descriptor Term: STUDENT DISCRIMINATION AND HARASSMENT	Descriptor Code: JBB
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It shall be the policy of the Rogers Public Schools to maintain a learning and working environment that is free from practices which discriminate on the basis of race, color, religion, national origin, sex, age, or disability. For specific provisions related to discrimination on the basis of sex, refer to policy JBBB.

It shall be a violation of this policy for any student or employee to participate in any form of discrimination or harassment.

The school district will investigate all complaints, either formal or informal, verbal or written, and discipline any student or employee who engages in discrimination or harassment against any other student or employee of the school district.

1. DEFINITIONS

- A. **Discrimination Complaint:** Any complaint, preferably in writing, alleging that any policy, procedure or practice discriminates on the basis of race, color, religion, national origin, sex, age, or disability.
- B. **Grievant:** Any student or employee of the Rogers School District who submits a complaint alleging discrimination or harassment.
- C. **Equity Coordinator:** The person(s) designated to coordinate efforts to comply with and carry out responsibilities under the civil rights laws and other state and federal laws addressing equal educational opportunity. The coordinator is responsible for receiving building-level reports and processing district-level complaints.
- D. **Respondent:** The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate a person with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.
- E. **Day:** Day refers to a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.
- F. **Harassment:** Annoying, ridiculing, or humiliating another student by words or actions. A pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment.

II. PRE-FILING PROCEDURES

Prior to the filing of a written complaint, the student or employee is encouraged to visit with the Equity Coordinator, and reasonable effort should be made to resolve the problem or complaint. Complaint forms are available online or in school offices or other designated areas.

III. REPORTING PROCEDURES

Any person who alleges discrimination or harassment by any student or staff member may use the district's complaint procedure or may complain directly to the building principal, guidance counselor, or other individual designated to receive such complaints. Filing of a complaint or otherwise reporting discrimination will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments.

Incidents reported at the building level may be investigated by the building principal or assistant, or a team of investigators as deemed necessary. A report of findings and action taken will be filed with the Equity Coordinator at the conclusion of the investigation.

If the complaint involves a building administrator, then the complaint should be made immediately and directly to the Equity Coordinator, who will conduct the investigation.

All reasonable effort should be made to resolve complaints at the building level. Parties involved in a complaint may request guidance or assistance from the Equity Coordinator at any time during a complaint procedure.

If it is not possible to resolve the complaint at the building level, the following district-level complaint procedure should be followed.

A. Grievant

Submits complaint, preferably in writing, to the Equity Coordinator. The complaint should include the name of the violator, the nature and date of the alleged violation, names of witnesses (if known), the requested action, and any other information pertinent to an investigation. Complaint forms are available online and in the school offices and in the district office.

B. Equity Coordinator

Within 10 days, interviews the complainant, the alleged violator, and witnesses. Responds to the grievant with the findings and recommended action.

C. Grievant or Respondent

If the grievant or respondent is not satisfied with the decision, he/she must notify the Equity Coordinator within 10 days to request a hearing with the superintendent.

D. Equity Coordinator

Schedules within 10 days a hearing with the grievant, respondent, and superintendent.

E. Superintendent, Grievant, Respondent, and Equity Coordinator

Hearing is conducted.

F. Superintendent

Issues a decision within 10 days following the hearing.

G. Grievant or Respondent

If the grievant or respondent is not satisfied with the decision, he/she must notify the Equity Coordinator within 10 days and request a hearing with the Rogers Board of Education.

H. Equity Coordinator

Notifies the school board within 10 days after receiving request. Schedules hearing with the school board. Hearing must be conducted within 30 days from the date of notification to the school board.

I. School Board, Grievant, Respondent, Equity Coordinator

Hearing is conducted.

J. School Board

Issues a final written decision within 10 days after the hearing regarding the findings of the grievance and any action to be taken.

IV. Action

A. Any student involved in discrimination or harassment is subject to disciplinary action up to and including expulsion as outlined in the student discipline policy.

B. Any employee involved in discrimination or harassment against a student is subject to disciplinary action up to and including dismissal. Any disciplinary action, including a recommendation of termination during the term of the present contract, shall be in compliance with the Teacher Fair Dismissal Act.

C. Any employee who receives a complaint of discrimination or harassment from a student and who does not act promptly to forward that complaint to the principal and/or the Equity Coordinator shall be subject to disciplinary action up to and including dismissal. Any disciplinary action, including a recommendation of termination during the term of the present contract, shall be in compliance with the Teacher Fair Dismissal Act.

V. Reprisal

The Rogers School District will discipline any individual who retaliates against any person who reports alleged discrimination or harassment or who retaliates against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to a discrimination or harassment complaint. Retaliation includes, but is not limited to any form of intimidation, reprisal, or further harassment. Any employee engaging in retaliation shall be subject to disciplinary action up to and including dismissal. Any disciplinary action, including a recommendation of termination during the term of the present contract, shall be in compliance with the Teacher Fair Dismissal Act.

VI. General Provisions

A. Extension of Time: Any time limits set by this policy may be extended by mutual consent of the parties involved. The total number of days from the date the complaint is filed until the complaint is resolved shall be no more than 180 days.

B. Access to Regulations: The Rogers School District shall provide copies of all regulations prohibiting discrimination or harassment upon request.

C. Confidentiality of records: The school district will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the school district's legal obligations and the necessity to investigate allegations of discrimination and/or harassment.

