

CALICO ROCK

BOARD OF EDUCATION



POLICY MANUAL

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BOARD GOVERNANCE AND OPERATIONS

1.1—LEGAL STATUS OF THE BOARD OF DIRECTORS

By the authority of Article 14 of the Arkansas Constitution, the General Assembly has provided that locally elected school boards will be responsible for the lawful operation and maintenance of its local schools.

While the Board has a broad range of powers and duties, its individual members only have authority when exercising their responsibilities in a legally convened meeting acting as a whole. The sole exception is when an individual member has been delegated authority to represent the Board for a specific, defined purpose.

It is the policy of the Calico Rock School Board that its actions will be taken with due regard for its legal responsibilities and in the belief that its actions shall be in the best interests of its students and the District as a whole.

Legal Reference: A.C.A. § 6-13-620

Date Adopted: July 24, 2003

Last Revised:

1.2—BOARD ORGANIZATION

The Board shall elect a president, vice president, and secretary at the first regular meeting following the annual school election. In the case of a runoff election, the officers shall be elected at the first regular meeting following the runoff election. Officers shall serve one-year terms and perform those duties as prescribed by policy of the Board.

Legal Reference: A.C.A. § 6-13-618

Date Adopted: July 24, 2003

Last Revised:

1.3—DUTIES OF THE PRESIDENT

The duties of the president of the Board of Education shall include, but shall not be limited to:

1. Presiding at all meetings of the Board;
2. Calling special meetings of the Board;
3. Working with the Superintendent to develop Board meeting agendas;
4. Signing all official documents that require the signature of the chief officer of the Board of Education;
5. Appointing all committees of the Board and serving as ex-officio member of such committees; and
6. Performing such other duties as may be prescribed by law or action of the Board.

The president shall have the same right as other members to offer resolutions, make or second motions, discuss questions, and to vote.

Legal Reference: A.C.A. § 6-13-619 (a) (1)

Date Adopted: July 24, 2003

Last Revised:

1.4—DUTIES OF THE VICE-PRESIDENT

The duties of the Vice President of the Board shall include:

1. Serving as presiding officer at all school board meetings from which the president is absent; and
2. Performing such other duties as may be prescribed by action of the Board.

Date Adopted: July 24, 2003

Last Revised:

1.5—DUTIES OF THE SECRETARY

The duties of the Secretary of the Board shall include:

1. Being responsible to see that a full and accurate record of the proceedings of the Board are kept;
2. Serving as presiding officer in the absence of the President and the Vice President;
3. Being responsible for official correspondence of the Board;
4. Signing all official documents that require the signature of the Secretary of the Board of Education;
5. Calling special meetings of the Board; and
6. Performing such other duties as may be prescribed by the Board.

Legal Reference: A.C.A. § 6-13-619 (a) (1)

Date Adopted: July 24, 2003

Last Revised:

1.6—BOARD MEMBER VOTING

All Board members, including the President, shall vote on each motion, following a second and discussion of that motion.

In order for a Board member to abstain from voting, he must declare a conflict and remove himself from the meeting room during the vote.

Failure of any Board member to vote, while physically present in the meeting room, shall be counted as a “no” vote, i.e., a vote against the motion.

Legal Reference: A.C.A. § 6-13-619 (c) (1)(B) & (C)

Date Adopted: July 24, 2003

Last Revised:

1.7—POWERS AND DUTIES OF THE BOARD

The Calico Rock Board of Education, operating in accordance with State and Federal laws, assumes its responsibilities for the operation of Calico Rock Public Schools. The board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the District are delegated to the Superintendent who shall be responsible for the effective administration and supervision of the District.

Some of the duties of the Board include:

1. Developing and adopting policies to effect the vision of the District;
2. Understanding and abiding by the proper role of the Board of Directors;
3. Electing and employing a Superintendent and giving him/her the support needed to be able to effectively implement the Board's policies;
4. Conducting formal and informal evaluations of the Superintendent as deemed necessary and appropriate;
5. Employing, upon recommendation of the administrative staff and by written contract, the staff necessary for the proper conduct of the schools;
6. Seeing that all subjects for study prescribed by the State Board or by law for all grades of schools are taught;
7. Preparing and publishing the district's budget for the ensuing year;
8. Being responsible for the maintenance of the District's buildings, grounds, and property;
9. Setting an annual salary schedule;
10. Being fiscally responsible to the district's patrons and maintaining the millage rate necessary to support the district's budget;
11. Involving the members of the community in the district's decisions to the fullest extent practicable; and
12. Striving to assure that all students are challenged and are given an equal educational opportunity.

Legal References: A.C.A. § 6-13-620, 622

Date Adopted: July 24, 2003

Last Revised:

1.8—GOVERNANCE BY POLICY

The Calico Rock School District shall operate within the guidelines of the written policies adopted by the Board of Directors. Those policies shall be within the legal frameworks of the State and Federal Constitutions, and appropriate statutes, regulations, and court decisions.

When necessitated by unforeseen circumstances, the Superintendent shall have the power to decide and take appropriate action for an area not covered by a policy of the Board. The Superintendent shall inform the members of the Board of such action. The Board shall then consider whether it is necessary to formulate and adopt a policy to cover such circumstances.

The official copy of the policy manual for the District shall be kept in the Superintendent's office. Copies of the manual within the District shall be kept current, but if a discrepancy occurs between manuals, the Superintendent's version shall be regarded as authoritative.

Administrative regulations shall be formulated to implement the intentions of the policies of the Board. Regulations may be highly specific. The Board shall review administrative regulations prior to their implementation.

