

ROGERS PUBLIC SCHOOLS



STUDENT SERVICES PROGRAM

2018-2019

ROGERS PUBLIC SCHOOLS GUIDANCE AND COUNSELING SERVICES

ROGERS PUBLIC SCHOOLS COUNSELING PROGRAM FOUNDATION

Research shows the implementation of a comprehensive school counseling program, as outlined by "The ASCA National Model: A Framework for School Counseling Programs," improves student achievement and success. The development and implementation of a comprehensive school counseling program requires the leadership of well-trained, highly competent school counselors and includes a collaborative effort with school administrators, classroom teachers, school staff and community stakeholders.

(ASCA National Model Revised, 2017)

It is with this focus in mind, that the Rogers Public Schools has adopted the following policy:

Descriptor Term: GUIDANCE PROGRAM	Descriptor Code: JLD
--------------------------------------	-------------------------

The guidance program is an integral part of the educational program and is available to all students of the Rogers School District. It shall be the aim and objective of the Rogers Board of Education to provide, within the financial constraints of the resources available, adequate guidance personnel in all of the schools.

Students should avail themselves of the services available from qualified personnel in the areas of educational, vocational, and life counseling.

For a guidance program to be effective, it is necessary that teachers and counselors recognize the fact that they are within the realm of qualified privilege when a student confides in them. Conferring, consulting, guiding, and advising must be built upon a mutual trust that is predicated upon the premise of confidentiality.

Policy Adopted
Revised 4/17/12
Reviewed 5/19/15
Rogers School District No. 30

ROGERS PUBLIC SCHOOL COUNSELING PROGRAM FOCUS

A. BELIEFS

School counselors in the Rogers Public School Counseling Program believe:

- All students can achieve academic, career, and personal/social success.
- All students shall be provided equitable access to school counseling programs and services.
- An effective school counseling plan should be developmental, comprehensive, and preventative in nature.
- A comprehensive counseling program focuses on prevention, intervention, and student developmental needs.
- Effective school counseling programs are a collaborative effort between the school counselor, parents, and other educators to create an environment that promotes student achievement.
- Effective school counseling programs support teacher's efforts in their delivery of the academic curriculum.
- Effective school counseling programs analyze school and school counseling program data to determine how students are different as a result of the school counseling program.
- Applying the ASCA Ethical Standards for School Counselors empowers school counselors to make decisions based on the highest moral principles to promote the maximum development of every student.

B. VISION STATEMENT

The vision of the Rogers Public Schools Counseling Program is to develop a comprehensive, developmental counseling program based on the American School Counselor Association (ASCA) model that will have a positive impact on student achievement.

C. MISSION STATEMENT

The mission of the Rogers Public Schools Counseling Program is to provide a comprehensive, developmental program to assist in the creation of an environment of education excellence, where all belong, all learn, and all succeed.

D. PROGRAM DESIGN

The Rogers Public School Counseling Program:

- Reaches every student
- Is comprehensive in scope (selects measurable student competencies based on local need)
- Is preventative in design
- Is developmental in nature
- Is an integral part of the total educational program
- Is implemented by a credentialed school counselor – 1:450 student ratio
- Monitors student success
- Is data driven
- Seeks improvement
- Is supported by continuous professional development, consultation, and collaboration
- Includes a delivery system of both Direct and Indirect Services

Direct Services are in-person interactions between school counselors and students and include the following:

- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Services

Indirect Services are provided on behalf of students as a result of the school counselor's interactions with others and include the following:

- Referrals to school or community resources for additional assistance or information
- Consultation with parents, teachers, other educators, and community organizations to share strategies that support student achievement
- Collaboration with parents, teachers, other educators and community organizations to support student achievement and advocate for equity and access for all students

Arkansas Code 6-18-1005 and the Rules Governing Public School Student Services require that at least 75% of the school counselor's time shall be spent in direct counseling each month and no more than 25% of the school counselor's time each month shall be used for administrative activities related to counseling services.

E. BENEFITS OF THE ROGERS PUBLIC SCHOOLS COUNSELING PROGRAM *

The benefits of a comprehensive school counseling program encompass a wide range of stakeholders.

