Roosevelt School District No. 66
“Success for every student, in every classroom, every day”

Desegregation PLAN

2018-2019

Empower. Achieve. Succeed
Roosevelt School District No. 66
“Success for every student, in every classroom, every day”

GOALS AND OBJECTIVES

Vision Statement
Roosevelt School District inspires, motivates, and educates each student as future leaders in our society.

Mission Statement
A top-rated district committed to excellence.

Core Values

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>Courage</td>
<td>To do the right thing</td>
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<tr>
<td>Commitment</td>
<td>To do the work.</td>
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<tr>
<td>Collaboration</td>
<td>Teamwork</td>
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<tr>
<td>Communication</td>
<td>Appropriate and Consistent.</td>
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<tr>
<td>Customer Service</td>
<td>Responsive and Inviting</td>
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<tr>
<td>Celebration</td>
<td>Effort and Accomplishment</td>
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The Roosevelt School District will consistently focus on accountability, communication, collaboration, and training to develop and implement the goals in the Deseg Plan.
GOAL 1
EXCEPTIONAL TEACHING AND LEARNING EXPERIENCES FOR STUDENTS

Objective 1.A:
To increase the percentage of students who are literate, by closing the achievement gap.

Objective 1.B:
To increase the number of students who are global learners and effective problem-solvers.

Objective 1.C:
To develop the whole child, increasing the percentage of students who are skilled communicators.

Objective 1.D:
To meet the needs of all learners through consistent monitoring of student work and meaningful feedback.

Objective 1.E:
To promote critical thinking, spatial reasoning and cultural sensitivity.

PLAN
Dual Language Access Plan

The dual language program is currently being offered at Valley View, one of the nineteen schools in Roosevelt School District. The program is being offered in the 5th and 6th grade classes primarily because of the state stipulation governing the program. Arizona State requires that students be 10 years old to enroll in the dual language program. As a result, entering 5th grade students and 6th grade students at Valley View are eligible. There are currently two classes in the dual language at Valley View. All students are required to apply. In addition, Spanish students who want to take the dual language course have to score proficient on the Azella test. The class composition is 50 percent dominant English speakers and 50 percent dominant Spanish speakers. Teachers are required to be highly qualified and literate in both languages to teach the course.
The current dual language model caps the enrollment at 50 and limits the opportunity for the district to expand the program. The duration of the program is also an added drawback because it limits the student’s ability to be proficient in both languages. Research states that it takes 5-7 years to truly be proficient in a language. Furthermore, the opportunity to be proficient is greatly enhanced if the student is enrolled in a dual language program in Kindergarten. In the near future, our goal will be to expand the program at Valley View to give more students access as we strive to be instructionally equitable. Funding will be allocated to expand the dual language program. The district will also allocate funds to support the English Language Development program.

Mass Reading Improvement Plan

Roosevelt Elementary School District launched a Literacy Initiative during the 2017-2018 school year to assist with improving student academic achievement by increasing comprehension and meaning making skills for all students. The Academic Services Department purchased MyOn, an online library that allows students access to grade level appropriate material at all times using any technology device. The tool assesses a student’s comprehension level, then assigns them a lexile score that determines the level of text complexity a student can comprehend. Students are able to read more complex texts depending on the layout of the text, background information they bring to the topic and the text features and supports available to them within the text.

In addition to MyOn, the Academic Services Department also purchased Achieve3000 as an instructional support tool within the classroom. Achieve3000 creates an environment that supports all learners. The same text is provided to students at their reading level thus providing an opportunity for rich discussions about the topic in question. The tool provides an avenue for students to engage in thematic learning experiences across content. Students are able to engage in deep discussions that increases their comprehension skills and enhances meaning making ability for all levels and grades of students. Every classroom is expected to have a classroom library built around student interests and content area needs. The easy access to books and reading material such as magazines and journals provides an opportunity for students to read a variety of texts, and read widely. The reading tools provide an opportunity for students to self – monitor their growth, and also helps the teacher to design targeted instruction to meet student needs in a differentiated classroom.

Achieve 3000 complements MyOn beautifully because it focusses on non-fiction reading, while MyOn provides a lens into the world of fiction reading.

Furthermore, all students utilize Spatial Temporal Math (ST Math), a highly visual, concept driven math program to support and strenghten their math skills. Teachers are able to reorder the tools so they can assign specific topics to students based on identified academic needs.
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Students are able to explain their thinking in writing. The ability to also hold discussions centered on meaning making and clarifying questions deepens mathematical understanding and extends meaning making.

Funds have been allocated to continue to expand classroom libraries, increase our selection of multicultural texts and continue to celebrate our diversity.

Equitable Extra Curricular Plan

Every student attending schools in Roosevelt School District has an opportunity to participate in extra-curricular activities offered by their school or the district. The district ensures a rich selection of activities for students. For example, the district offers, basketball, soccer, music and art. The transportation department coordinates with schools to transport students to and from events approved by the district. In a few instances, students opt to attend events beyond what the districts offers. Students are encouraged to pursue these options provided they have transportation. Most extracurricular activities offered at Roosevelt School district occurs at the end of the day making the process for transporting students to and from events, convenient. Our activities are all -inclusive, designed to allow the full integration of students regardless of race, creed, gender and religion. The activities are designed to develop the whole child while teaching, tolerance and celebrating our diversity. Librarians in Rosevelt School District are required to support activities that promote diversity, tolerance and the literacy needs of all students.

Multi-Year Technology Plan

Roosevelt Elementary School District is on track to ensure all students have a one to one device by 2020. The first phase of the plan was executed in 2017-2018 school year with a focus on five schools namely Bernard Black, Southwest, Greenfield, Kennedy and Pastor. Southwest K-8 school is currently outfitted with ipads purchased from Apple. All students and staff who attend the school have an ipad. Our next goal is to purchase ipads for all K-2 students at the five schools mentioned above. Computers collected after the newer devices have been issued, will be redistributed to other schools until all students and staff in each of our schools have an effective device to use. We believe that regular access to technology will expand the awareness of our students, improve collaboration amongst schools and within classrooms, while helping us create a sophisticated global community of learners who are web savvy and multiculturally literate. We also believe that the tools will create a love for learning amongst our students, thereby increasing student academic achievement. We will create and fund a sustainability plan for our technology.
Student Support Plan

The Roosevelt School District provides educational opportunities for individuals with disabilities in compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the Arizona revised statutes, and the regulations of the State Board of Education. Educational opportunities shall include, but not be limited to, the following:

- All children with disabilities aged birth (0) through twenty-one (21) years within the District’s jurisdiction are to be identified, located, and evaluated including children attending private schools (parentally placed) who are in need of special education and related services.
- A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District’s jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities. FAPE for an eligible student with a disability shall extend through conclusion of the instructional year during which the student attains the age of twenty-two (22).
- A full individual evaluation encompassing existing and additional data shall be conducted for each child to determine if the child has a disability and the educational needs of the child before the initial provision of special education and related services. A reevaluation of each child shall be conducted at least every third year.
- An individualized education program (IEP) shall be developed and implemented for each eligible child served by the District and for each eligible child the District places in or refers to a private school or facility. An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE. A review of the IEP and/or IFSP will be conducted every year.
- To the maximum extent appropriate, opportunities for the least restrictive setting, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student’s condition, with supplementary aids and services, make such regular class education unsatisfactory.
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- All required procedural safeguards must be guaranteed to the exceptional students and their parents. The parents will be provided with notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.
- The District shall follow the established state and federal standards to protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.
- To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.
- Criteria for the graduation of exceptional students, including accomplishment in reading, writing, and mathematics, shall be as specified in the District policy on graduation requirements.
- The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability is to be conducted in such a manner as to comply with FAPE and requirements of the IDEA.
- Students in the general will be provided social work support according to their needs.
- Students in the alternative education program will also receive support according to the identified needs.
- Funds will be allocated to meet Preschool needs that are not covered under the grant.