D. Results of investigations may sometimes be indeterminate. If so, the matter will be recorded as unresolved. A written record of the investigation will be maintained by the school district separate and apart from any student or personnel file.

E. The above reporting/investigation procedures apply to internal investigation of complaints by the school district. Nothing in this policy shall relieve any employee of the school district from the reporting obligation imposed under the child abuse reporting acts.

VII. Notifications

A copy of this policy shall be included in the notifications that are sent to parents/guardians at the beginning of each school year, or upon enrollment of new students.

Policy Adopted 7/15/97
Revised 4/14/98, 4/17/12, 2/16/21
Reviewed 5/19/15
Rogers School District No. 30

No bullying - it's the law!



Definition: Any written, verbal, electronic or physical act intended to cause emotional or physical harm or to threaten, intimidate, or damage reputations or friendships. Bullying includes teasing, taunting, name-calling, rumor-spreading, tripping, pushing, hitting, excluding other people, extorting money or other things of value, damaging property, or any other act intended to belittle or intimidate.

Penalties: Bullies may be **suspended** or **expelled** from school.

Reporting: If you have been bullied, or if you have seen other students bullied, you should report this to the principal, a teacher, or a counselor.

<p>Descriptor Term:</p> <p>STUDENT SEXUAL HARASSMENT</p>	<p>Descriptor Code:</p> <p>JBBB</p>
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The Rogers School District is committed to providing an academic environment that treats all students with respect and dignity. Student achievement is best attained in an atmosphere of equal educational opportunity that is free of discrimination. Sexual harassment is a form of discrimination that undermines the integrity of the educational environment and will not be tolerated.

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

- the nature of sexual harassment;
- The District’s written procedures governing the formal complaint grievance process;
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Decision-maker” means that person or persons designated by the District to receive and review the evidence and reports submitted by the investigator, complainant, respondent, or their representatives and who is charged with the duty of issuing a written determination of responsibility, as set out further below.

“Education program or activity” includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
 - a. Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in sexual conduct; or
 - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
 - a. Unwelcome; and
 - b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
 - c. Constitutes:
 - Sexual assault;
 - Dating violence;
 - Domestic violence; or
 - Stalking.

“Supportive measures” means individualized services that are offered to the complainant or the respondent designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or

after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

Within the educational environment, sexual harassment is prohibited between any of the following: students; employees and students; and non-employees and students.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- explain to the complainant the process for filing a formal complaint.

Supportive Measures

The District shall offer supportive measures to both the complainant and respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide the individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, the District shall simultaneously provide the following written notice to the parties who are known:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - The identities of the parties involved in the incident, if known;

- The conduct allegedly constituting sexual harassment; and
- The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- That the District’s code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

When investigating a formal complaint and throughout the grievance process, the District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party’s voluntary, written consent or that party’s voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation ; this includes evidence:
 - Whether obtained from a party or other source,;
 - The District does not intend to rely upon in reaching a determination regarding responsibility; and
 - That is either inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10) days prior to completion of the investigative report, the District shall send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10) days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties’ inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

After the investigative report is sent to the parties, the decision-maker shall:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;

- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

Following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
 - a. Any notifications to the parties;
 - b. Interviews with parties and witnesses;
 - c. Site visits;
 - d. Methods used to gather other evidence;; and
 - e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District’s code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions imposed on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the District’s education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District’s education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District’s code of conduct.

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The District may hire an individual or individuals to conduct the investigation or to act as the decision-maker when necessary.

Appeals

Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

- a. The existence of a procedural irregularity that affected the outcome of the matter;

- b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- d. An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;
- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

Except as listed above, the District shall keep confidential the identity of:

- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency removal

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

Students, or the parents/legal guardians/ other responsible adult of a student, who submit a report or file a formal complaint of sexual harassment, testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for code of conduct violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- Any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
 - The basis for the District's conclusion that its response was not deliberately indifferent; and
 - Document:
 - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
 - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Legal References: 20 USC 1681 et seq.
 34 C.F.R. Part 106
 A.C.A. § 6-15-1005
 A.C.A. § 6-18-502
 A.C.A. § 12-18-102

Adopted 2/16/21
Rogers School District No. 30

TERMS AND CONDITIONS FOR USE OF THE ROGERS SCHOOL COMPUTER NETWORK

Computer accounts are created for all students in grades 6-12 and in grades K-5 where it has been requested by the building principal. All computers in Rogers Public Schools should be assumed to have Internet access, with or without a specific user account. Internet access is an integral part of the computer design and is a fundamental part of normal classroom resources.

Rogers Public Schools seeks to develop world-class skills in its students. A rich diversity of resources is available to students to help achieve this goal. One such resource is Internet access. Internet access is available to students and teachers at Rogers Public Schools. Access is being provided by the Arkansas Public School Computer Network (APSCN), the Arkansas Department of Information Services (DIS), MidNet, the National Science Foundation (NSF), as well as other organizations around the world. Our goal in providing this resource is to promote and facilitate educational excellence, resource sharing, innovation, and communication between diverse individuals.

The Rogers School Computer Network is an electronic network connected to the Internet. The Internet is an electronic communications path that connects countless numbers of computers across the world and more than a billion individual users. Students and teachers have access to electronic communications and resources across the globe including but not limited to newspapers, research journals, magazines, collaborative tools, authoritative databases, full text book collections, and countless art collections.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Rogers Public Schools has taken precautions to restrict access to controversial materials, reduce student risks on the Internet, and prevent computer users from accessing material harmful to minors.* However, on a global network it is impossible to control all the materials, and an industrious user may discover controversial information or engage in unsafe behavior. We firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may obtain material that is not consistent with the educational goals of Rogers Public Schools.