Date Adopted: July 24, 2003

Last Revised:

1.9—POLICY FORMULATION

The Board affirms through its policies and its policy adoption process, its belief that: (1) the schools belong to the people who create them by consent and support them by taxation; (2) the schools are only as strong as an informed citizenry and knowledgeable school staff allow them to be; (3) the support is based on knowledge of, understanding about, and participation in the efforts of its public schools. The following shall be the guidelines for policy adoption for the Calico Rock School District.

General Policies

Policies which are not personnel policies may be recommended by the Board or any member of the Board; by the Superintendent, Assistant Superintendent, any other administrator or employee of the District; committee appointed by the Board; or by any member of the public. Policies adopted by the Board shall be within the legal framework of the State and Federal Constitutions, and appropriate statutes, regulations, and court decisions.

When reviewing a proposed policy (non-personnel), the Board may elect to adopt, amend, refer back to the person proposing the policy for further consideration, take it under advisement, reject it, or refuse to consider such proposal.

Certified Personnel Policies

Personnel policies (including teacher salary schedules) shall be created, amended, or deleted in accordance with State law:

(1) Board Proposals:

The Board may propose a personnel policy by a majority vote. Such policies may be presented to the Board by a Board member or the Superintendent. The Board may choose to adopt the proposal, as a proposal only, by majority vote.

Following the adoption of a proposed personnel policy, the proposal must be presented to the Personnel Policy Committee. Such presentation should be done in writing, to all members of the Committee.

When the Personnel Policies Committee has been presented the proposal for a minimum of ten (10) working days (i.e., ten weekdays, not including weekends or state or national holidays), the Board may vote to adopt the proposal as a policy.

(2) Personnel Policies Committee Proposals:

The Personnel Policies Committee may recommend changes in personnel policies to the Board. When making such a proposal the Chairman of the Personnel Policies Committee, or the Chair's designee, may make an oral presentation to the Board.

The Board may vote on the proposal at the same meeting at which the proposal is made, or, in any case, no later than the next regular Board meeting. In voting on a proposal from the Personnel Policies Committee, the Board may:

- (a) Adopt the proposal;
- (b) Reject the proposal; or
- (c) Refer the proposal back to the Personnel Policies Committee for further study and revision.

Effective date of policy changes:

All personnel policy changes enacted during one fiscal year will become effective on the first day of the following fiscal year, July 1.

For a policy change to be made effective prior to July 1 of the following fiscal year, a vote must be taken of all certified personnel, with the vote conducted by the Personnel Policies Committee. If, by a majority vote, the certified personnel approve, the policy becomes effective as of the date of the vote, unless otherwise specified by the Board in requesting such vote. No vote taken prior to final board action will be considered effective to make a policy change.

All other policy changes may become effective upon the Board's approval of the change, unless the Board specifies a different date.

Legal References: A.C.A. § 6-17-204, 205

Date Adopted: July 24, 2003
Last Revised:

1.10—ASSOCIATION MEMBERSHIPS

The Board shall be a member of the Arkansas School Boards Association and may be a member of the National School Boards Association and other organizations which, in the opinion of the Board, will be beneficial to the Board in carrying out its duties more effectively.

Legal Reference: A.C.A. § 6-13-107

Date Adopted: July 24, 2003

Last Revised:

1.11—BOARD MEMBER TRAINING

Board members who have served on the board for twelve (12) or more consecutive months are required to obtain a minimum of six (6) hours of training by December 31 of each calendar year. Effective with the 2006 school election, board members who are elected to serve an initial or non –continuous term shall obtain a minimum of nine (9) hours of training by December 31 of the year following their election and six (6) hours of training by December 31 of each calendar year thereafter. Hours obtained in excess of the required minimums may be carried forward through December 31 of the third calendar year following the year in which the hours were earned. No hours attained prior to January 1, 2006, may be counted as meeting the statutory training requirement, nor may they be carried forward.

The training shall be focused on topics relevant to school laws, school operations, and the powers, duties, and responsibilities of the members of the board of directors. The responsibilities include, but are not limited to legal requirements, financial management, improving student achievement, and the duties and responsibilities of the various levels of employees within the district as well as those of the board of directors.

The district is responsible for maintaining a record of the hours of training received by each board member. Board members shall make a concerted effort to submit documentation of training they have received to the superintendent or his/her designee. In the absence of such documentation, the district shall attempt to obtain records of training received from training providers.

Such training may be obtained from an institution of higher learning, from instruction provided by the Arkansas Department of Education, or the Arkansas School Boards Association, or from other providers approved by the Arkansas Department of Education.

A statement regarding the number of hours of training received each preceding calendar year shall be:

- Part of the district’s comprehensive school plan and goals;
- Published in the same way as other components of the comprehensive plan and goals are required to be published;
- Part of the annual school performance report required to be submitted to, and published by the Arkansas Department of Education.

Board members shall be reimbursed, from school funds, for expenses relating to such training—and Board members shall be paid a per diem stipend for days necessary to attend such training with the amount of such stipend to be determined by the Board in July of each year.

Legal References: A.C.A. § 6-13-629
 ADE Rule Governing Required Training for School Board Members

Date Adopted: June 26, 2006
Last Revised:

1.12—COMMITTEES

From time to time, in order to obtain and/or encourage public participation in the operation of the District, the Board may appoint committees, which may include members of the public, students, parents, and school employees, as well as members of the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.*

* Legal Reference: A.C.A. § 25-19-105

Date Adopted: July 24, 2003

Last Revised:

1.13—SUPERINTENDENT/ BOARD RELATIONSHIP

The Board's primary responsibility is to develop, working collaboratively with the community, a vision and mission for the District. The Board formulates and adopts policies to achieve that vision and elects a Superintendent to implement its policies. The Board and the Superintendent and the relationship between them set the tone for the district to follow. The relationship is enhanced when both parties understand their roles and carry them out in an ethical and professional manner working to develop a relationship of mutual trust and respect.