GOAL 2
SAFE, HEALTHY AND ORDERLY ENVIRONMENTS THAT ARE CONDUCIVE TO TEACHING AND LEARNING

Objective 2.A:
To create and establish clear expectations for all.

Objective 2.B:
To provide and maintain excellent academic facilities, increase curb appeal at all schools and provide the support needed to improve instructional practices.

Objective 2.C:
Provide safe transportation to and from school and school events.
Objective 2.D:

To provide convenient and consistent health education and services to community and families.

Objective 2.E:

To monitor and ensure effective safety and emergency management plans are in place and well-rehearsed.

PLAN

Code of Ethics

Roosevelt School District is working closely with an organization to ensure that we set clear expectations for professional practice standards across the board. We will have common goals, establish values that govern our daily activities and every facet of the organization. Our agreed upon procedures are anchored in the local Board policies and state statutes that determine procedures for educational institutions in Arizona. Fund will be allocated for new hire training.

Comprehensive Magnet Plan

Roosevelt Elementary School District currently does not have a Magnet school. All students attend our comprehensive K-8 schools. We will provide a plan for magnet schools when we create them.

Health Education and Services

All students are required to be screened for vision and hearing according to the following schedule:

<table>
<thead>
<tr>
<th>Vision</th>
<th>Preschool, Kindergarten, Grades 1, 2, 3 (near and far acuity are required; stereopsis and color deficiencies are recommended but not required) Grades 4, 5, 6 (near and far acuity required) All Special Education Students (near and far acuity are required, plus any other screenings deemed necessary if Visually Impaired) Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Preschool, Kindergarten, Grades 1, 2 and 6 All Special Education Students Annually</td>
</tr>
</tbody>
</table>
In addition, all new students to the district are screened by their general education teacher with a 45 day screener form. If a teacher expresses concerns with vision or hearing, the teacher and administrator will immediately refer the student to the Health Office for a screening. All special needs students will be screened annually and at the beginning of the year, so as to ensure any concerns are addressed immediately.

Vision

Vision screenings are conducted annually as noted in the above schedule. Far acuity is measured from 10 feet and may use either letter or shape symbol charts. Near vision is measured from a comfortable reading distance and may also utilize a chart with either letter or shape symbols. All students are expected to undergo this process to ensure their vision is not an impairment for their academic performance. When there is a concern about the child’s vision results, that information is communicated in a timely manner to the appropriate personnel.

<table>
<thead>
<tr>
<th>Passing Acuity</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/40 or better</td>
<td>Preschool and Kindergarten</td>
</tr>
<tr>
<td>20/32 or better</td>
<td>First grade and above</td>
</tr>
</tbody>
</table>

Acuities at 20/50 and higher are considered a failed screen. If the student fails the vision screening, a referral letter will be sent by the Health Office staff to the parents and the child’s medical provider. It is the parent’s responsibility to follow through with Health Office staff recommendations.

If a parent has difficulty obtaining an appointment, the parent will contact the Health Office staff about a referral to the Lions Club, which assists families seeking vision assistance.

In case of failed screenings, parents are encouraged to follow up with a medical evaluation through a referral service. The follow up referral is conducted by either an optometrist or ophthalmologist. If the medical evaluation indicates the likelihood that the child has a visual impairment, the Health Office staff may make a referral to the SPED Consulting Teacher for coordination of services.
Hearing
Hearing screenings are conducted annually as noted in the above schedule. **If the student fails the initial hearing screening, the student will be re-screened within the next 30 days by the Health Office staff.** If a student fails a hearing screening, the Health Office staff will generate a referral letter to the parents and the child’s medical provider. It is the parent’s responsibility to follow through with Health Office staff recommendations. The Health Office staff may also refer to the SPED Consulting Teacher for coordination of services.

Hearing and Vision Screening for Special Education Students
All students who have been identified as special education students will receive a vision and hearing screening on an annual basis. This screening should occur in the early fall of each school year, but must occur prior to the student’s annual review of their Individual Education Program (IEP). The Health Office staff will conduct the screenings of all Special Education students. Documentation of the results of the screenings will be forwarded to the IEP case manager and/or the Multidisciplinary Evaluation Team (MET) case manager. It is the responsibility of each Case Manager to document the results of the vision and hearing screenings in the appropriate location on the Student Profile within the IEP Pro. If a student fails a screening, that information must be documented in the appropriate clarification box within the Student Profile. Documentation must include when a referral was generated and any actions taken. IEP teams may need to consider if the vision or hearing deficits may constitute an exclusionary factor.

Hearing and Vision Screenings for Students Suspected of Having a Disability
Whenever a student is referred by the teacher or parent to the Student Assistance/Intervention Team (SAT/SIT), a hearing and vision screening is conducted by the Health Office staff to rule out sensory issues as a causative factor in the child’s challenges with learning. If the student passes the screenings, typical SAT/SIT procedures may be followed, including referring the student for evaluation if the interventions utilized with the student fail to elicit progress. If, however, a student fails either vision or hearing screening, the Health Office staff will make the medical referral to the parents and medical provider as detailed above. It is the parent’s responsibility to follow through with Health Office staff recommendations. Failed hearing or vision screens may prevent a referral for special education testing. In most cases, the student’s medical needs (for either vision or hearing) will need to be addressed with some consistency over a period of time (e.g. wearing glasses regularly in the classroom during instruction or reading exercises) before a SAT/SIT would refer a student for special education testing.
Medications

Under certain circumstances, when it is necessary for a student to take medicine during school hours, the District will cooperate with the family physician and the parents if the following requirements are met:

- There must be a written order from the physician stating the name of the medicine, the dosage, and the time it is to be given
- There must be written permission from the parent to allow the school or the student to administer the medicine (appropriate forms are available from the school health office)
- The medicine must come to the school office in the prescription container or, if it is over-the-counter medication, in the original container with all warnings and directions intact

Funding will be allocated to support health professionals such as nurses, health assistants and other health service professionals.