Rogers Public Schools acknowledges and abides by the protections provided to children under the Children's Online Privacy Protection Act (COPPA). ** From time to time, however, students under the age of 13 may be asked to join web sites in the regular course of studies that have Terms and Conditions stating that the user must be at least 13 years old to join (under COPPA). As suggested by these websites, teachers or other administrators may assist a student in providing information to protect the identity of a student, but yet enjoy the educational benefits of the website.

In addition, as prescribed by the Children's Internet Protection Act (CIPA) ***, Rogers Public Schools staff will educate students about online safety and security. At the elementary level, library media specialists will instruct students about safe and responsible Internet use and appropriate online behavior, including caution in interacting with other individuals on social networking websites, in chat rooms or in other online conversations. At the secondary level, online safety and security information will be distributed to students and reviewed annually. The Rogers Public School administration will ensure that the appropriate school staff members are trained to work with students on cyberbullying awareness, prevention and response.

Internet access is coordinated through a complex association of government agencies and state and regional networks. In addition, the smooth operation of the network relies upon the proper conduct of each user, who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to gain. In general this requires efficient, ethical, and legal utilization of the network resources. If a Rogers Public School user violates any of these provisions, his or her account with Rogers Public Schools may be terminated, and future access could possibly be denied. Your signature on the accompanying page is legally binding and indicates that you have read the terms and conditions carefully and understand their significance.

Terms and Conditions

1. **Acceptable use:** The purpose of NSFNET, which is the backbone network to the Internet, is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Rogers Public Schools. Use of other organizations' networks or computing resources must comply with the rules appropriate to those networks. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or materials protected by trade secret. Use for commercial activities by individuals or for-profit institutions is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.
2. **Privileges:** The use of the Rogers School Computer network is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The system administrators will deem what is inappropriate use and their decision is final. The system administrators may close an account at any time. The administration, faculty, and staff of Rogers Public Schools may request the system administrator to deny, revoke, suspend, or restrict specific user accounts.
3. **Network Etiquette (Netiquette):** You are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

- Be polite.
- Use appropriate language.
- Do not reveal your personal address or phone number or those of other students or colleagues.
- Use the network in a manner that does not disrupt the use of the network by others.
- Assume that all communications and information accessible via the network are private property.

Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the systems have access to all mail.

4. **Warranties:** Rogers Public Schools makes no warranties of any kind, whether express or implied, for the service it is providing. Rogers Public Schools will not be responsible for any damage you suffer. This includes loss of data resulting from delays, non-deliveries, misdeliveries, unapproved access to data, hardware failure, or service interruptions caused by negligence, errors, or omissions. Use of any information obtained via the Rogers Computer Network is at your own risk. Rogers Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services.
5. **Security:** Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Rogers School Computer network, you must notify a system administrator either in person or by e-mail. Do not demonstrate the problem to other users. Do not use another individual's account. Attempts to log in to the system as any other user may result in cancellation of user privileges as well as other disciplinary actions. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Rogers School Computer network and may have further disciplinary action including suspension or expulsion.****
6. **Vandalism:** Vandalism may result in cancellation of privileges as well as other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data or equipment of another user, the Rogers School Computer network, any of the agencies listed in this document, any network or computer connected to the Rogers School Computer network, or the NSFNET backbone. This includes, but is not limited to, the uploading or creation of computer viruses.
7. **Updating your user information:** Rogers Public Schools may occasionally require new registration and account information from you to continue the service. You must notify Rogers Public School network system administrators of any changes in your account information (address, etc.). Currently there are no user fees for this service.
8. **Exceptions to Terms and Conditions:** All terms and conditions stated in this document are applicable to Rogers Computer network, APSCN, and NSFNET. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed by and interpreted in accordance with the laws of the State of Arkansas and the United States of America.
9. **Disciplinary actions:** Disciplinary action may accompany any violations of this agreement. Disciplinary action is typically incremental in nature and will be evaluated on a case by case basis. Disciplinary action may include but is not limited to detention, suspension, and/or expulsion. It is the intent of Rogers Public Schools to make discipline involving technology follow discipline in non-technology cases wherever applicable.

*See Arkansas Code 6-21-107; ** See Children’s Online Privacy Protection Act, effective April 21, 2000; ***See Children’s Internet Protection Act Amendments of 2008, effective July 1, 2012; **** See Student Discipline Policy (JK)

Bring Your Own Device Guidelines

Overall, Rogers Public Schools encourages the use of personal technology devices to enhance the accomplishment of RPS academic goals and to improve student achievement. Use of personal technology which hinders the accomplishment of these academic goals will not be allowed.

Currently, student and parents/guardians are bound by all of the Rogers Board of Education approved policies and guidelines. The Terms and Conditions for Use of the Rogers School Computer Network, the Internet Safety Policy (JIF), and the Student Discipline Policy (JK) contain language that specifically targets students bringing their own personal technology devices (BYOD) to school. In addition, the Parent/Guardian and the Student must agree to the following conditions concerning any student-owned technology device brought to any RPS campus:

- Technology devices must be in “silent mode” while on school property, including buses.
- The primary purpose of technology devices in the school is to enhance teaching and learning. Anything that hinders this process is prohibited.
- The technology device must be shut down immediately upon a teacher’s request.
- Personal electronic devices may be examined by authorized school administrators if in the course of an investigation of a violation of school policies it is deemed necessary.
- Use of technology devices to harass, bully another person or cheat on assignments/tests is strictly forbidden.
- The school, school district, and school district personnel assume no responsibility for any personal technology device that is lost, damaged, or stolen in a school building, on school property, or during travel to and from school.
- The school district will provide Wi-Fi connectivity in school and district buildings for personal technology devices through wireless access points at no cost to students. The school district will not subsidize the cost of any personal cellular data plan.