The Superintendent and staff are responsible for administering the Board's policies and will be held responsible for the effective administration and supervision of the District. The Superintendent is authorized to develop and implement administrative regulations to fulfill the Board's policies, provided such regulations are consistent with the intent of the Board's policies.

Date Adopted: July 24, 2003

Last Revised:

1.14—MEETING AGENDA

The agenda dictates the proceedings of the Board meeting. The Superintendent shall prepare the agenda with consultation from the Board President. Items may be placed on the agenda upon request by any Board member or by members of the community. Community members must submit their agenda item requests, in writing, at least 5 days prior to the meeting of the Board. The written request must be sufficiently descriptive to enable the Superintendent and Board President to fully understand and evaluate its appropriateness to be an agenda item.

The Superintendent shall be responsible for Board members receiving copies of the Agenda with all accompanying pertinent information at least 3 days prior to the meeting.

Date Adopted: July 24, 2003

Last Revised:

1.15—TORT IMMUNITY

The District, as well as its agents, officers, employees, and volunteers are immune from liability for negligence, pursuant to A.C.A. § 21-9-301. When allegations of negligence are raised, whether in litigation or not, the statutory grant of immunity will be asserted.

Date Adopted: July 24, 2003

Last Revised:

ADMINISTRATION

2.1—DUTIES OF THE SUPERINTENDENT

The Superintendent, as the chief executive officer of the Board and the school system, shall be the administrative head of all departments in the District. The Superintendent shall be responsible to the Calico Rock Board of Education for administering the school system according to the mandates of the laws, Arkansas Department of Education, other agencies of jurisdiction, and policies governing school operations. While the Superintendent may delegate his duties when and where necessary and appropriate, he/she shall be responsible to the Board for the results of those duties delegated.

The Superintendent shall be the Ex officio financial secretary as provided for in A.C.A. § 6-17-918(a).

Some of the Superintendent's duties include:*

- 1) Implementing the policies of the Board;
- 2) Being responsible for the planning and implementation of an educational program in accordance with State and Federal requirements and the needs of the District;
- 3) Reporting to the Board concerning the status of the educational program, personnel, and operations, and making recommendations for improving instruction, activities, services, and facilities;
- 4) Acting as a liaison between the Board and school personnel;
- 5) Making recommendations to the Board concerning personnel employment, discipline, and termination;
- 6) Communicating the District's vision and mission to staff, students, parents, and the community;
- 7) Being responsible for the development of short- and long-term goals for the District;
- 8) Preparing and presenting an annual budget for the District to the Board for its consideration;
- 9) Administering the District's budget and regularly reporting to the Board on the financial condition of the District;
- 10) Attending and participating in all meetings of the Board except when his employment is being considered;
- 11) Preparing, in consultation with the Board President, the agenda for all Board meetings;
- 12) Being responsible for the planning and implementation of an effective personnel evaluation system that is aligned with the goals of the District; and
- 13) Maintaining a current knowledge of developments in curriculum and instruction, as well as pertinent legal changes, and advising the professional staff and Board of such information.

Date Adopted: July 24, 2003

Last Revised:

2.2—SUPERINTENDENT COMPENSATION

The salary and employment benefits of the Superintendent shall be determined by the Board. This includes such benefits as insurance, transportation allowances, annual vacations, holidays, and any other entitlements as deemed appropriate.

Date Adopted: July 24, 2003

Last Revised:

PERSONNEL

3.1—SALARY SCHEDULE

State law requires each District to include its teacher salary schedule in its written personnel policies unless the District recognizes a teachers' union in its policies for, among other things, the negotiation of salaries.

Legal References: A.C.A. § 6-17-201, 202, 1001, 1002
 A.C.A. § 6-20-319 (4)

Date Adopted:
Last Revised:

3.2—EVALUATIONS

Evaluations of District personnel shall be undertaken at least annually.

Any forms, procedures or other methods of evaluation, including criteria, are to be developed by the Superintendent and or his designee(s), but shall not be part of the personnel policies of the District.

Legal Reference: A.C.A. § 6-17-1504

Date Adopted:

Last Revised:

3.3—EVALUATION OF RELATIVES

No person shall be employed in, or assigned to, a position which would require that he be evaluated by any relative, by blood or marriage, including spouse, parent, child, grandparent, grandchild, sibling, aunt, uncle, niece, nephew, or first cousin.

Date Adopted:

Last Revised:

3.4—REDUCTION IN FORCE

The School Board acknowledges its authority to conduct a reduction in force when a decrease in enrollment or other reason(s) make such a reduction necessary or desirable.

During the past several years the Board of Education has come to realize that at times it is necessary to reduce the number of teachers of the district due to certain conditions, including decrease in enrollment, lack of sufficient finances, and other program changes.

Reduction-in-force- may be by non-renewal of contract at the end of a contract period.

It is the responsibility of the Board of Education to make the reductions-in-force when necessary, based upon information and recommendations provided by the administration.

Reduction-in-force may be by termination or dismissal during a contract period, or by non-renewal of contract at the end of a contract period.

Regardless of the reason(s) for a reduction in force, the Board shall follow the procedures listed below:

1. Teachers not holding a proper Arkansas Teacher’s Certificate will be terminated first, provided there are teachers who are fully qualified and fully certified to replace and perform all the assigned duties of the terminated teachers.
2. If the above does not provide the necessary number of staff members to be reduced, then teachers with least number of years of continuous teaching experience in the school district will be terminated, or their contracts not renewed, provided there are fully qualified and fully certified teachers to perform all the needed duties of the terminated teachers. These duties may be absorbed by existing staff who will be assigned to perform the duties.