Benefits for Students

A comprehensive school counseling program:

- Prepares students for the challenges of the future by supporting their academic, career, and social/emotional development and community participation.
- Teaches the skills for a lifetime of learning, career self-management, and social interaction.
- Relates their educational program to the next steps and future success.
- Broadens knowledge of our changing world.
- Facilitates career exploration and planning.
- Assures equitable access to opportunities.
- Advocates for individual student needs.

Benefits for Parents/Guardians

A comprehensive school counseling program:

- Assures equitable access and advocacy for a child's education and supports college and career readiness.
- Prepares their children for future opportunities and building strengths.
- Develops a system for their child's long-range planning and learning.
- Connects academics to their child's next steps.
- Provides supports for parents in advocating for their child's academic, career, and personal development.
- Increases opportunities for parent engagement and strong parent/school collaboration.
- Facilitates parent access to school and community resources.

Benefits for Educators

A comprehensive school counseling program:

- Supports academic success of each student.
- Defines the collaborative relationship between educators and school counselors with the common purpose of supporting every student.
- Provides for an interdisciplinary team effort to address student needs and educational outcomes.
- Outlines the consultative role of school counselors in the educator-student relationship.

Benefits for School Counselors

A comprehensive school counseling program:

- Ensures provision of program content to each student.
- Enhances the role of the school counselor as a student advocate.
- Provides a clearly defined role and function.
- Focuses on critical counseling functions.
- Provides a tool for program management, accountability, and evaluation.
- Ensures involvement in the academic mission of the school.

Benefits for Administrators

A comprehensive school counseling program:

- Advocates for systemic change to support student learning and school success.
- Integrates school counseling with the academic mission of the school.
- Provides a program structure with specific content.
- Defines the school counselor's role in enhancing learning and development for each student.
- Clarifies types of activities to include in a school counselor's job description.
- Provides a means of evaluating school comprehensive counseling programs.

Benefits for the Community

A comprehensive school counseling program:

- Creates community awareness and visibility of the student support systems required for student success.
- Enhances economic development through quality preparation of students for the world of work.
- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Educates the community to the needs of the school and the school to the needs of the community.

Benefits for Business and Industry

A comprehensive school counseling program:

- Provides the future workforce with decision-making skills, pre-employment skills, increased worker maturity, and career self-management skills.

- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.

Benefits for Post-Secondary Institutions

A comprehensive school counseling program:

- Allows equity and access to all forms of postsecondary education for all students
- Articulates the transition of students to postsecondary institutions
- Prepares students to take advantage of advanced educational opportunities

**as summarized by ASCA*

F. ROGERS PUBLIC SCHOOLS COUNSELING PROGRAM RATIONALE

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

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

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

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

The district employs a director of guidance and counseling. The director coordinates, administrates and supervises all guidance counselors, the counseling program, and social workers, and provides meaningful and relevant professional development opportunities for the department.

STUDENT SERVICES PROGRAM DEFINED

GUIDANCE AND COUNSELING SERVICES

1. CLASSROOM GUIDANCE

A comprehensive school counseling program involves planned guidance activities for all students. These age-related exercises foster students' academic, personal, social, and career development skills. Such activities are implemented through a collaborative effort by counselors and teachers.

The classroom guidance curriculum focuses on topics such as:

- Self-understanding
- Effective interpersonal and communication skills
- Problem-solving
- Decision-making
- Conflict Resolution Skills
- Effective Study Skills
- Positive Attitudes toward School
- Career Awareness and the World of Work
- Substance Abuse Prevention
- Comprehension and acceptance of differences in people (racial, gender-based, cultural, religious, physical)
- Divorce

School counselors take the lead in the development and organization of the guidance activities; however, this requires the support and assistance of teachers/faculty, parents, and administrators. Counselors can train teachers to conduct many activities during their classes. Other team members may deliver other guidance procedures most effectively. Regardless of who conducts the exercises, the whole team must be aware of their goals so that they can be reinforced.

In addition, Rogers Public Schools utilizes Empower Me in grades K-5 for personal safety awareness curriculum.