Notification of Rights

Federal and state statutes give parents, students who are 18 or older, and emancipated minors certain rights regarding the administration of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. These include the right to

1. *Consent to surveys requesting, "protected information."* The written approval of a parent or eligible student is required before a student may provide information related to the following categories:
 - Political affiliations
 - Mental or psychological problems of the student or the student's family
 - Sexual attitudes or behaviors
 - Illegal, antisocial, self-incriminating, or demeaning behavior
 - Appraisals of a student's family members
 - Privileged or similar relationships recognized by law (doctors, attorneys, ministers)
 - Religious practices, affiliations, or beliefs
 - Family income (unless applying for financial assistance)
2. *Opt out of certain surveys and exams.* Parents and eligible students will receive notice of any of the following activities and will have the right to opt out of them:
 - Activities involving collection, disclosure, or use of personal information obtained from students for purposes of marketing or selling or otherwise distributing the information to others
 - Any protected information survey (see above)
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of the student or of other students, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
3. *Inspect certain material.* Parents and eligible students may inspect the following, upon request, before the school administers or uses them, and before deciding if you want to opt out:
 - Protected information surveys (see above), including any instructional materials used in connection with the survey
 - Documents used to collect personal information from students for any marketing, sales, or other distribution purposes
 - Instructional material used as part of the educational curriculum
4. *Receive notification of district policy.* The school district has developed a policy regarding these rights and has made arrangements to protect student and family privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information. The district will directly notify parents and eligible students of this policy at the start of each school year and after any substantive changes are made.
5. *Report violations.* Parents and eligible students who believe their rights have been violated may file a complaint with

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-4605

Note: The policy does not restrict teachers or schools in collecting routine information from students or parents for academic purposes or in the regular operation of the school, provided that no protected information is requested. Parent approval is not required in these cases.

Descriptor Term: STUDENT RECORDS	Descriptor Code: JR
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In order to provide students with appropriate instructional and educational services, it is necessary for the school system to maintain accurate and sometimes personal information about the student and the student's family. In recognition of the confidential nature of student records, no person, agency, or firm seeking information, except those defined within the Family Educational Rights and Privacy Act of 1974, is entitled to access student records without prior written consent. This consent will come from the individual student if the student is 18 or over or from the parent(s) or guardian(s) if the student is under 18.

Records will include

Student name, date of birth, address, and telephone number

Parent/guardian(s) name(s), address(es), telephone number(s), and place(s) of employment

Student identification number

Health information, including immunization records

Discipline and attendance information

Ability and achievement data

Dates of entry to and exit from the school district

Academic records, including a transcript of courses completed

Date of graduation, if applicable

Psychological and other individual test data (done only with the written consent of the parent)

Responsibility for Records

The building principal shall be responsible for seeing that school records are maintained and used in accordance with this policy and applicable state and federal law.

Access to Records

The following persons are entitled to review individual student records, under appropriate guidelines established by the principal:

School personnel who are working with the student

Those conducting legitimate educational research, as long as individual students will not be identified

Parents/guardians (including non-custodial parents, unless a court order prohibiting access is on file at the school)

Students in grades 8-12

Those who have a properly executed court order allowing access

Student records will not be accessible to any other person or organization, except those allowed by law, without a properly executed release form, signed by the student (if at least 18 years of age) or a parent or guardian.

Properly executed requests for copies of student records will be honored within a reasonable time. Fees for this service may be charged, as determined by the school district.

The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

- The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of personally identifiable information (PII) from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests:

- it is in the sole possession of the individual who made it;
- it is used only as a personal memory aid; and
- information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

For the purposes of this policy, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student's case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.

When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.²

For purposes of this policy, the Rogers School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his/her records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal and the superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

Disposition of Records

The cumulative record of each student will be maintained from year to year. The principal will see that student records are accurate and current. Out-of-date and unnecessary material will be purged from the record each year.

When a student moves from one building to another, within the school district, the record will follow the student.

If a student transfers to another school district, copies of appropriate records will be forwarded to the new school district upon request. The original records will be maintained by the Rogers School District, advancing from school to school as an "inactive" file as though the student were still enrolled.

When a student graduates from high school, a transcript verifying graduation, dates of attendance, and coursework completed in grades 9-12 will be maintained. Any courses taken in lower grades for high school credit will also be maintained and documented on the student transcript. All other temporary student records will be given to the student (or parent/guardian as state and federal laws allow), destroyed, or placed in storage in a manner determined by the school district. Temporary records in storage will be maintained for at least one calendar year from the withdrawal date or graduation date, or until the age of compulsory attendance as indicated by Arkansas law. Inactive files will be treated in the same manner. Special education records will be maintained as required by federal and state statutes/regulations.

Changes to the Educational Records

Parents and eligible students have the right to request an amendment of education records. Students or parents of dependent students must submit a written request to amend the student's records with the student's principal and clearly identify which part of the record they want

changed and specify why it is inaccurate. The principal will notify the parent or eligible students of the decision and advise them of their right to a hearing.