The terms and conditions, including due process, provided in the Board’s Termination and Non-renewal policy, and the continuing contract law, shall apply in cases in which reduction-in-force is the reason for employee termination and non-renewal of contract, just as in any other reason(s) for employees’ termination of employment.

If a choice must be made between two or more teachers who were employed the same year, the dates of the first contracts will be used to determine who has the most seniority.

DEFINITIONS:

Teacher – The term “teacher” as used in this policy shall be defined as any person employed in the School District who is required to hold a teaching certificate from the Arkansas Department of Education as a condition of employment.

Termination – The term “termination” as used in this policy shall be defined as a release or discharge from employment during a contract period.

Non-renewal – The term “non-renewal” as used in this policy shall be defined as not being re-issued a contract for employment for the immediate future contract period.

Program Change – The term “program change” as used in this policy shall be defined as any elimination, curtailment, or reorganization of a curriculum offering, program, or school operation, or a reorganization or consolidation of two or more individual schools or school attendance zones.

Date Adopted:

Last Revised:

3.5—CONTRACT — RETURN

An employee shall have thirty (30) days from the date of the receipt of his contract for the following school year in which to return the contract, signed, to the office of the Superintendent. The date of receipt of the contract shall be presumed to be the date of a cover memo which will be attached to the contract.

Failure of an employee to return the signed contract to the office of the Superintendent within thirty (30) days of the receipt of the contract shall operate as a resignation by the employee. No further action on the part of the employee, the Superintendent, or the School Board shall be required in order to make the employee's resignation final.

Legal Reference: A.C.A. § 6-17-1506 (c) (1)

Date Adopted:

Last Revised:

3.6—EMPLOYEE TRAINING

All employees shall attend all local inservice training sessions as directed by a supervisor.

Each certified employee shall receive a minimum of thirty (30) hours of professional development annually to be fulfilled between July 1 and June 30 unless a waiver is granted by the Arkansas Department of Education to change these dates.

Legal References: Arkansas State Board of Education: Standards of Accreditation (X) (D)
Arkansas Department of Education’s Rules and Regulations Governing Professional Development

Cross-Reference: Policy 5.4—STAFF DEVELOPMENT PROGRAM

Date Adopted:

Last Revised:

3.7—DRUG TESTING

Each person hired for a position which allows or requires that the employee operate any type of motor vehicle which is privately owned and operated for compensation, or which is owned, leased or otherwise operated by, or for the benefit of the District, and is operated for the transportation of children to or from school or school sponsored activity shall undergo a physical examination, including a drug and alcohol test.

The collection, testing methods and standards shall be determined by the agency or other medical organizations chosen by the School Board to conduct the collection and testing of samples. The drug and alcohol testing is to be conducted by a laboratory certified pursuant to the most recent guidelines issued by the United States Department of Health and Human Services for such facilities. (“Mandatory Guidelines for Federal Workplace Drug Testing Programs”).

Legal Reference: A.C.A. § 6-19-108

Date Adopted:

Last Revised:

3.8—SICK LEAVE

Definitions

1. “Employee” is a full-time employee of the District.
2. “Sick Leave” is absence from work due to illness, whether by the employee or a member of the immediate family, or due to a death in the family. The principal shall determine whether sick leave will be approved on the basis of a death outside the immediate family of the employee.
3. “Current Sick Leave” means those days of sick leave for the current contract year, which leave is granted at the rate of one day of sick leave per contracted month, or major part thereof.
4. “Accumulated Sick Leave” is the total of unused sick leave, up to a maximum of ninety (90) days accrued from previous contract, but not used.

Sick Leave

The principal has the discretion to approve sick leave for an employee to attend the funeral of a person who is not related to the employee, under circumstances deemed appropriate by the principal. Such approved sick leave shall not exceed one-half day.

Pay for sick leave shall be at the employee’s daily rate of pay, which is that employee’s total contracted salary, divided by the number of days employed as reflected in the contract. Absences for illness in excess of the employee’s accumulated and current sick leave shall result in a deduction from the employee’s pay at the daily rate as defined above.

At the discretion of the principal (or Superintendent), the District may require a written statement of the employee’s physician. Failure to provide such documentation of illness may result in sick leave not being paid, or in dismissal.

Should a teacher be absent frequently during a school year, and if such a pattern of absences continues, or is reasonably expected to continue, the Superintendent may relieve the teacher of his assignment (with Board approval) and assign the teacher substitute duty at the teacher’s daily rate of pay. Should the teacher fail, or otherwise be unable, to report for substitute duty when called, the teacher will be charged a day of sick leave, if available.

Excessive absenteeism, whatever the cause, to the extent that the employee is not carrying out his assigned duties to an extent that the education of students is substantially adversely affected (at the determination of the principal or Superintendent) may result in dismissal.

Legal References: A.C.A. § 6-17-1201 et seq.
 A.C.A. § 6-17-1301 et seq.

Date Adopted:
Last Revised:

3.9—SICK LEAVE BANK — CERTIFIED EMPLOYEES

Calico Rock School will administer a sick leave bank for all full time certified personnel who wish to participate. Participation shall be on a voluntary basis. Each participant shall contribute one day of earned sick leave per year. The participant must submit, no later than September 15, a signed agreement to the District Treasurer's office authorizing the contributed day. After the election to participate in the sick leave bank has been made, the participation shall be continuous, unless the District Treasurer receives a written request from the participant by September 15th for the withdrawal of membership in the sick leave bank. Days contributed to the sick leave bank by signed authorization cannot be returned to the participant. Requests or questions need to be directed to the Sick Bank Committee.

Days from the sick leave bank may be used by any contributing member in the event of a catastrophic illness or accident. The catastrophic illness or accident will be determined by a special committee or contributors elected by participating members and the administration. Participating members must use up accumulated sick days before borrowing from the sick leave bank. All requests must be submitted in writing.