Safety and Emergency Plan

Every school has an Emergency Plan which is the basic procedure to follow in the case of an emergency. The purpose of the school safety plan is to develop language around expected behaviors should there be an emergency.

Objectives

The objectives for the School Site Emergency Plan are as follows:
1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the school’s facilities and properties.
4. Enable the school to return to normalcy with minimal confusion in the shortest time possible.
5. Provide for the coordination between the school and the District office and or the first responders.

Drills: Fire and Lockdown

Every School will run a monthly fire drill and a semiannual lockdown drill. The coordinator for the drills will be the Unit Manager. Part of the teacher’s welcome back process will be to review the emergency exit for each classroom in case of a fire and how to operate in a lockdown.

Fire Drills

The following standards must be met to ensure a successful fire drill:
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The Fire Alarm/Public Announcement can be heard and/or seen by all staff and students. Orderly evacuation begins immediately and is completed within minutes of the initial alarm, with minimal congestion at exit gates.

Teachers and students will gather in an orderly fashion in pre-designated evacuation areas away from fire lanes.

Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the Principal.

Upon sounding of the all clear bell, students and staff will return to their appropriate classroom and the teacher will take roll.

**Bomb Threat**

In most cases, bomb threats are unpredictable. If the opportunity present itself attempt to obtain as much information. Immediately notify the School Administrator or designee and alert them to call 9-1-1 and provide:

- Name
- Call back phone number
- Exact street location with the nearest cross street
- Nature of incident
- Number and location of people involved and/or injured
- Instruct all students and staff to turn off cellular devices and radios.

Sound the fire alarm to evacuate all involved buildings.
Secure all campus exits to prevent re-entry to buildings.
Re-occupy buildings when instructed to do so by police or fire.

**Gas Leak**

The person detecting the odor of natural gas will:
- Notify the School Administrator and Unit Manager or designee
- Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).

The School Administrator will:
- Immediately call 9-1-1 and notify the Fire Department if needed and provide: Building address, site name, description of the odor, and location of the odor.
- If ordered to do so, evacuate the building.
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If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the Police and or fire
Notify District office at 243-4800.

Intruder on Campus
A campus intruder is defined as an individual who loiters or creates disturbances on school property. If an intruder is found on campus: Assess the situation and if it appears safe to approach the intruder, greet the individual in a polite and non-threatening manner.
Identify yourself as a school official.
Ask the intruder for identification.
Ask them what his/her purpose is for being on campus.
Advise the intruder of trespass laws.
Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
If the intruder gives no indication of voluntarily leaving the premises, call 9-1-1 and provide a description and location of the intruder. Notify staff to lock down.

If an intruder appears on school grounds during recess or lunch:
Outdoor supervisors should immediately direct students to an enclosed area preferably the building nearest but the safest from the location of the intruder.
Lock all doors and windows.
Wait for further instructions from school officials.

In the event the perpetrator(s) is inside a classroom:
1. Staff should take a leadership role and perform the following actions:
Calm, reassure, and quiet others (students/staff).
Staff actions will influence others.
2. Staff should attempt to actively diffuse the situation:
Attempt to quietly move students away from the perpetrator.
If deemed safe to do so, staff should approach the perpetrator in a calm, non-confrontational manner and ask him/her to leave the campus.
3. If the perpetrator leaves the classroom, staff should immediately block the door using whatever is available (desks, file cabinets, books, or other furniture)

LOCKDOWN: NOTIFICATION PROCEDURES
Personnel should gain authorization from the lead administrator on campus to activate the lockdown message on campus. At the site, an announcement will be made that all classes are to lockdown. The administrator on campus will notify district we are in a lockdown and what is the emergency. Be prepared to share:
Area impacted
Who and what is affected
Projected time for resolution
Safe staging location for parents
When will lockdown be modified to allow movement on campus?
Inside secured buildings
Bathroom trips with supervision
Food delivery or pick up in cafeteria by class
Free movement inside the fence line
Communicate with the district staff and request support for additional resources from district Offices, Crisis Response Team, Public Outreach & Communications Office.

**Evacuation Locations:** In the event of an evacuation of the campus; students will be transported to another location or district office. If bus transportation is available the students will be routed to a safe boarding area. If the emergency is centralized on our campus, students will relocate to nearby School first and then additional sites as needed. Immediately upon relocating students a full attendance check of all students will take place to insure no student was left behind or is missing.

**Comprehensive Boundary Plan**

**Boundary Criteria for Existing Schools**

There are nine Boundary Evaluation Criteria that are considered when redistricting school boundaries in established areas. They are listed in preferred order as established by the Board of Education. The preferred order does not suggest that each criteria needs to be satisfied in its entirety before proceeding to the next criteria. The goal is to satisfy as many criteria as completely as possible. As a result, some of the higher criteria may at times not be satisfied in order to meet a majority of the criteria listed. The Criteria are to be used by the Facility Planning Committee as they develop and evaluate various alternative boundary plans. The Board of Education will consider the Criteria as they decide on a final boundary plan.

1. **Projected Enrollment and Building Utilization**

This factor considers building utilization, student enrollment, staffing needs and the educational program(s). Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building. Efficient building utilization should attempt to maximize student population without exceeding capacity long-term.
2. Duration of Boundaries

This factor addresses the ability of an attendance area to accommodate the anticipated enrollment for a projected period. Where possible, attendance areas should be stabilized to limit the number of boundary changes experienced by students. In established areas with little or no demographic change projected, boundaries should be planned to last for a significant period of time.

3. Fiscal Considerations - Operational

Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economies of scale. This factor should consider staffing requirements, educational program needs, and other operational costs.

4. Feeder System Considerations

Where possible, create boundaries between elementary, middle, and high schools in an effort to have as many schools as possible at each educational level advance students as one group to the next higher educational level. When changing boundaries, where possible, avoid situations where small numbers of students will be split from a larger group when transitioning from elementary to middle school or from middle to high school.

5. Neighborhoods Intact Within Attendance Areas

Where possible, boundaries should be structured to maintain a neighborhood within one school's attendance area. Neighborhoods should not be split between two schools. A neighborhood is defined as the smallest division of a subdivision and/or an area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way.

6. Contiguous Attendance Areas

Where possible, contiguous attendance areas should be maintained.

7. Students Impacted by a Boundary Change (SIBC)

SIBC determines the number of students that will be impacted by a boundary change. Where possible, minimize the number of existing students impacted by a boundary change. Consideration should be given that not only can too many students be affected by a potential boundary change, but also that moving a small number of students from one particular school could have a negative impact as well.
8. Transportation Considerations

While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries. It is the district’s responsibility to transport students to the schools of attendance. Funds will be allocated to ensure this process is executed effectively.

9. Fiscal Considerations – Capital

The impact on capital costs should be considered. This factor should consider new facility construction, building additions and/or remodeling, mobile classrooms, demountable wall relocations, and other capital costs.