2. INDIVIDUAL AND SMALL GROUP COUNSELING

Although counselors work with students when they experience problems, counseling must be more than the provision of remediation and crisis intervention.

Developmental counseling provides students with coping strategies before a crisis occurs. This may involve seeing students individually or in small groups to help them develop and use their resources. Rogers Public Schools recognizes that group counseling has become an invaluable part of most school counselors' work. In

addition, a group approach enables counselors to have an impact on a greater number of students, making the most efficient use of the professionals' time. Of course, a group approach is not best suited for every student. There are students who benefit most from individual counseling, or a combination of individual and group work. For some students, the nature of their problem requires more confidentiality. Others may have extreme difficulty in relating to their peers, be overwhelmed in group situations, be personally dysfunctional, or need individual attention.

Students are referred for counseling by: teachers, parents, school psychologists, school administrators, or themselves. Rogers Public School's counselors work with students in small groups and individually to provide both proactive and reactive support. This guidance is tailored to the students' needs.

3. GUIDANCE IN UNDERSTANDING THE RELATIONSHIP BETWEEN CLASSROOM PERFORMANCE AND SUCCESS IN SCHOOL

The counselors in Rogers Public Schools assist students in understanding the relationship between school and classroom performance and their future college or career aspirations. This process begins in early grades and continues throughout the student's education. Age appropriate classroom guidance lessons, small groups, and individual counseling sessions, as well as supporting teacher lessons and classroom procedures can all be used in the process of helping students see the connections.

4. ORIENTATION PROGRAMS

Orientation is a process for students, teachers, and parents to learn about the guidance, counseling, and other student services offered to assist in the adjustment of new students to a school. Orientation is designed to help students make affective transition adjustments from one school setting to another. Formal programs may be used in a classroom setting for groups entering a new school after promotion. As new students enter school throughout the year, orientation may consist of individual or group sessions assisted by peer helpers.

5. CONSULTATION

Consultation in school counseling programs focuses on the total learning environment of the school. Teachers use counselors as a resource, seeking consultation on specific student's problems and on general issues. A major part of the counselor's role is to collaborate with teachers and parents.

Typically, consultation involves:

- Conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance or child abuse
- Assisting teachers to work with individual students or groups of students
- Providing relevant materials and resources to teachers, especially relating to classroom guidance curriculum
- Assisting in the identification and development of programs for students with special needs
- Participating in school committees that address substance abuse, human growth and development, school climate, and other guidance-related areas
- Designing and conducting parent education classes; Interpreting student information, such as results of standardized tests for students and team members
- Consulting regularly with other specialists (e.g., social workers, psychologists, representatives from community agencies)

6. COORDINATION

Before guidance and counseling activities can take place, much planning, thinking, and coordinating are required. Systematic coordination of the school counseling programs is essential for effective delivery of services.

Typically, coordination involves:

- Coordinating the use of school and community resources in collaboration with other team members
- Assisting parents in gaining access to services their children need—e.g., a child psychologist or a local housing agency—through a referral and follow-up process
- Serving as a liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced rather than duplicated
- Planning, coordinating, and evaluating the counseling program's effectiveness
- Coordinating the school's testing program, which usually includes interpreting test results to parents, students, and school personnel

7. WORKING WITH PARENTS & PARENTAL INVOLVEMENT

Many school counselors offer parenting classes that focus on providing adults with valuable techniques for helping their children meet their academic, personal, and social potential. Counselors also conduct workshops on specific issues such as normal growth and development, development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, financial management, and managing disruptive behaviors. Many counselors put out

newsletters letting parents know what is happening over holiday breaks and giving tips on ways to improve study habits. Counselors also encourage parents to participate in volunteer opportunities within the school setting. School counselors shall encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process.

It is with this focus in mind, that the Rogers Public Schools has adopted the following policy:

Descriptor Term: PARENTAL INVOLVEMENT IN EDUCATION	Descriptor Code: KB
---	------------------------

Recognizing that parents are full partners with the schools in the education of children, the Rogers Board of Education encourages parent/guardian involvement in the schools and, in particular, in the education of their own children.