No participant shall receive more than 90 days from the sick leave bank in any one fiscal year. No more than 90 sick leave bank days may be used per illness. The number of days that can be drawn by an individual is subject to availability.

District employees who are husband and wife may utilize each other's sick days.

Three paid funeral leave shall be granted by the district for immediate family, or other approved by the building administrators (since by law funeral leave is not covered under sick leave). The Superintendent, or his/her designee may extend such leave in certain circumstances to allow a reasonable time to return to the district. Funeral leave is not cumulative from year to year.

Legal Reference: A.C.A. § 6-17-1306

Date Adopted:

Last Revised:

3.11—PERSONAL LEAVE

Full-time employees have two (2) days of personal leave per contract year. An employee may take personal leave when he must be absent from work for reasons which do not entitle the employee to take sick leave.

Any employee desiring to take personal leave may do so by making a written request to his supervisor at least twenty-four (24) hours prior to the time of the requested leave. The twenty-four hour requirement may be waived by the supervisor when the supervisor deems it appropriate.

Personal leave does not accumulate from one contract year to the next.

TEACHER ABSENCES

1. Personal Days: Full-time certified teachers will be given personal leave days according to the following schedule:

<u>Years Experience in District</u>	<u>Annual Personal Days</u>
1-14	2
15+	3

- a. Personal leave days will not be accumulative.
- b. Two or more consecutive personal leave days require permission of the respective principal.
- c. A teacher who does not use her/his personal leave days will receive \$100 per unused day. This fee will be paid to the teacher at the end of the school year.
- d. Additional personal leave days will be deducted at the rate of 1/185th of teacher's contract.

Date Adopted:

Last Revised:

3.12—PROFESSIONAL LEAVE

“Professional Leave” is paid leave granted for the purpose of enabling an employee to participate in professional activities (e.g., teacher workshops or serving on professional committees) which improve the instructional program or the employee’s ability to perform his duties. Any employee seeking professional leave must make a written request to his immediate supervisor, setting forth the information necessary for the supervisor to make an informed decision. The supervisor’s decision is subject to review and overruling by the Superintendent.

Applications for professional leave should be made as soon as possible following the employee’s discerning a need for such leave, but, in any case, no less than two (2) weeks before the requested leave is to begin, if possible.

During such approved leave, the employee’s pay shall not be deducted. If a substitute is needed during such approved leave, the District shall pay the full cost of the substitute.

Budgeting concerns may always be taken into consideration in reviewing a request for professional leave.

Date Adopted:

Last Revised:

3.13—PUBLIC OFFICE

An employee of the District who is elected to the Arkansas General Assembly or any elective or appointive public office (not legally constitutionally inconsistent with employment by a public school district) shall not be discharged or demoted as a result of such service.

No paid leave will be granted for the employee's participation in such public office. The employee may receive pay for personal leave or vacation (if applicable), if approved in advance by the Superintendent, during his absence.

Prior to taking leave, and as soon as possible after the need for such leave is discerned by the employee, he must make written request for leave to the Superintendent, setting out, to the degree possible, the dates such leave is needed.

An employee who fraudulently requests sick leave for the purpose of taking leave to serve in public office may be subject to nonrenewal or termination of his employment contract.

Legal Reference: A.C.A. § 6-17-115, 116

Date Adopted:

Last Revised:

3.14—JURY DUTY

Employees are not subject to discharge, loss of sick leave, loss of vacation time or any other penalty due to absence from work for jury duty, upon giving reasonable notice to the District through the employee's immediate supervisor.

The employee must present the original (not a copy) summons to jury duty to his supervisor in order to confirm the reason for the requested absence.

Legal Reference: A.C.A. § 16-31-106

Date Adopted:

Last Revised:

3.15—LEAVE — INJURY FROM ASSAULT

Any teacher who is injured by an assault or other violent act; while intervening in a student fight; while restraining a student; or while protecting a student from harm, shall be granted a leave of absence for up to one (1) year from the date of the injury, with full pay.

A leave of absence granted under this policy shall not be charged to the teacher's sick leave.

In order to obtain leave under this policy, the teacher must present documentation of the injury from a physician, with an estimate for time of recovery sufficient to enable the teacher to return to work, and written statements from witnesses (or other documentation as appropriate to a given incident) to prove that the incident occurred in the course of the teacher's employment.

Legal Reference: A.C.A. § 6-17-1209

Date Adopted:

Last Revised:

3.16—COMPENSATORY TIME (NON-CERTIFIED)

Noncertified employees may be required—by a supervisor or circumstances—to work in excess of their contracted or customary shifts. In such cases, the employee may be entitled to compensatory time off, hour-for-hour, for additional work.

Compensation time shall not carry over from one contracted year to the next, and earned time may be taken off from work only with the permission of the employee’s immediate supervisor.

The request for compensatory time shall be made in writing specifying the number of hours to be taken and date and, further, specify the dates on which such extra work was performed.

In order to qualify as work which entitles the employee to compensatory time off, the employee is responsible for providing time records to his immediate supervisor within five (5) working days of the extra time actually worked.

This policy does not abrogate the requirement that extra time worked (i.e., “overtime”) be approved in advance.

Date Adopted:

Last Revised:

3.17—INSULT OR ABUSE OF TEACHER

Employees are protected from abusive language and conduct by state law. An employee may report to the police any language which is calculated to:

1. Cause a breach of the peace;
2. Materially and substantially interfere with the operation of the school; and/or
3. Arouse the person to whom the language is addressed to anger, to the extent likely to cause imminent retaliation.

Legal Reference: A.C.A. § 6-17-106

Date Adopted:

Last Revised:

3.18—OUTSIDE EMPLOYMENT

An employee of the District may not be employed in any other capacity during regular working hours.