The district will periodically review the boundary lines to ensure that our schools reflect a mixed demographics as much as reasonable.

Boundary Criteria for New Schools

There are nine Boundary Evaluation Criteria that are considered when redistricting school boundaries for new schools. They are listed in preferred order as established by the Board of Education. The preferred order does not suggest that each criteria needs to be satisfied in its entirety before proceeding to the next criteria. The goal is to satisfy as many criteria as completely as possible. As a result, some of the higher criteria may at times not be satisfied in order to meet a majority the criteria listed. The Criteria are to be used by the Facility Planning Committee as they develop and evaluate various alternative boundary plans. The Board of Education will consider the Criteria as they decide on a final boundary plan.

1. Projected Enrollment and Building Utilization

This factor considers building utilization, student enrollment, staffing needs and the educational program(s). Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building. In determining a boundary change for a new school, building utilization analysis should account for the rapid growth and development over the five year period of the proposed attendance area.

2. Fiscal Considerations – Operational

Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economies of scale in light of projected growth. In consideration of projected growth, it may not be possible to maximize district resources to take
advantage of economies of scale. This factor should consider staffing requirements, educational program needs, and other operational costs.

3. Duration of Boundaries

This factor addresses the ability of an attendance area to accommodate the anticipated enrollments for a projected period. Where possible, attendance areas should be stabilized to limit the number of boundary changes experienced by students. For new schools, attendance areas should be planned to allow a new school to grow into its building capacity over a period. Boundaries may need to be changed more often in a new school to accommodate projected overcrowding.

4. Feeder System Considerations

Where possible, create boundaries between elementary, middle, and high schools in an effort to have as many schools as possible at each educational level advance students as one group to the next higher educational level. When changing boundaries, where possible, avoid situations where small numbers of students will be split from a larger group when transitioning from elementary to middle school or from middle to high school.

5. Neighborhoods Intact Within Attendance Areas

Where possible, boundaries should be structured to maintain a neighborhood within one school's attendance area. Neighborhoods should not be split between two schools. A neighborhood is defined as the smallest division of a subdivision and/or an area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way.

6. Contiguous Attendance

Areas Where possible, contiguous attendance areas should be maintained.

7. Students Impacted by a Boundary Change (SIBC)

SIBC determines the number of students that will be impacted by a boundary change. Where possible, minimize the number of existing students impacted by a boundary change. Consideration should be given that not only can too many students be affected by a potential boundary change, but also that moving a small number of students from one particular school could have a negative impact as well.

8. Transportation Considerations

While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries.
9. Fiscal Considerations - Capital

The impact on capital costs should be considered. This factor should consider new facility construction, building additions and/or remodeling, mobile classrooms, demountable wall relocations, and other capital costs.
GOAL 3

BUILD STRONG RELATIONSHIPS WITH STAKEHOLDERS THAT CONTRIBUTE TO STUDENT SUCCESS

Objective 3.A:

To create open avenues of interaction with all stakeholders as it pertains to student academic achievement.

Objective 3.B:

To increase positive and timely communication to stakeholders that creates awareness and enhances school pride.

Objective 3.C:

To provide parents, community members and all stakeholders up to date information on student performance.

Objective 3.D:

To establish a family resource center at all campuses that is inclusive.

PLAN

Family and Engagement Outreach Plan

This document outlines strategies for the marketing of our schools and recruitment of students, and provides information to families in the community about the educational options available in the District. Recruitment efforts are designed to attract students who are currently attending District schools, charter schools or schools in other districts. While recruitment efforts should reach all families residing in and near the District boundaries, the strategies can be specifically targeted to the Hispanic and African American students and families and other low-income families where necessary to improve integration and access.

This Plan outlines the following strategies:

• Marketing the District
• Event Marketing (Marketing and Recruitment Fairs)
• Outreach to Families with PreK-8th Grade Students
• Marketing and Recruitment Brochures and School Fact Sheets
• Family Centers for Engaging Community Groups
• Technology Upgrades / Web—Based Interface
• Dissemination of bilingual information
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Points of Pride
- K-8 schools
- Early Childhood Education program (Pre-K, transitional K and Kindergarten)
- Roosevelt Reads digital literacy program (MyOn)
- STEAM learning program (Science, technology, Engineering, Arts, Mathematics)
- Southwest College of Naturopathic Medicine – Community Clinic at Brooks Center
- Free full-day kindergarten
- Before and after school care
- 100+ year history educating generations of families in the South Phoenix area
- Parent support/Family Engagement, including Nutrition and English Classes for Families

Marketing Campaign Goals/Objectives
- Increase K-8 enrollment in all schools (retain current families and recruit families within and nearby school districts)
- Improve District perception
- Market RSD as the choice provider for early childhood education
- Update website with valuable content and information for each school so it’s a useful resource for existing and potential families; build individual school pages
- Create consistent, branded communication tools for all schools
- Create branded marketing materials
- Promote campus showcase open houses

Target Audiences
- Families within the Roosevelt School District boundaries
- Families with children ages 3-5 (early childhood education)
- Spanish and English-speaking families (bilingual)
- Families in nearby and surrounding school districts

MARKETING THE DISTRICT
RSD will focus on key areas when it comes to marketing the district...
Create digital and print materials to communicate and engage with the community.
The campaign is focused on four key objectives:
- Increase the number of applications through enhanced awareness of the many choices offered by RSD, with specific emphasis on providing information to underserved families and community members.
- Create and communicate a consistent and recognizable brand for RSD emphasizing quality in order to help parents and guardians consider RSD schools.
- Improve the perceptions of the district at large and establish the individual schools as academically solid while highlighting the programs available to help students succeed.
- Increase enrollment and engagement.
MARKETING AND RECRUITMENT FAIRS; ENGAGING THE COMMUNITY

The District will look for opportunities to recruit students and market RSD’s points of pride. The District will engage parents and guardians at various community events. Although the district may organize some targeted events, it will rely primarily on events supported by other organizations.

The Family Engagement Coordinators, and other District staff will collaborate to engage with community groups and community members to share information and involve local stakeholder organizations in the enrollment process. District staff and coordinators will be trained to actively engage community members to inform them about educational options available in the District. The district will provide ongoing professional development support for the family engagement coordinators as is necessary.

OUTREACH
Each year a list is created with contact information for all District students, which is the highest grade level for their schools. Efforts will be made to connect with these families to inform them about learning opportunities for their children.

RSD MARKETING AND RECRUITMENT INFORMATIONAL BROCHURES AND FACT SHEETS
The District will develop a District brochure and school fact sheets describing offerings. The information will also be made available on the District’s website in both English and Spanish.

The guide will be available in hard copy at school sites, at the District central offices, and at the Family Centers and other locations.

ENGAGING COMMUNITY GROUPS
The District will seek partnership with other organizations such as the Girl Scouts, Kroc Center, youth clubs, and others to Partner and distribute recruitment and promotional materials throughout the community, and to Involve. A list of possible organizations/sites is being compiled to permit the District to work with these agencies and determine if RSD would be allowed to place materials at their sites.