Parent Involvement Plan

The Rogers School District and each individual school are responsible for developing an annual Parent Involvement Plan, as prescribed by Ark. Code Ann. 6-15-1702. These plans, which will be reviewed annually, will reflect the district's commitment to parent involvement and the six keys to successful school, family and community partnerships: assisting families with parenting skills, 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.¹

The district shall work to:

1. Involve parents and the community in long-range planning and improvement for the district;
2. Give schools the support needed to plan and implement effective parental involvement activities, including Title I parental involvement funds;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parent-Teacher Associations/Parent-Teacher Organizations, Arkansas Better Chance programs, and area Pre-K programs;
4. Inform parents and the community about state content and achievement standards, state and local student assessments and the alignment of the district's curriculum with the assessments as well as how parents can work with the district to improve their child's academic achievement;
5. Provide parents with the materials and training to help their child achieve through parent resource centers and other ways;
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents as well as implement parent involvement programs that will promote positive partnerships between the school and parents;

¹ School, Family, and Community Partnerships by J.L. Epstein et al., 2002 Corwin Press Inc.

7. Keep parents informed about parental involvement programs, meetings, and other activities. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that keep parents from being involved in their child's education such as problems with transportation, child care, meeting times, and conferences;
9. Adapt other successful parent and community involvement programs to suit the needs of the district;
10. Train parents to enhance and promote the involvement of other parents who assist in an instructional program; and
11. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct, with the involvement of parents and other stakeholders, an annual review of its parental involvement policies to examine their effect on promoting higher student achievement.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Policy Adopted 11/18/2003

Revised 10/27/09

Reviewed 8/16/11, 9/17/13, 4/15/14, 9/16/14, 9/15/15, 9/20/16, 9/19/17

Rogers School District No. 30

8. PEER FACILITATION

Students often share their problems with peers rather than adults. Counselors provide structured opportunities for students to serve as peer helpers. Counselors are responsible for budgeting adequate time for meeting with the peer helpers on a weekly basis for continued training, supervision, support, and personal growth. Counselors continually monitor and evaluate the training and impact of the peer facilitation program. Peer facilitators are trained to work well with group settings, teaching basic communication skills to other students and helping facilitate guidance discussions. In addition, peer facilitators tutor students in academic areas, serve as readers for nonreaders, and assist in special education classes. They are effective in greeting new students and their parents during orientation programs.

7. MAKING APPROPRIATE REFERRALS

Counselors establish and maintain close working relationships with staff of a variety of school and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. To help students and their families cope with an array of problems, counselors identify school

and community resources and establish policies and procedures for interagency communication.

Some typical tasks counselors may be involved with while helping students and their families gain access to the services they need may include:

- Identifying and assisting students and their parents with special needs by referring them to resources in and outside the school
- Maintaining contacts with outside resources
- Developing, publishing, and distributing a list of community resources, referral agencies, and hotlines for parents, students, and colleagues
- Developing a student self-referral system and following up on referrals

8. INTERPRETATION OF TESTING & DISSEMINATION

Counselors help students identify their skills, abilities, achievements, and interests through counseling activities and the guidance curriculum. They interpret standardized test results for parents, faculty, and students; relate the results to strengths and limitations in the school's curriculum; and assist in planning and implementing changes in the curriculum and school's procedures. Counselors use a variety of assessment instruments to identify the social/emotional needs of students and make recommendations to teachers based on these assessments.

9. SPECIALIZED POPULATIONS AND NEEDS

Working with students from culturally diverse populations and students with disabilities requires special attention. Counseling activities can promote students and school personnel acceptance of differences. Policies, procedures, and behaviors that reflect freedom from stereotypes; Examination of schools' testing programs to ensure that they reflect equitable standards for all students; and Outreach to parents and families of students from culturally diverse populations.

11. ACADEMIC ADVISEMENT FOR CLASS SELECTION

Class selection is the proper placement of students in the academic setting. Counselors act in a consulting capacity at all levels in guiding students toward short- and long-term educational and career objectives. Students in eighth grade will have an individualized Student Success Plan in place by the end of the 2018-2019 school year.