Complaints

Parents who disagree with the outcome of the school district's hearing have the right to file a records complaint with the Student Policy Compliance Office in the U.S. Department of Education.

Policy Adopted 1/19/99

Revised 4/20/04, 4/17/12, 5/15/12, 2/21/17, 7/18/23

Reviewed 5/19/15

Rogers School District No. 30

Descriptor Term: RELEASE OF STUDENT DIRECTORY INFORMATION	Descriptor Code: JRA
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The Family Educational Rights and Privacy Act of 1974 (FERPA) requires that the Rogers School District, with certain exceptions, obtain written consent from a parent/guardian or student who is 18 or older before disclosing personally identifiable information from a student’s education records. However, the Rogers School District may disclose appropriately designated “directory information” without written consent, unless the parent/guardian has informed the district to the contrary in accordance with district procedures. Certain directory information may be released to the public, military recruiters, prospective employers, media, colleges, civic or school-related organizations, and state and government agencies as well as published in programs for graduation, athletic, music, and theater presentations, on the internet, yearbooks, and in district publications.

The Rogers School District designates the following items as directory information: student name, major field of study, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, awards most recent previous school attended, photograph or video not used in a disciplinary matter, and student work honored in student recognition programs. Any parent/guardian or eligible student who does not want his or her student’s directory information disclosed must notify the school principal through the enrollment form portal and/or in writing within 10 school days of enrolling or when a change in circumstances prompts or allays a concern about releasing directory information. Failure to file an objection in that time is considered a specific grant of permission.

If the student participates in inherently public activities (for example, performances, athletics, or other interscholastic activities), the publication of such information will be beyond the control of the district.

Approved 4/20/04
 Revised 4/17/12, 5/19/15, 7/18/23
 Rogers School District No. 30

Description GRADUATION REQUIREMENTS	Descriptor Code: IKF
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The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed in the chart below. A minimum of twenty-two (22) credits is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) credits required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional 2 credits to graduate for a total of 24 credits. The additional required credits are a 0.5 credit of Physical Education, 0.5 credit of Career Technical credit, and 1 credit of elective that can be a state or local elective.⁶ There are some distinctions made between Smart Core credits and Graduation credits. Not all credits earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in place of a listed course may be substituted for the course as designated by DESE.

The Rogers Board of Education establishes the following requirements for graduation from a Rogers high school.¹ Students enrolled in the Smart Core curriculum are required to enroll in a math class in their junior or senior year.

⁴ Credits may be reduced to no less than 22 credits under extenuating circumstances. A 12th-grade student may file a formal request with the principal of the high school the student attends, the assistant superintendent of secondary curriculum and instruction, and the superintendent of schools to see if they can be approved. Students who earn at least 24 credits will receive a silver seal on their diploma.

⁵ Rogers New Technology High students, in addition, will need to complete two of the following options to meet graduation requirements: College Career Readiness-(0.5 credit), Approved Community Service-(25 hours), Early College Experience- (6 hours) of college credit or 2 Advanced Placement courses. All students must receive a passing score on the Arkansas Civics Exam in order to graduate as required by A. C. A. 6-16-149. Students will take this exam in either Civics or AP Government and Politics.

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate (A.C.A. 6-16-135) Economics with Personal Finance fulfills this requirement.

2026 graduates and beyond: Each student is required to complete 1 credit of Computer Science as required by A.C.A. 6-16-152. Students can count this credit as their 4th Math or 3rd Science or in their 7 electives.

Students shall be trained in quality psychomotor skills based in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate. (A.C.A. 6-16-143)

Only 1 credit of physical education/athletics can count toward required electives. Other physical education/athletic credits will count toward local elective credit.

Career focus electives shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through sequencing and career course concentrations where appropriate

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements. (A.C.A. 6-16-150)

2027 graduates and beyond: Each student must receive 75 hours of community service that is certified by the service agency or organization where the student volunteers.

The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. Except as provided by this policy, a student must receive at least the following documented clock hours of community service each year:

- o Fifteen (15) hours for students in grade nine (9);
- o Twenty (20) hours for students in grade ten (10);
- o Twenty (20) hours for students in grade eleven (11); and
- o Twenty (20) hours for students in grade twelve (12).

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The superintendent or superintendent designee may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.

Honors Graduation

Honors Graduation class of 2024,2025,2026

Students can earn Honors distinction by the following: Students can earn Honors distinction by the following: complete the Smart Core requirements specified by the Department of Elementary and

Secondary Education complete at least two years of the same foreign language or Arkansas Seal of Biliteracy, complete the required number of AP courses, concurrent courses, or appropriate Rogers New Technology High School Early College Experience courses, and meet the GPA requirements to graduate with honors:-

- *Honors*: For those who complete Rogers Public Schools graduation requirements Smart Core, complete at least two levels of the same foreign language, Arkansas Seal of Biliteracy, complete at least two Advanced Placement courses, two Associate Degree program courses, or appropriate Rogers New Technology High School Early College Experience courses, maintain a grade point average of at least 3.300
- *High Honors*: For those who complete Rogers Public Schools graduation requirements with Smart Core, complete at least two levels of the same foreign language, Arkansas Seal of Biliteracy, complete at least four Advanced Placement courses, three Associate Degree program courses, or appropriate Rogers New Technology High School Early College Experience courses, maintain a grade point average of at least 3.750
- *Distinguished Honors*: For those who complete Rogers Public Schools graduation requirements with Smart Core, complete at least two levels of the same foreign language Arkansas Seal of