The number of sites that actually will be used has not yet been determined, but it must be kept to a reasonable number so that they can be monitored and appropriately stocked with the necessary materials. The Family Engagement Coordinators will be responsible for providing the chosen sites with the necessary materials.
GOAL 4

BUILD A PIPELINE TO A VIABLE WORKFORCE

Objective 4.A:

To maintain a stable and effective faculty and support workforce.

Objective 4.B:

To provide and increase faculty and support staff opportunities for job-embedded training and relevant professional development.

Objective 4.C:

To promote cultural competency and social justice orientation and understanding among faculty and staff in order to foster a conducive work environment.

PLAN

SUPPORT STAFF - REDUCTION IN FORCE

In the event the Board decides to release support staff members, the following guidelines will be in effect:

A. Normal attrition due to terminations will be relied upon as the first means of reducing the staff.
B. If attrition does not accomplish the required reduction in the staff, the Superintendent shall submit to the Board recommendations for the termination of specific staff members. The criteria used in formulating these recommendations shall include, but shall not be limited to:
   1. Qualifications of staff members to accomplish the District's program.
   2. Overall experience, training, and ability.
   3. Past contributions to the program of the District.
   4. All other factors being equal, length of service in the District.

Criteria for selection of staff members to be released will be applied separately to employees within specialty categories.

Personnel to be released shall be notified of such release as soon as practical.

PROFESSIONAL STAFF - REDUCTION IN FORCE

The number and type of certificated staff positions required to implement the District's educational program will be determined by the Board after recommendation from the
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Superintendent. In the event the Board decides to release certificated staff members, the following guidelines will be in effect:

The Superintendent shall submit to the Board recommendations for the termination of specific staff members. The criteria used in formulating these recommendations shall include, but shall not be limited to:

- Qualifications and certification of staff members to accomplish the District’s educational program, including certification requirements for specialty categories and designation as a highly qualified teacher.
- Overall teaching experience, academic training, and ability.
- Past contributions to the educational program of the District.

Teacher tenure and seniority shall not be considerations in retention determinations. Personnel to be released shall be notified as soon as practical.

**EVALUATION OF PROFESSIONAL STAFF MEMBERS**

The process and purpose of evaluation for certificated professional staff members is to result in improvement of the quality of instruction and the strengthening of the abilities of the professional staff.

In this policy:

- Certificated teacher means a person who holds a certificate from the State Board of Education to work in the schools of this state and who is employed under contract in a position that requires certification, except a psychologist or an administrator devoting less than fifty percent (50%) of his time to classroom teaching.
- Inadequacy of classroom performance means the definition of inadequacy classroom performance adopted by the Governing Board.
- Performance classifications means the four (4) performance classifications for teachers and principals under the law and defined by the State Board of Education.
- Qualified evaluator means a school principal or other person who is trained to evaluate teachers and who is designated by the Governing Board to evaluate certificated teachers.
- Evaluation of Classroom Teachers and Other Certificated Non-administrative Staff Members
- The District evaluation instrument will:
  - Include quantitative data on student academic progress that accounts for between thirty-three percent (33%) and fifty percent (50%) of the evaluation outcomes;
  - Include four (4) performance classifications, designated as highly effective, effective, developing, and ineffective;
  - Meet the data requirements established by the State Board of Education to annually evaluate individual teachers and principals.
Annnually, the Governing Board will discuss at a public meeting its aggregate performance classifications of principals and teachers. The District will involve its certificated teachers in the development and periodic evaluation of the teacher performance evaluation system. The following elements will be a part of the evaluation system:

- It will meet the requirements prescribed in statute and provide at least one (1) evaluation of each certificated teacher by a qualified evaluator each school year.
- A copy of the evaluation system shall be given to each teacher in the District.
- Specific training requirements for qualified evaluators.
- The Superintendent will recommend annually, qualified evaluators to the Board for Board approval.
- The system will include a plan for the appropriate use of quantitative data of student academic progress in evaluations of all certificated teachers. The plan may make distinctions between certificated teachers who provide direct instruction to students and certificated teachers who do not provide direct instruction to students. The plan may include data for multiple school years and may limit the use of data for certificated teachers who have taught for less than two (2) complete school years.

Either the qualified evaluator or another Board designee shall confer with the teacher to make specific recommendations as to the areas of improvement in the teacher's performance and to provide professional development opportunities for the certificated teacher to improve performance and follow up with the teacher after a reasonable period of time for the purpose of ascertaining that the teacher is demonstrating adequate performance. The Board shall issue performance improvement plans for teachers designated in the lowest performance classification and dismissal or nonrenewal procedures pursuant to section 15-536 or 15-539 for teachers who continue to be designated in the lowest performance classification. The Board shall issue preliminary notice of inadequacy of classroom performance no later than the second consecutive year that the teacher is designated in one (1) of the two (2) lowest performance classifications unless the teacher is in the first or second year of employment with the District or has been reassigned to teach a new subject or grade level for the preceding or current school year.

**Inadequacy of Classroom Performance**
A teacher's classroom performance is deemed inadequate if the teacher receives:

- nine (9) zeros (0's) or ones (1's) in any combination of the elements during any single observation cycle of the Pre-Conference, Observation, and or the Post-Conference of the Learning Observation Instrument (LOI); or
- nine (9) zeros (0's) or ones (1's) in any combination of the elements during any single observation cycle of Instructional Delivery, Collaborative Team Meeting, Instructional Conference, and or the Leadership Team of the Coaching Observation Instrument (COI); and/or
If the definition of Inadequacy of Classroom Performance is met, the District's procedures for addressing Inadequacy of Classroom Performance will be initiated. The Superintendent is authorized to issue preliminary notices of inadequacy of classroom performance. The Board will be notified within ten (10) school days of such issuance. A teacher whose evaluation is used as a criterion for establishing compensation and who disagrees with the evaluation may make a written appeal. The teacher shall have the burden of proof in the appeal. The appeal shall go to the Superintendent.

Goal Setting Procedures:

- The initial placement of the continuing status teacher into the Goal Setting cycle is at the discretion of the principal.
- Within the first month of school the evaluator and the teacher will collaborate in writing on the Goal Setting Plan.
- The evaluator may require specific items to be included in the Goal Setting Plan.
- The primary responsibility for the development of the Goal Setting Plan shall lie with the teacher.
- Goal Setting Plans are subject to the evaluator's final approval.
- A minimum of two (2) classroom observations shall be conducted per semester.
- Each classroom observation is expected to last a minimum of five (5) minutes.
- A classroom observation does not require a feedback conference unless it is deemed necessary by the evaluator. If a feedback conference is deemed necessary, procedures set forth in the formal evaluation process shall occur within one (1) to five (5) working days when both the administrator and teacher are present.

If documented performance warrants, a continuing status teacher in a goal setting year, may be moved to the Formal Evaluation Process. The teacher remains in that process until the performance warrants a return to the Goal Setting process or the Procedures for Addressing Inadequacy of Classroom Performance are initiated.