An employee may not accept employment outside of his district employment which will interfere, or otherwise be incompatible with the District employment, including normal duties outside the regular work day; nor shall an employee accept other employment which is inappropriate for an employee of a public school.

The Superintendent, or his designee(s), shall be responsible for determining whether outside employment is incompatible, conflicting or inappropriate.

Legal Reference: A.C.A. § 6-24-106, 107, 111

Date Adopted:

Last Revised:

3.19—EMPLOYMENT

All prospective employees must fill out an application form provided by the District, in addition to any resume provided, all of which information is to be placed in the personnel file of those employed.

If the employee provides false or misleading information, or if he withholds information to the same effect, it may be grounds for dismissal.

The Calico Rock School District is an equal opportunity employer and shall not discriminate on the grounds of race, color, religion, national origin, sex, age, or disability.

Date Adopted:

Last Revised:

3.20—REIMBURSEMENT OF EXPENSES

Employees shall be reimbursed for personal and/or travel expenses incurred while performing duties or attending workshops or other employment-related functions, provided that prior written approval for the activity for which the employee seeks reimbursement has been received from the Superintendent, principal (or other immediate supervision with the authority to make school approvals), or the appropriate designee of the Superintendent.

It is the responsibility of the employee to determine the appropriate supervisor from which he must obtain approval.

Reimbursement claims must be made on forms provided by the District and must be supported by appropriate, original receipts. Copies of receipts or other documentation are not acceptable, except in extraordinary circumstances.

Date Adopted:

Last Revised:

3.21—TOBACCO USE

Smoking or the use of tobacco, or products containing tobacco in any form, in or on any property owned or leased by the district, including buses or other school vehicles, is prohibited.

Legal Reference: A.C.A. § 6-21-609

Date Adopted:

Last Revised:

3.22—DRESS OF EMPLOYEES

Employees shall ensure that their dress and appearance are professional and appropriate to their positions.

Date Adopted:

Last Revised:

3.23—POLITICAL ACTIVITY

Employees are free to engage in political activity outside of work hours and to the extent that it does not affect the performance of their duties or adversely affect important working relationships.

It is specifically forbidden for employees to engage in political activities on the school grounds or during work hours. The following activities are forbidden on school property:

- 1) Using students for preparation or dissemination of campaign materials;
- 2) Distributing political materials;
- 3) Distributing or otherwise seeking signatures on petitions of any kind;
- 4) Posting political materials; and
- 5) Discussing political matters with students, in or out of the classroom, in other than circumstances appropriate to the nature of the class.

Date Adopted:

Last Revised:

3.24—DEBTS

All employees are expected to meet their financial obligations. If an employee writes “hot” checks or has his income garnished, dismissal may result.

An employee will not be dismissed for having been the subject of one (1) garnishment. However, a second or third garnishment may result in dismissal.

At the discretion of the Superintendent, he or his designee may meet with an employee who has received a second garnishment for the purpose of warning the employee that a third garnishment may result in a recommendation of dismissal to the School Board.

At the discretion of the Superintendent, a second garnishment may be used as a basis for a recommended dismissal. The Superintendent may take into consideration other factors in deciding whether to recommend dismissal based on a second garnishment. Those factors may include, but are not limited to, the amount of the debt, the time between the first and the second garnishment, and other financial problems which come to the attention of the District.

Date Adopted:

Last Revised:

3.25—GRIEVANCES

The purpose of this policy is to provide an orderly process for employees to resolve, at the lowest possible level, their concerns related to the personnel policies or salary payments of this district.

Definitions

Grievance: a claim or concern related to the interpretation, application, or claimed violation of the personnel policies, including salary schedules, raised by an individual employee of this school district. Other matters for which the means of resolution are provided or foreclosed by statute or administrative procedures shall not be considered grievances. Specifically, no grievance may be entertained against a supervisor for directing, instructing, reprimanding, or “writing up” an employee under his/her supervision.

Employee: any person employed under a written contract by this school district.

Immediate Supervisor: the person immediately superior to an employee who directs and supervises the work of that employee.

Day: a calendar day, unless otherwise specified.

Working day: a day in which a majority of the employees of the same job classification as the employee with a grievance is scheduled to work.

Process

Level One: An employee who believes that he/she has a grievance shall inform that employee’s immediate supervisor that the employee has a potential grievance and discuss the matter with the supervisor within five working days of the occurrence of the grievance. (The five-day requirement does not apply to grievances concerning back pay.) If the grievance is not advanced to Level Two within five days following the conference, the matter will be considered resolved and the employee shall have no further right with respect to said grievance.

If the grievance cannot be resolved by the immediate supervisor, the employee can advance the grievance to Level Two. To do this, the employee must complete the top half of the Level Two Grievance Form within five working days of the discussion with the immediate supervisor, citing the manner in which the specific personnel policy was violated that has given rise to the grievance, and submit the Grievance Form to his/her immediate supervisor. The supervisor will have ten working days to respond to the grievance using the bottom half of the Level Two Grievance Form which he/she will submit to the building principal or, in the event that the employee’s immediate supervisor is the building principal, the superintendent.

Level Two: Upon receipt of a Level Two Grievance Form, the building principal or superintendent (hereinafter “recipient”) will have ten working days to schedule a conference with the employee filing the grievance. After the conference, the recipient will have ten working days in which to deliver a written response to the grievance to the employee. If the grievance is not advanced to Level Three (if appropriate) or appealed to the Board of Education within five days of the conference, the matter will be considered resolved and the employee shall have no further right with respect to said grievance.