Biliteracy, complete at least five Advanced Placement courses, five Associate Degree program courses or appropriate Rogers New Technology High School Early College Experience courses, maintain a grade point average of at least 4.000

Honors Graduation 2027 and Beyond

Students can earn Honors distinction by the following: completing Smart Core requirements specified by the Department of Elementary and Secondary Education completing at least two years of the same foreign language or Arkansas Seal of Biliteracy, completing the required number of AP courses, concurrent courses, or appropriate Rogers New Technology High School Early College Experience courses, and meet the GPA requirements to graduate with honors-

- *Honors*: For those who complete Rogers Public Schools graduation requirements, Smart Core, complete at least two levels of the same foreign language, Arkansas Seal of Biliteracy, complete at least three Advanced Placement courses, or three concurrent courses, or a combination of the two for a total of three, or appropriate Rogers New Technology High School Early College Experience courses, maintain a grade point average of at least 3.500,
- *High Honors*: For those who complete Rogers Public Schools graduation requirements, Smart Core, complete at least two levels of the same foreign language, Arkansas Seal of Biliteracy, complete at least four Advanced Placement courses, or 4 concurrent courses, or a combination of the two for a total of 4, or appropriate Rogers New Technology High School Early College Experience courses, maintain a grade point average of at least 3.750
- *Distinguished Honors*: For those who complete Rogers Public Schools graduation requirements, Smart Core, complete at least two levels of the same foreign language, Arkansas Seal of Biliteracy, complete at least 5 Advanced Placement courses, or 5 concurrent courses, or a combination of the two for a total of 5, or appropriate Rogers New Technology High School Early College Experience courses, maintain a grade point average of at least 4.000

All high school courses will be counted toward honors graduation, **except** the following:

Approved credits earned in a home school, foreign country, or any other school not accredited by a regional accrediting agency.

Class Rank

Rogers Public Schools does not report a numerical ranking “rank” for our students. Complications for students related to this policy change should be directed in writing to the building principal for consideration.

Grade Point Average

All courses with a high school course number for which a grade is recorded will be included in the grade point calculation, Grade point average will be reported to colleges or other approved agencies which request this information.

Policy Adopted 6-17-03

Revised 2-15-05, 12-18-07, 6-17-08, 12-15-09, 7-20-10, 4-17-12, 9-18-12, 11-20-12, 5-21-13, 11-19-13, 11-18-14, 5-19-15, 12-19-17, 6-19-18, 7/18/23

Reviewed 3-17-15, 5-8-18

Rogers School District No. 30

Descriptor Term: PROMOTION AND RETENTION	Descriptor Code: IKE
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The Rogers School District is committed to the academic success of all students. Fostering student success requires a sharing of responsibility among students, teachers, and families.

Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Fall and spring parent/teacher conferences are opportunities to review the student's progress toward meeting curriculum goals. Parents are encouraged to contact teachers at any time with a question regarding a student's progress.

The teacher will notify parents as soon as there is evidence of possible failure and retention and schedule a minimum of two (2) conferences with the parent.

The teacher will keep documentation of parent notifications, conferences, and samples of the student's work.

Promotion or retention of students, or their required retaking of a course shall be primarily based on criteria in the SBP-IKE guidelines. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.
- f. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

The final decision for promotion or retention rests with the principal in consultation with the assistant superintendent for elementary education or the assistant superintendent for secondary education.

Policy Adopted

Revised 9/3/85, 9/21/04, 5/15/06, 7/20/10, 4/17/12, 3/17/15, 5/8/18, 7/18/23

Rogers School District No. 30

Descriptor Term:

PROMOTION AND RETENTION

Descriptor Code:

IKE-Guidelines

1. When notification is given to the parent that a student is having difficulty, the teacher and school must offer remedial assistance and/or suggestions to the parent about how they can help the student at home.
2. Failing grades or students with academic performance in need of support must be reported on the grade card.
3. When a parent requests retention, the principal shall review the reason for the request and gather information from the appropriate staff members. The principal in consultation with the assistant superintendent for elementary education or assistant superintendent for secondary education makes the final decision.
4. Failure to meet or approach grade level or course learning standards requires some form of intensive remediation. Supplemental, remedial instruction, either outside or within the school day, is a viable alternative to retention. If supplemental strategies have not proved adequate, retention may be considered.
5. If a student is to be retained at any grade level, a notice of retention and the reasons for retention shall be communicated promptly in a personal conference (Standards for Accreditation section 12.04.3).

GRADE LEVELS K - 5

Retention of an elementary-grade student requires analysis of a number of factors on a case-by-case basis. Research does not report a high success rate in repeating a grade; however, it does show positive results for certain students. Therefore, the school and the parents should carefully analyze the supporting factors and possible alternatives to retention.

Other factors for consideration for retention include:

- Age and birthday
- Maturity
- Absenteeism
- Standardized test scores
- Probability for success

At the elementary level, promotion/retention of students will be on the basis of the following criteria:

- 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.
- A student who has not met the third-grade reading standard as defined by the state board shall not be promoted to fourth (4th) grade unless the student has a good cause waiver as defined by the law.

A student in kindergarten through grade three (K-3) who does not meet the reading standard as set by the state board and determined by a high-quality literacy screener or the statewide assessment will have an individual reading plan as defined in state law.

A student in kindergarten through grade five (K-5) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall receive a math intervention plan. All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.

GRADE LEVELS 6-8

Students in grades six through eight who have two or more F's in their core subjects will be considered for retention.