- The Roosevelt School District Walk Through Protocol is not an evaluative tool; please refer to the walk through protocol packet

**Evaluation of Principals, Other Administrators and Psychologists**

The Board authorizes the Superintendent to establish a system for the evaluation of principals, other administrators, and certificated school psychologists.
Evaluation of Principals
The evaluation system for principals may include but not limited to the over-all instructional program, student progress, personnel, curriculum, and facilities.

The evaluation system for principals may include but not limited to the following:

- Alignment of professional development opportunities to the principal evaluations.
- Transfer and contract processes for principals designated in the lowest performance classification.
- Subject to statutory limitations, the Board shall make available the evaluation and performance classification pursuant to A.R.S. 15-203 of each principal in the District to school districts and charter schools that are inquiring about the performance of the principal for hiring purposes.

Evaluation of Other Administrators
The format for the evaluation system for other administrators (other than the Superintendent) will be developed under the leadership of the Superintendent, focusing on the responsibilities and outcomes which support the over-all instructional program and needs of the District.

Evaluation of Certificated School Psychologists
The evaluation system for certificated school psychologists shall include the following:

- Recommendations as to areas of improvement in the performance of the certificated school psychologist if the performance warrants improvement.
- After transmittal of an assessment, a Board designee shall confer with the certificated school psychologist to make specific recommendations as to areas of improvement in performance.
- The Board designee shall provide assistance and opportunities for the certificated school psychologist to improve his performance and shall follow up after a reasonable period of time for the purpose of ascertaining that adequate performance is being demonstrated.
- Appeal procedures for certificated school psychologists who disagree with the evaluation of their performance, if the evaluation is for use as criteria for establishing compensation or dismissal.
Contracts of Certificated Employees
The Governing Board may transmit and receive contracts of certificated employees in an electronic format and may accept electronic signatures on those contracts. The Superintendent will develop procedures for the implementation of this discretionary process. The Governing Board may adopt requirements that require electronic signatures to be followed by original signatures within a specified time period.

Depending on the area of deficiency teachers may be required to attend professional development sessions outside of the district. In the event this were to occur the district would provide substitutes to cover the primary assignment of that teacher.
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Inadequacy of Classroom Performance Flow Chart

- **New Teachers to RSD Observation Cycles 2-4**
  - **Continuing Teachers in RSD Observation Cycles 1-4**

- **Teacher or Coach receives nine or more 0’s or 1’s in any combination of elements on the LOI/COI**
  - **Teacher Meets Definition of Inadequacy**
    - Principal Contacts HR to Initiate ISP (Policy GCO)

- **New Teachers to RSD Observation Cycles 2-4**
  - **Continuing Teachers in RSD Observation Cycles 1-4**

- **Teacher or Coach receives five to eight 0’s or 1’s in any combination of elements on the LOI/COI**
  - **Teacher shall be placed on a thirty (30) Day Improvement Plan** (Policy GCO)

- **Continuing Teachers in RSD**

- **Teacher is Developing and/or Ineffective for two consecutive years**
  - **Teacher is issued a Preliminary Notice of Inadequate Classroom Performance. ISP is initiated** (Policy GCO)

- **Continuing Teachers in RSD**

- **Teacher is Ineffective for one year**
  - **Teacher is on Probationary Status until he/she is effective or highly Effective** (ARS 15-536)

- **Teacher is on Probationary Status until he/she is effective or highly Effective** (ARS 15-536)
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Flow Chart for Inadequacy of Classroom

Principal meets with coach and provides general information on the areas of deficiency. The principal MAY NOT share a teacher’s ISP or observation scores with the coach.

During the 45 instructional days, observation cycles are suspended. Principal assumes full responsibility for formal observations until the teacher demonstrates adequate classroom performance.

Principal conducts ISP conferences with:
- Approximately the 15th instructional day
- Approximately the 30th instructional day
- Between the 40th and 45th instructional day

Principal must initiate a formal observation cycle within ten (10) instructional days from the conclusion of the 45-day ISP

Teacher demonstrates adequate classroom performance. Formal observation cycles resume. Principal forwards file to Executive Director of H.R.

Teacher does not demonstrate adequate classroom performance. Principal forwards file to Executive Director of H.R.

NOTES:
- If a Peer Evaluator (PE) or Assistant Principal (AP) identifies that a teacher may have met the definition of inadequacy of Classroom Performance, he/she MUST contact the Principal at the conclusion of the Post-Conference.
- During Post-Conference with a PE or AP, if the teacher inquires about their adequacy of classroom performance status, the only response to the teacher is: "Your principal will contact you."
- The Principal will meet with the teacher to inform him/her that he/she may have met the definition of inadequacy of Classroom Performance. The Principal also informs the teacher that he/she will be contacted by the Executive Director of Human Resources.
- The Principal will follow up with a memo or email confirming the meeting has taken place. Include the date, time, location, and purpose of the meeting.

Principal & Executive Director of H.R. meet with the teacher to discuss the ISP within five (5) instructional days of notifying the Executive Director of H.R.

Principal informs teacher during the Post-Conference: "It appears you may have met the definition of inadequacy of classroom performance. You will be contacted by the Executive Director of Human Resources."
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GOAL 5

EFFECTIVE AND RESPONSIBLE STEWARDSHIP OF RESOURCES

Objective 5.A:

To capture, maintain and report accurate data from the student information system (SIS) in a timely manner.

Objective 5.B:

To monitor alignment of expenditures to objectives and strategies found in the strategic plan.

Objective 5.C:

To establish a fiscally responsible, inclusive and timely budget development and monitoring process.

PLAN

To capture, maintain and report accurate data from the student information system (SIS) in a timely manner

The district has pupil services research and reporting department that maintains and reports accurate from the SIS. Our goal is to make sure that every student is duly accounted for in a timely manner. As our enrollment increases we will ensure we are adequately staffed to continue to maintain accurate data files.

Promotion and Retention of Students

The purpose of these procedures is to identify students who are not achieving satisfactory progress in one (1) or more of the basic subject areas and to provide intervention as early as possible. To accomplish this, the parent, teacher, administrator, and student must work together as a team. This team shall develop and implement a written plan designed around the specific needs of the student, with the goal of decreasing the likelihood of retention. The team shall continue to monitor the student’s progress until such time as the student is achieving satisfactory progress.
Student Assistance Team
The student assistance team shall be established as soon as the teacher determines that the student is not achieving satisfactory progress in one (1) or more of the basic subject areas. The team shall consist of, at least, the following:

- Grades 1 - 3. Teacher, administrator, and parent.
- Grades 4-6. Grade-level teacher(s), administrator, parent, and student.
- Grades 7 - 8. Junior high classroom teacher(s), administrator, parent, and student.