Level Three: If the proper recipient of the Level Two Grievance was the building principal, and the employee remains unsatisfied with the written response to the grievance, the employee may advance the grievance to the superintendent by submitting a copy of the Level Two Grievance Form and the principal's reply to the superintendent within five working days of his/her receipt of the principal's reply. The superintendent will have ten working days to schedule a conference with the employee filing the grievance. After the conference, the superintendent will have ten working days in which to deliver a written response to the grievance to the employee.

Appeal to the Board of Directors: An employee who remains unsatisfied by the written response of the superintendent may appeal the superintendent's decision to the Board of Education within five working days of his/her receipt of the Superintendent's written response by submitting a written request for a board hearing to the board president, with a copy sent to the superintendent. If the grievance is not appealed to the Board of Directors within five days of his/her receipt of the superintendent's response, the matter will be considered resolved and the employee shall have no further right with respect to said grievance.

The school board will address the grievance at the next regular meeting of the school board, unless the employee agrees in writing to an alternate date for the hearing. After reviewing the Level Two Grievance Form and the superintendent's reply, the board will decide if the grievance, on its face, is grievable under district policy. If the Board rules the grievance not to be grievable, the matter shall be considered closed. If the Board rules the grievance to be grievable, they shall immediately commence a hearing on the grievance. All parties have the right to representation by a person of their own choosing at the appeal hearing before the Board of Directors. The hearing shall be open to the public unless the employee requests a private hearing. If the hearing is open, the parent or guardian of any student under the age of eighteen years who gives testimony may elect to have the student's testimony given in closed session. At the conclusion of the hearing, if the hearing was closed, the Board of Directors may excuse all parties except board members and deliberate, by themselves, on the hearing. At the conclusion of an open hearing, board deliberations shall also be in open session unless the board is deliberating the employment, appointment, promotion, demotion, disciplining, or resignation of the employee. A decision on the grievance shall be announced no later than the next regular board meeting.

Records

Records related to grievances will be filed separately and will not be kept in, or made part of, the personnel file of any employee.

Reprisals

No reprisals of any kind will be taken or tolerated against any employee because he/she has filed or advanced a grievance under this policy.

Legal Reference: ACA § 6-17-208

Date Adopted:

Last Revised:

3.25F—LEVEL TWO GRIEVANCE FORM

Name: _____

Date submitted to supervisor: _____

Personnel Policy grievance is based upon:

Grievance (be specific): _____

What would resolve your grievance? _____

Supervisor's Response

Date submitted to recipient: _____

Date Adopted:

Last Revised:

3.26—SEXUAL HARASSMENT

The Calico Rock School District is committed to having an academic and work environment in which all students and employees are treated with respect and dignity. Student achievement and amicable working relationships are best attained in an atmosphere of equal educational and employment opportunity that is free of discrimination. Sexual harassment is a form of discrimination that undermines the integrity of the educational environment and will not be tolerated.

Believing that prevention is the best policy, the district will periodically inform students and employees about the nature of sexual harassment, the procedures for registering a complaint, and the possible redress that is available. The information will stress that the district does not tolerate sexual harassment and that students and employees can report inappropriate behavior of a sexual nature without fear of adverse consequences.

It shall be a violation of this policy for any student or employee to be subjected to, or to subject another person to, sexual harassment as defined in this policy. Any employee found, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to, and including, termination.

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, or other personally offensive verbal, visual, or physical conduct of a sexual nature made by someone under any of the following conditions:

1. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education or employment;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; and/or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creates an intimidating, hostile, or offensive academic or work environment.

The terms "intimidating," "hostile," and "offensive" include conduct of a sexual nature which has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student's or employee's ability to participate in, or benefit from, an educational program or activity or their employment environment.

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

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances. Depending upon such circumstances, examples of sexual harassment include, but are not limited to: unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing related to sexual characteristics; and spreading rumors related to a person's alleged sexual activities.

Employees who believe they have been subjected to sexual harassment are encouraged to file a complaint by contacting their immediate supervisor, administrator, or Title IX coordinator who will assist them in the

complaint process. Under no circumstances shall an employee be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment. To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation.

Employees who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form.

Employees who knowingly fabricate allegations of sexual harassment shall be subject to disciplinary action up to and including termination.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of sexual harassment shall be subject to disciplinary action up to and including termination.

Legal References: Title IX of the Education Amendments of 1972, 20 USC 1681, et seq.
Title VII of the Civil Rights Act of 1964, 42 USC 2000-e, et seq.
ACA § 6-15-1005 (b) (1)

Date Adopted:

Last Revised:

3.27—SUPERVISION OF STUDENTS

All District personnel are expected to conscientiously execute their responsibilities to promote the health, safety, and welfare of the District's students under their care. The Superintendent shall direct all principals to establish regulations ensuring faculty supervision of students throughout the school day and at extracurricular activities.

Date Adopted:

Last Revised:

3.28—COMPUTER USE POLICY

The Calico Rock School District provides computers and/or computer Internet access for many employees, to assist employees in performing work related tasks. Employees are advised that they enjoy no expectation of privacy in any aspect of their computer use, including email, and that under Arkansas law, both email and computer use records maintained by the district are subject to disclosure under the Freedom of Information Act.

Passwords or security procedures are to be utilized as assigned, and confidentiality of student records relating to personnel is to be maintained at all times. Employees must not disable or bypass security procedures, disclose passwords to other staff members or students, or grant students access to any computer not designated for student use. It is the policy of this school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors. The designated District Technology Administrator or designee may authorize the disabling of the filter to enable access by an adult for a bona fide research or other lawful purpose.

Employees who misuse district-owned computers in any way, including excessive personal use, using computers for personal use during instructional time, using computers to violate any other policy, knowingly or negligently allowing unauthorized access, or using the computers to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, up to and including termination or non-renewal of the employment contract.