A student in grade six through grade eight who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall receive a math intervention plan. All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.

GRADE LEVELS 9-12

In grades 9-11, students will advance to the next grade level in the student information system. Students in grade 12 must meet the graduation requirements in order to be promoted to graduation status.

Policy Adopted

Revised 9/21/04, 5/15/06, 6/16/09, 7/20/10, 4/17/12, 3/17/15, 5/8/18, 7/18/23

Rogers School District No. 30

Descriptor Term:

SMART CORE/CORE CURRICULUM

Descriptor Code:

IKFB

Smart Core curriculum is set by the state of Arkansas to ensure students receive rigorous coursework and are college and career ready. All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a Smart Core Waiver Form to not participate.

While Smart Core is the default option, a Smart Core Information Sheet and a Smart Core Waiver form will be sent home with students prior to their enrolling in seventh grade, or when a seventh through twelfth grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record.

Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. The parent/guardian or student if they are 18, will sign a Smart Core Waiver Form when a student is no longer going to complete the Smart Core curriculum.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This shall be accomplished through holding an informational meeting for parents/legal guardians with students enrolled in grades 6-12 with the school counselor and may be accomplished through any or all of the additional following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements students/parents will sign the handbook acknowledging this policy;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required for the Smart Core curriculum.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships, and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum provided they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

Adopted 2-15-05

Revised 10-18-05, 4-15-08, 12-15-09, 4-17-12, 12-18-12, 11-19-13, 3-17-15, 5-19-15, 12-19-17, 5/21/19, 7/18/23

Reviewed 5-8-18
Rogers School District No. 30

Descriptor Term:

CONCURRENT CREDIT/REPLACEMENT CREDIT

Descriptor Code:

IHCDA-GUIDELINES

1. The concurrent credit program will be available for all students in the Rogers School District who have completed eighth grade.
2. Before enrolling in a concurrent course, a student who wants it to replace one of the 22 required core curriculum courses as required by the Arkansas Department of Education should consult with his or her school guidance counselor to determine if the course is eligible to replace a core curriculum course. The student's principal must grant final approval of the replacement course.
3. Seniors or juniors taking concurrent courses as a part of the associate degree program must be enrolled in two periods of courses on their high school campus. Non-degree seeking concurrent course students must be on a high school campus for four credit classes and two off-campus concurrent classes or five credit classes and one off-campus concurrent class. Freshmen and sophomores must be on campus seven periods and enrolled in a minimum of six credit classes.
4. Some concurrent classes are taught on the high school campuses.
5. Students taking concurrent credit courses must furnish proof of enrollment at the college, university or institution of higher learning and a course description to their Rogers school during the first two weeks of a semester. It will be the student's responsibility to inform the college to send the final grade and credit to their Rogers school.
6. Courses taken in the summer and at night may count as concurrent credit.
7. Beginning with the 2013-14 school year, each three-hour regular course, including those with an additional lab requirement, will count as a 1 unit of credit in the same subject area.
8. A student in grade 12 who possesses at least an ACT sub-score of 17 in English, reading, or mathematics (or an equivalent measure) may enroll in remedial/developmental courses. Each three-hour remedial/developmental course will count as $\frac{1}{2}$ unit of credit for a high school career focus elective. A remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.
9. Letter grades for concurrent credit courses that replace one of the 22 required core courses as required by the Arkansas Department of Education will be recorded on the high school transcript.
10. Students must meet all graduation requirements.
11. Students will not be awarded replacement concurrent credit for duplicate courses. (Example: English IV and Freshman English)
12. Concurrent credit is limited to seven semester hours per semester unless enrolled in an associate degree program. This limit may be exceeded by some students, but approval from their Rogers school counselor and the college is required.
13. Students should check with the college, university or other accredited institution of higher learning for their eligibility requirements.

Descriptor Term: ADMINISTERING MEDICINES TO STUDENTS	Descriptor Code: JLCD
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Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer or otherwise authorized by this policy, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student, the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

Students with an individualized health plan (IHP) may be given OTC medications to the extent giving such medications are included in the student's IHP.

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.

Schedule II Medications

Option 1: The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy.³ Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.⁴

Option 2: Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation.⁵ A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

Self-Administration of Medication

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

- 1) Self-administer either a rescue inhaler or auto-injectable epinephrine;
- 2) Perform his/her own blood glucose checks;
- 3) Administer insulin through the insulin delivery system the student uses;
- 4) Treat the student's own hypoglycemia and hyperglycemia; or
- 5) Possess on his or her person:
 - a) A rescue inhaler or auto-injectable epinephrine; or
 - b) the necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
 - a. Is capable of completing the proper method of self-administration of the stress dose medication; and
 - b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or
- At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

- A. The time scheduled for a dose of insulin in the student's IHP; and
- B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

A student shall have access to a private area to perform diabetes monitoring and treatment functions as outlined in the student's IHP.

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school

nurse authorizing the nurse or other school employee(s) certified to administer auto-injector epinephrine to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from a licensed health care provider to self-administer auto-injectable epinephrine and who have written permission from their parent or guardian shall provide the school nurse an epinephrine auto-injector. This epinephrine will be used in the event the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying his/her /epinephrine auto-injector or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand and the school nurse and school resource officer shall possess an anti-opioid at all times when on duty. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

Seizure Disorder Medications

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
 - The student's name;
 - The name and purpose of the medication;
 - The prescribed dosage;
 - The route of administration;
 - The frequency that the medication should be administered; and
 - The circumstances under which the medication should be administered;
1. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

Reviewed 5/19/15
Rogers School District No. 30

Descriptor Term:

CONCERNS AND COMPLAINTS

Descriptor Code:

KN

Any person who feels concerned about any matter connected with the schools should first contact the appropriate teacher, staff member or principal. If the concern cannot be resolved, then the assistant superintendent for teaching and learning or the assistant superintendent for general administration may be contacted, followed by the superintendent.