Other resource persons may be included, at the discretion of the team. The student assistance team may be formed or disbanded at any time during the school year, as deemed necessary, but shall monitor the student's progress until such time as the student is placed in another program or is determined to be making satisfactory progress in all subject areas. The student assistance team may at any time make alternative recommendations such as Level II ISSP, teacher assignment changes, special education referral, etc.

Student Intervention Plan
The student assistance team will be responsible for developing a workable plan to assist the student with whatever problems have been identified. This plan shall be in writing on the prescribed form. The plan will not be included in the student's permanent record file. This plan may include, but not be limited to, weekly reports to parents, tutoring, contracts, adjusted instruction, referrals to specialists, etc.

Notice Procedures
Notice of unsatisfactory achievement. This notice may be issued at any time, but will be issued with report cards at the end of the first and second grading periods for any student who is not achieving satisfactory progress in one (1) or more of the following basic subject areas: reading, mathematics, and language for students in grades one (1) through three (3), and reading, math, language, science, and social studies for students in grades four (4) through eight (8). This notice will be given to the parent at a parent/teacher conference or mailed home to parents who do not attend conferences. If the student assistance team has not been established previously, such a team will be established at this time.

Notice of possible retention. This notice will be issued with report cards at the end of the third marking period for any student in grades one (1) through three (3) who is not achieving satisfactory progress in reading, math, and/or language, and for any student in grades four (4) through eight (8) who is not achieving
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satisfactory progress in reading, math, language, science, or social studies. Notices will be given to parents at parent-teacher conferences or mailed home to parents who do not attend conferences. The student assistance team shall meet to review the student intervention plan and make revisions if deemed necessary.

Notice of retention. This notice will be sent home by certified mail at least ten (10) days prior to the last day of school for students. This notice shall be sent for any student in grades one (1) through three (3) who has not achieved satisfactory progress in reading, math, or language and for any student in grades four (4) through eight (8) who has not achieved satisfactory progress in reading, math, language, science, or social studies if the teacher has determined that retention is in the best interest of the student.

Students in grades one (1) through seven (7) will not receive notices of retention unless appropriate notices and intervention procedures have been followed. Students in eighth (8th) grade may not be promoted to high school unless they have passed the courses in Arizona and U.S. constitutions. Students in grades one (1) through seven (7) who have not been identified prior to the beginning of the final grading period, excluding late-entry students, shall be promoted and student assistance teams shall be established for the following year.

A student who has enrolled in the District after the beginning of the final grading period may be sent a notice of retention if documentation from the student's former school confirms that the student would have been retained at the former school.

Criteria for Promotion

Grades 1-3. Students will achieve passing grades on class assignments, projects, and tests in subject areas on grade level or individual level of instruction in reading, mathematics, and language.

Grades 4-7. Students will achieve passing grades on class assignments, projects, and tests in subject areas on grade level or individual level of instruction in reading, mathematics, language, science, and social studies.

Grade 8. Students will achieve passing grades in all subject areas required by the State Board of Education, will demonstrate mastery of the essential skills adopted by the State Board of Education, and will pass a course in Arizona and U.S. constitutions.
Grading Scale will be based on the achievement of academic standards. Each principal shall annually present to the Superintendent the promotion standards for their school.

Time Lines for Intervention
August - The student assistance teams that were established at the end of the previous year shall meet to determine the current needs of the students.

September - Standardized test, pretests, or other diagnostic measures shall be administered to establish individual learning needs. By the first early dismissal, scheduled for parent conferences, student assistance teams will meet to develop plans for any students who are not achieving satisfactory progress in one (1) or more of the basic subject areas.

October - The teacher and/or the student assistance team will continue to monitor student progress. New student assistance teams will be established as students are identified for possible unsatisfactory progress. November - Issuance of report cards.

Parent/teacher conferences. The student assistance team will meet during conferences to report on the student's progress and adjust the student's plan. Issuance of notice of unsatisfactory achievement. Notice will be attached to the report card and given to parents at a conference or mailed home if the parent does not attend a conference. A student assistance team will be established if one is not already in place.

January - Issuance of report cards. Issuance of notice of unsatisfactory achievement. Notice will be attached to the report card and given to parents at a conference or mailed home if no conference is scheduled. New student assistance teams will be established as needed. The student assistance teams will meet on parent/conference day, if necessary.

March - Issuance of report cards. Parent/teacher conferences. The student assistance team will meet during conferences to report on the student's progress and adjust the student's plan. Issuance of notice of possible retention. Notice will be sent to parents through regular mail if not picked up during a conference.
A list of possible retentions will be provided to the principal.

An update conference will be held with the administration on all student assistance team students.

April - Student assistance teams will hold meetings on parent/teacher conference day to discuss final recommendations, e.g., retention, summer school, following-year placement, etc.

May - First week in May. Student assistance teams will meet to determine final recommendations.

Issuance of retention notices. Retention notices will be sent home by certified mail at least ten (10) days prior to the last day of school for students. Retention will not be recommended unless interventions have been implemented and appropriate notices have been sent.

Last day of school. Issuance of report cards.

Retention
If a decision should be made at year-end to retain a student, the student assistance team shall develop an intervention plan to be used in the summer and during the following year. The student’s teacher for the following year shall be on the student assistance team, which shall remain active until the student is achieving satisfactory progress or is participating in an alternative program.

Parental Request for Review
If the parent does not agree with the teacher’s final recommendation for retention, the parent may request, in writing, that the Board review the teacher’s decision [according to A.R.S. 15-342(11)]. This request shall be submitted to the office of the Superintendent.

In order to expedite a decision as soon as possible, it is suggested that the parents make this request within two (2) weeks after the close of the school year. However, the Board will accept requests up to the second meeting in August, prior to the start of school the following fall. Only the Board can overturn a teacher's decision to retain a student in a grade.

The Board shall hear the matter in executive session unless a parent or legal guardian of the student requests that the review be conducted in an open meeting.
The Board shall notify the teacher of the date, time, and place of the review and shall allow the teacher to be present at the review. The Board shall consult with the teacher before making its decision.

The Board will retain, as part of its permanent records, any written request for review, the written evidence at the review, and the written record of the review, including the decision of the Board to accept or reject the teacher’s decision. The final recommendation to retain should be made by the teacher. Consultation with the principal and other staff members, and involvement of parents in all steps of the retention process are vital.

**Appeal of Teacher Decision to Promote, Retain, Pass or Fail a Pupil**

Pursuant to Arizona Revised Statutes, a parent or student of majority may appeal to the Board for reconsideration on any placement decision. The student has the burden of proof to overturn the decision of a teacher to promote, retain, pass or fail the pupil. It must be demonstrated to the board that the student has or has not mastered the State Board adopted standards required for the placement recommended by the teacher. If the Governing Board overturns the decision of the teacher, a written finding of mastery or non-mastery of the State Board adopted standards must be adopted by the Governing Board.

**Dropout recovery programs**

A. Each school district and charter school that provides instruction to high school pupils may offer a dropout recovery program for eligible pupils.