12. UTILIZATION OF STUDENT RECORDS

Rogers Public School counselors are authorized access to any files kept by the school district. Data is utilized to assist parents, faculty, administrators, and counselors in helping individual student reach their potential. Student records should be kept in a central location for easy access for educators and not kept in the school counselor's office.

13. CAREER AWARENESS & PLANNING IN SCHOOL COUNSELING PROGRAMS

Each school counselor shall provide a career planning process for each student to include career awareness, employment readiness, career information, and the knowledge and skill necessary to achieve career goals. School counselors shall also encourage parents, during regular parent conference, to support partnerships in their children's learning and career planning process.

Counselors advise students on educational, academic assessment, and career counseling including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and post-secondary opportunities.

School counselors:

1. Work with, advise, and make students aware of the importance of selecting the proper courses throughout school in order to meet graduation requirements, to prepare for employment, or to prepare for admission to post-secondary institutions.
2. Provide materials on occupational and post-secondary institutions to help students understand the world of work and its expectations for employment.
3. Work with individual students on postsecondary educational and work alternatives to become informed about educational/work alternatives.
4. Work with individual students experiencing difficulty with the changing roles of men and women to help understand continuous changes of male/female roles and how this relates to career choice.
5. Counsel with students displaying a lack of interpersonal skills to develop the interpersonal skills necessary for harmony in the workplace.
6. Make employment opportunities, college choices, and career planning materials available for students' use to become informed about up-to-date employment and college opportunities.
7. Provide current materials for career awareness and exploration to form tentative career goals and strategies to reach them whether college or vocational schools could provide those opportunities.

8. Work with individual students to discuss occupational, college, or vocational interests to understand lifestyle preferences and relate them to occupational, college, or vocational interests.

By the end of the 2018-2019 school year, each eighth grade student will have a Student Success Plan in place. School personnel in collaboration with the parent and student will develop this plan; it will be updated annually. Student Success plans are meant to: guide the student along pathways to graduation, address accelerated learning opportunities, address academic deficits and interventions, and include college and career planning components.

Counselors at the high school level work in coordination with technical and vocational schools. This collaboration includes visits from the technical schools to the high schools, students taking fieldtrips to schools, recruitment, coaching on best occupational routes assisting students in the application and interview process, and helping with the scholarship process.

14. STUDENT SERVICES NEEDS ASSESSMENT SAMPLES

The school counseling program assessment is used to self-evaluate the school counseling program. The findings help school counselors identify strengths and weaknesses of the school counseling program and provide direction for continued program improvement.

STUDENT SERVICES PROGRAM ADDITIONAL COMPONENTS

The following components are included in the Student Services Plan, but are not typically provided or implemented by the school counselor:

ALTERNATIVE METHODS OF CLASSROOM MANAGEMENT

The Student Services Plan addresses alternative methods of classroom management. These methods can include, but are not limited to: behavior contracts, dispute resolution, classroom meetings, logical consequences, assertive discipline, behavior modification and career and academic counseling. Alternative methods are consistently implemented and reinforced by all school staff.

FOLLOW UP OF SCHOOL DROPOUTS AND GRADUATES

The Rogers Board of Education believes that every student should have the opportunity and be encouraged to complete high school. Graduation from high school is acknowledged to provide the greatest likelihood of success in further educational or vocational activities. To this end, the board allocates resources to provide for a variety of traditional and alternative means for students to earn a diploma. Nevertheless, the board recognizes that some students, for a variety of reasons, are unlikely to complete high school and will leave school prior to graduation. For these students, the General Educational Development (GED) Program is an acceptable alternative to a regular high-school diploma. Rogers Public School Social Workers are available for consultation with students and families regarding the GED process and follow up activities for those who choose not to continue their education are done at the high school and district levels.

TABE TESTING (PRE-HIGH SCHOOL EQUIVALENCY EXAMINATION)

The counselor/social worker may support the coordination of the Test for Adult Basic Education or the High School Equivalency Examination pretest but they do not administer the test. The TABE is coordinated and administered through:

NWACC ADULT EDUCATION

Victoria Eldridge, ASE Teacher for 16 & 17 year olds

1000 S.E. Eagle Way

479-986-6981 PHONE

479-986-6933 FAX

SCHOOL SOCIAL WORK SERVICES

The Rogers Public school district provides school social workers to assist in the prevention and remediation problems of attendance, behavior, adjustment, and learning concerns. These individuals will function as a liaison between the home and the school.