Policy Adopted
Revised 4-15-08, 8-16-11, 8/15/17
Reviewed 4/15/14
Rogers School District No. 30

Descriptor Term:

NON-SUFFICIENT FUNDS CHECKS PROCEDURE

The Rogers Public School District gladly accepts checks, but sometimes checks are returned for non-sufficient funds. To help better manage all of the non-sufficiently funded checks received, the district plans to use CheckRedi.

When a check is returned for non-sufficient funds, this system electronically debits the check writer's account as soon as funds become available. The system does not cost the district but it does cost the check writer an addition fee of \$25, which pays for the program.

Please include the following on your check:

- Drivers License #
- Full Name
- Street Address
- Phone Numbers

Parental Notice Arkansas Statewide Exams

The purpose of this notice is to inform you of the mandated requirements and consequences of the statewide assessment program according to Arkansas Code Annotated 6-15-433 and 6-15-2009. These state-mandated assessments include ACT Aspire, which is administered to students in grades three through ten (3-10) and The ACT, which is administered to students in grade eleven (11).

You will receive your student's individual scores identifying his or her performance level. Students identified as not meeting the satisfactory pass levels on the state-mandated assessments shall participate in remediation activities as required in an individualized academic improvement plan (AIP).

In the academic improvement plan (AIP), the student's parent, guardian, or caregiver will be notified of his/her role and responsibilities as well as the consequences for the student's failure to participate in the plan.

Any student identified as not passing the statewide assessment and who fails to participate in the subsequent academic improvement plan ***shall be retained and shall not be promoted to the next appropriate grade*** until:

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

If a student with disabilities identified under the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., has an individualized education program (IEP) that addresses any academic area or areas in which the student is not proficient on state-mandated assessments, the individualized education program meets the requirements of an academic improvement plan under this section.

Any student required to take an end-of-course assessment that is identified as not meeting the satisfactory pass levels for a particular assessment shall participate in remediation activities as required in an individualized academic improvement plan (AIP) in the school year that the assessment results are reported ***in order to receive credit on his or her transcript for the course*** related to the end-of-course assessment.

No student identified as not passing an initial end-of-course assessment shall receive a credit on his or her transcript for the course related to the end-of-course assessment.

Please work with us to help your child be successful. If you have questions, please call your school principal.



Administration:
Dr. Roger Hill
Assistant Superintendent
Mr. Charles Lee
Assistant Superintendent
Mrs. Kristy Brown
Assistant Superintendent

Dear Parent:

In December 2015, former President Barack Obama signed the Every Student Succeeds Act into law. Parents continue to have the same rights as they did under “No Child Left Behind”.

Under ESSA, parents have a right to know the professional qualifications of their children’s teachers(s). This letter is to inform you of your right to ask for the following information about each of your child’s classroom teachers:

- Whether the state of Arkansas has licensed or qualified the teacher for the grades and subjects he or she teaches (Note: We are also required to send a notice to parents affected if the teacher is not fully licensed, so if you haven’t received such notice, your child’s teacher(s) is/are fully licensed.)
- Whether the teacher is teaching under an emergency permit or other provisional status through which state licensing criteria have been waived.
- The teacher’s college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- If any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child’s teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate’s degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state’s certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

If you would like to receive specific information about your child’s teacher or paraprofessional, please visit our office at 500 West Walnut Street to fill out a Parent Request Form. A response will be mailed to you within ten working days from the date of the request. Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday.

Our district is fully committed to the success of your child. We appreciate your partnership in our efforts.

Sincerely,

Dr. Roger Hill

Dr. Roger Hill
Assistant Superintendent for Human Resources



Administration:
Dr. Roger Hill
Assistant Superintendent
Mr. Charles Lee
Assistant Superintendent
Mrs. Kristy Brown
Assistant Superintendent

TO: Parents of Students in the Rogers Public Schools
FROM: Dr. Jeff Perry
DATE: July 1, 2024
RE: Asbestos Abatement

Federal and State regulations require that you be notified each year of any asbestos abatement projects planned, proposed or completed each year.

In December 2023 the district abated approximately 1626 square feet of asbestos containing floor tile and mastic from the ESOL building located at 220 S. 5th Street prior to demolition of the entire structure. In June 2024, the district abated approximately 43,235 Sq ft of floor tile and mastic throughout Oakdale Middle School that was concealed under non-asbestos containing floor tile as well as millwork as part of the Oakdale Middle School Renovation project. The abatement projects were completed by Gerken Environmental Enterprises under the direction of Environmental Enterprise Group.

Each May and November the district's Asbestos Hazard Emergency Response Act (AHERA) six-month surveillance is conducted by Environmental Enterprise Group. The data was submitted to Dan Caley, Director of Facilities, by Mr. Bob Ed Smith, District Management Planner.

The asbestos management plan for your school is on file in the principal's office at each campus as well as the David Caldwell School Services Complex. You are invited to view the management plan any time mutually convenient to you and the school principal or the Director of Facilities.

Where all belong, all learn, and all succeed