B. The state board of education shall prescribe standards and achievement testing requirements for dropout recovery programs that attempt to ensure that the programs are compatible with public school education goals and requirements. The standards shall require dropout recovery programs to do all of the following:

1. Provide curricula aligned to the academic standards adopted by the state board of education. The curricula may be delivered online. A provider of Arizona online instruction pursuant to section 15-808 may not also operate a dropout recovery program pursuant to this section.

2. Provide standardized tests required by federal and state law.

3. Make available appropriate and sufficient supports for pupils, including tutoring, career counseling and college counseling.

4. Comply with federal and state laws governing pupils with disabilities.

5. Meet state requirements for high school graduation.
C. Each eligible pupil who is enrolled in a dropout recovery program shall have a written learning plan developed by the pupil's assigned mentor.

The written learning plan shall include the following elements:

1. The start date and anticipated end date of the plan.
2. Courses to be completed by the pupil during the academic year.
3. Whether courses will be taken sequentially or concurrently.
4. State competency exams to be taken, as necessary.
5. Expectations for satisfactory monthly progress.
6. Expectations for contact with the pupil's assigned mentor.

D. The monthly participation in a dropout recovery program shall be recorded on or before the tenth school day of each month and shall be reported to the department of education at the same time as other data required pursuant to section 15-1042.

Monthly participation calculations shall include:

1. Newly enrolled pupils who have a written learning plan on file on or before the first school day of the previous month.
2. Pupils who met the expectations for satisfactory monthly progress in the previous month.
3. Pupils who did not meet the expectations for satisfactory monthly progress in the previous month but did meet the expectations in the month before the previous month.
4. Pupils who met expectations for program reentry in the revised written learning plan in the previous month.

E. Because dropout recovery pupils are not expected to regularly attend classes at the district facilities, standard procedures for recording pupil attendance cannot be effectively applied to those students.
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For pupils participating in a dropout recovery program, an eligible pupil shall be counted as being in attendance in the school's average daily attendance calculations pursuant to subsection F of this section if the pupil meets one of the following conditions:

1. Is in the first month of enrollment in the program and completes the program orientation during that month.

2. Is enrolled in teacher-facilitated courses and meets the expectations for satisfactory monthly progress for the current or previous month. A pupil who does not meet expectations for monthly progress for two or more consecutive months shall not be reported as being in attendance until the pupil meets the expectations for program reentry.

3. Meets the expectations for program reentry in the revised written learning plan.

F. If a pupil is enrolled in a school district or charter school other than the school district or charter school that participates in the dropout recovery program and also participates in a dropout recovery program in the same fiscal year, the average daily membership as prescribed in section 15-901, subsection A, paragraph 1, subdivisions (a) and (b) for that pupil in the school district or charter school and in a dropout recovery program shall not exceed 1.0, except that if the pupil is enrolled in a dropout recovery program and a joint technical education district, the average daily membership provisions of section 15-393 apply. If the pupil is enrolled in both a school district or charter school and a dropout recovery program in the same fiscal year and the sum of the average daily membership and average daily attendance for that pupil is greater than 1.0 or the amount prescribed in section 15-393 if the pupil is enrolled in a joint technical education district, the sum shall be reduced to 1.0 or to the amount specified in section 15-393 if the pupil is enrolled in a joint technical education district and shall be apportioned between the school district or charter school and the joint technical education district, if applicable, and the dropout recovery program based on the proportionate shares of average daily membership in the school district or charter school and the average daily attendance in the dropout recovery program. The uniform system of financial records shall include guidelines for the apportionment of pupil enrollment and attendance as provided in this subsection.

Pupils in a dropout recovery program do not incur absences for purposes of this subsection and may generate average daily attendance for attendance during any hour of the day, during any day of the week and at any time between July 1 and June 30 of each fiscal year. The average daily attendance of a pupil who participates in a dropout recovery program shall not exceed 1.0 or the amount prescribed in section 15-393 if the pupil is enrolled in a joint technical education district, and shall be calculated by fulfilling the requirements of subsection E of this section. Average daily membership shall not be calculated on the one hundredth day of instruction for the purposes of this section.
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G. Notwithstanding section 15-901, subsection A, paragraph 1, the average daily membership for pupils enrolled in a dropout recovery program shall equal the average daily attendance of the pupils.

H. School districts and charter schools shall be responsible for tuition charges and fees related to pupil participation in a dropout recovery program, including course materials and access to technology for use with online courses.

I. School districts and charter schools may contract with an educational management organization to provide a dropout recovery program. If contracting with an educational management organization, the school district or charter school shall ensure that all of the following requirements are met:

1. The educational management organization is accredited by a regional accrediting body.

2. Teachers provided by the educational management organization hold a current teaching license from any state and a valid Arizona fingerprint clearance card pursuant to section 15-534, and teachers of core subjects are highly qualified in the subjects to which they are assigned.

J. Dropout recovery programs shall be classified as alternative schools and shall be subject to the accountability provisions of section 15-241.

K. Entities that are contracted to provide dropout recovery programs may conduct outreach to encourage pupils who are not currently enrolled in a school district or charter school in this state to return to school. Entities that are contracted to provide dropout recovery programs shall not conduct advertising or marketing campaigns directed at pupils who are currently enrolled in a school district or charter school, or undertake any other activity that encourages pupils who are currently enrolled in a school district or charter school to stop attending school in order to qualify for a dropout recovery program.

L. For the purposes of this section:

1. "Eligible pupil" means a pupil who, if enrolled, would be eligible for placement in an alternative school but who is not currently enrolled in a school district or charter school and who has been withdrawn from a school district or charter school for at least thirty days, unless the district determines that the student is unable to participate in other district programs.

2. "Satisfactory monthly progress" means an amount of progress that is measurable on a monthly basis and that, if continued for twelve months, would result in the same amount of academic credit being awarded to the pupil as would be awarded to a pupil in a traditional education program who completes a full school year. Satisfactory monthly progress may include a lesser required amount of progress for the first two months that a pupil participates in the program.
To monitor alignment of expenditures to objectives and strategies found in the strategic plan. The district has established some new initiatives for the 2017-2018 school year. For example, there is the Early Literacy initiative, the Kinder Pathway and Algebra readiness which would require both professional development and resource support. We will allocate funds to support and ensure that the initiatives are successful.

To establish a fiscally responsible, inclusive and timely budget development and monitoring process.

Roosevelt school districts desegregation funds are used to support all students, all programs and services to ensure that every child receives adequate resources that guarantee a successful academic experience at Roosevelt school district. We allocate the funds and closely monitor the usage and alignment to the plans, objectives and goals.

### Budget Allocation to support the Deseg Plan

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<thead>
<tr>
<th>Goal</th>
<th>Plan</th>
<th>Fund allocation (in percentage)</th>
<th>Amount allocated</th>
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<td>Comprehensive Boundary</td>
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Roosevelt School District No. 66
“Success for every student, in every classroom, every day”

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