Referrals to the school social worker should be initiated through the school principal, assistant principal, and/or the school counselor.

Typically, these services include:

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

School social workers provide many services but their primary focus is to impact attendance in the schools they serve. They work closely as a vital member of the student support team and they are an important addition to our mental health resources. R

Rogers Public Schools employs eight school social workers and they provide services in all twenty-three Rogers Public Schools.

GROUP CONFLICT RESOLUTION SERVICES

These services include educational and social programs which help students develop skills which enable them to resolve differences and conflicts between individuals and groups. Programs are designed to promote understanding and positive communication.

Conflict solving for students could include: dealing constructively with conflicts, building positive self-esteem, respecting human differences, making responsible decisions, developing sensitivity to all people, practicing conflict resolution, learning ways to handle frustration and anger, exploring conflict as a positive force for change, understanding the dynamics of conflict, respecting human differences, and developing positive interpersonal skills. By meeting social/emotional needs, students are encouraged to be more sensitive to differences and be more accepting of others.

Rogers Public Schools uses a variety of programming to instill and foster positive group conflict resolution skills. Current programs include Conscious Discipline, Leader in Me, PBIS, Choose Love, and

In addition, the following policy and procedure is in place to address concerns that may arise:

Anti-Bullying Description & Policy for Rogers Public Schools:

Act 681 of 2003 requires school districts to adopt anti-bullying policies to prevent pupil harassment, also known as "bullying," and shall file with the Department of Education a copy of the policies adopted.

I. 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.

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. Sexual Harassment: Unwelcome or unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment. Sexual harassment is a form of sex discrimination.

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 which 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 disciplined appropriately.

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.

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. Appeal: The grievant shall have the right to appeal the school board's decision within 30 days after the receipt of the decision to the Equity Assistance Center, #4 Capitol Mall, Room 402-A, Little Rock, AR 72201, (501) 682-4213. The appeal should be in writing, signed, and dated.

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

D. 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.

E. 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.

F. 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.

OCCUPATIONAL AND PLACEMENT SERVICES

These services include the dissemination of career education information by classroom teachers, the Career and Technical Education department, the school counselor and/or community volunteers.

PSYCHOLOGICAL SERVICES

The Rogers School District provides services to ensure that students are prepared to succeed and being prepared for college and/or career readiness.

These services include:

- Evaluation of students with learning or adjustment problems.
- Evaluation of students for exceptional student programs.
- Consultation and counseling with parents, students and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work.
- A system for the early identification of learning potential and factors that affect the student's educational performance.
- A system for liaison and referrals with resources available outside the school.
- Written policies that assure ethical procedures in psychological services.

HEALTH SERVICES

Act 1106 of March 1991 established guidelines requiring all school districts beginning with the 1994-95 school year should have no less than one full-time school nurse per one thousand students.

Rogers Public Schools provides one Licensed Practical Nurse, or paraprofessional in each school.

Responsibilities of School Nurse: The role of the school nurse is to assess and care for student health needs. The major part of the nurse's time is spent in direct child care, personal conferences, appraisal and follow-up.

Health services include, but are not limited to:

- Maintaining students health records & physical screenings
- Administer Medications to students

- Referrals to appropriate medical professionals for students in need of care
- Providing emergency care and first aid
- Being available to present health related units in the classroom
- Providing parents with health related information
- Providing students with information regarding personal hygiene, sex education, and general health and well-being
- Provide students with screenings for scoliosis, vision, hearing, and BMI

School District Information:

The health services staff in the Rogers School District is dedicated to serving students. Our staff consists of nurses and paraprofessionals. All of our schools have a nurse or paraprofessional assigned to help students. The health staff perform many services in the schools. They administer first aid and perform state-mandated screenings (scoliosis, vision, hearing and BMI) as well as maintain health records and administer medications. One of our most important and challenging roles is to help families obtain the medical care they need. We collaborate with the staff, counselors and social workers to provide students with the best possible care. Our nurses have had prior medical experience before they began school nursing, which enables them to serve our students well.

DISTRIBUTION OF SUICIDE PREVENTION PROGRAM

If any employee has reason to believe, either by virtue of direct knowledge or a report from another person, that a person is in any danger of harming him/herself, that employee is to report the situation to the principal and/or counselor who will notify the director of counseling. If the person has threatened or has displayed alarming warning signals, appears to have a plan, or is in imminent danger and requires intervention, the director of counseling should be contacted immediately.

The following Suicide Intervention procedures are outlined in the Rogers Public Schools Emergency Procedures Guide:

During Crisis:

1. Do not leave the person alone.
2. Principal or counselor will contact the student's parent(s) or guardian. It is recommended that a second person witness the call. Document the call; file with a counselor.

3. Do not allow the person to go home unsupervised. A parent/guardian or other adult must assume direct responsibility for the student before allowing him/her to leave school.
4. Provide parent/guardian with available crisis counseling information.
5. If it is determined that the parent/guardian's response is damaging to the child, likely to cause a suicide attempt, or the student refuses to leave with the adult, the situation should be reported to the DHS and the police.
6. If the student's parent/guardian cannot be reached and student is suicidal, it should be reported to the police and DHS Child Abuse Hotline. Either the police or DHS will pick up the student.

After Crisis:

1. After the immediate crisis has been resolved, the principal and counselor shall meet to evaluate the situation and decide on an appropriate role for the school to take in assisting the student.
2. The counselor will remain in close contact with the student and will be the liaison between student, parent/guardian, school, and any involved community agencies.
3. Teachers involved with the student will be assisted in appropriately dealing with the student.
4. Referral sources will be given to the parent/guardian. Failure to provide professional support may result in school officials reporting negligence to the DHS.
5. Confidentiality shall be maintained throughout these procedures unless the safety of the student is at stake.

In Addition:

- Every 2 years school counselors present a suicide prevention training course to teachers and staff members.
- School counselors provide suicide awareness and prevention classroom guidance to all students every school year.

ALTERNATIVE STUDENT SERVICES PERSONNEL

In order to provide the services set forth in the Act, a district may utilize the following types of personnel in addition to any standard student services personnel: professionals or paraprofessionals in the social work or mental health fields, volunteers under the supervision of certified personnel, and medical licensed targeted case managers. These individuals may provide only the services they are trained, certified, or licensed to perform.

CHILD MALTREATMENT

The following Child Abuse/Maltreatment Reporting procedures are outlined in the Rogers Public Schools Emergency Procedures Guide:

All school employees including teachers, administrators, counselors, and social workers are MANDATED to report when there is reasonable cause to suspect a child is being subject to abuse or neglect according to Ann. Code 12-12-505 through 12-12-507 of the Arkansas Statutes. Any person, official, or institution required to report and who willfully fails to do so shall be civilly liable and subject to a fine of one hundred dollars (\$100.00) and up to five (5) days in jail. Any person making the report in good faith shall have immunity from any liability, civil or criminal, that results from such actions.

Definition:

The reporting of serious concerns affecting the welfare of a child, including neglect, physical and psychological abuse, and abandonment.

Steps of Action:

1. Adult to whom the disclosure is made is responsible for reporting the suspected abuse and neglect to the Child Abuse Hot Line.
2. Reporting adult should follow the Mandated Reporter's Form to have necessary information for making the report as well as for required documentation. Forms are available online and in the counselor's office.
3. Students should NOT be asked to recount their experiences of abuse or neglect more than once.
4. Reporting individual may confer with the counselor or social worker for assistance.
5. The Department of Arkansas State Police shall investigate the allegations.
6. An administrator, counselor, or social worker may be present when the student is interviewed, however, the investigator has the right to limit the persons in the room if they deem necessary.
7. MAINTAIN THE CHILD AND FAMILY'S CONFIDENTIALITY.
8. Principal/Counselor should maintain the official, locked, confidential file for five years and then shred the records.

Child Abuse Hotline 1-800-482-5964