Legal References: 20 USC 6801 et seq. (Children’s Internet Protection Act; PL 106-554)
 A.C.A. § 6-21-107
 A.C.A. § 6-21-111

Date Adopted:
Last Revised:

3.28F—EMPLOYEE INTERNET USE AGREEMENT

Name (Please Print) _____

School _____ Date _____

The Calico Rock School District agrees to allow the employee identified above (“Employee”) to use the district’s technology to access the Internet under the following terms and conditions:

1. Conditional Privilege: The Employee’s use of the district’s access to the Internet is a privilege conditioned on the Employee’s abiding by this agreement.
2. Acceptable Use: The Employee agrees that in using the District’s Internet access he/she will obey all federal and state laws and regulations. Internet access is provided as an aid to employees to enable them to better perform their job responsibilities. Under no circumstances shall an Employee’s use of the District’s Internet access interfere with, or detract from, the performance of his/her job-related duties.
3. Penalties for Improper Use: If the Employee violates this agreement and misuses the Internet, the Employee shall be subject to disciplinary action up and including termination.
4. “Misuse of the District’s access to the Internet” includes, but is not limited to, the following:
 7. using the Internet for any activities deemed lewd, obscene, vulgar, or pornographic;
 8. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
 9. posting anonymous messages on the system;
 10. using encryption software;
 11. wasteful use of limited resources provided by the school including paper;
 12. causing congestion of the network through lengthy downloads of files;
 13. vandalizing data of another user;
 14. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
 15. gaining or attempting to gain unauthorized access to resources or files;
 16. identifying oneself with another person’s name or password or using an account or password of another user without proper authorization;
 17. using the network for financial or commercial gain without district permission;
 18. theft or vandalism of data, equipment, or intellectual property;
 19. invading the privacy of individuals;
 20. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
 21. introducing a virus to, or otherwise improperly tampering with, the system;
 22. degrading or disrupting equipment or system performance;
 23. creating a web page or associating a web page with the school or school district without proper authorization;

24. attempting to gain access or gaining access to student records, grades, or files of students not under their jurisdiction;
25. providing access to the District's Internet Access to unauthorized individuals; or
26. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools;
27. making unauthorized copies of computer software.
28. personal use of computers during instructional time.

5. Liability for debts: Staff shall be liable for any and all costs (debts) incurred through their use of the District's computers or the Internet including penalties for copyright violations.

6. No Expectation of Privacy: The Employee signing below agrees that in using the Internet through the District's access, he/she waives any right to privacy the Employee may have for such use. The Employee agrees that the district may monitor the Employee's use of the District's Internet Access and may also examine all system activities the Employee participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system.

7. Signature: The Employee, who has signed below, has read this agreement and agrees to be bound by its terms and conditions.

Employee's Signature: _____ Date _____

Date Adopted:

Last Revised:

3.29—SCHOOL CALENDAR

The Superintendent shall present to the Board, for its approval, the calendar for the succeeding year at the March regular Board meeting. The Superintendent, in developing the calendar, shall accept and consider recommendations from any staff member or group wishing to make calendar proposals.

Date Adopted:

Last Revised:

3.30—PARENT-TEACHER CONFERENCES — ELEMENTARY SCHOOLS

All elementary teachers will attempt to meet with the parents or guardians of each student at least once a semester through a parent-teacher conference, telephone conference, or a home visit. Teachers shall communicate more often with parents/guardians of students performing below grade level.

Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher. Conferences shall be scheduled at a time and place to best accommodate those participating in the conference.

Legal Reference: State Board of Education Standards of Accreditation VII (D)(1)(2)

Date Adopted:

Last Revised:

3.31—PARENT-TEACHER CONFERENCES — SECONDARY SCHOOLS

Teachers shall attempt to communicate personally with the parents or guardians of each student during the school year to discuss the student's academic progress. Teachers shall communicate more often with parents/guardians of students performing below the level expected for their grade.

Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher. Conferences shall be scheduled at a time and place to best accommodate those participating in the conference.

Legal Reference: State Board of Education Standards of Accreditation VII (D)(1)

Date Adopted:
Last Revised:

3.32—FAMILY MEDICAL LEAVE *

Eligibility

The Calico Rock School District will grant up to twelve (12) weeks of leave in accordance with the Family Medical Leave Act of 1993 (FMLA) to its employees who have been employed by the District for at least twelve (12) months and for 1250 hours of service during the twelve (12) month period immediately preceding the commencement of the leave. The twelve (12) month period of eligibility shall begin on the first duty day of the school year. Leave will be granted for one or more of the following reasons:

1. Because of the birth of a son or daughter of the employee and in order to care for such son or daughter;
2. Because of the placement of a son or daughter with the employee for adoption or foster care;
3. In order to care for the spouse, or a son, daughter, or parent, of the employee, if such spouse, son, daughter, or parent has a serious health condition; and
4. Because of a serious health condition that makes the employee unable to perform the functions of the position of such employee.

The entitlement to leave for reasons 1 and 2 listed above shall expire at the end of the twelve (12) month period beginning on the date of such birth or placement.

If both the husband and wife are employed by the district and entitled to leave as defined above, the District may, as determined by the needs of the District, limit their leave to a combined total of twelve (12) weeks when taken for reasons 1 or 2 listed above or to care for a parent with a serious health condition.

Notice by Employees

Foreseeable: When the need for leave is foreseeable, the employee must provide the District with at least thirty (30) days advance notice before the leave is to begin. If thirty (30) days is not practicable, such as because of a lack of knowledge of approximately when the leave will be required to begin, notice must be given as soon as practicable. As soon as practicable means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case.

When the need for leave is for reasons 3 or 4 listed above, the employee should provide a medical certification from a health care provider supporting the need for leave at the time the notice for leave is given, but must provide certification at least fifteen (15) days prior to the date the leave is to begin.

Failure by the employee to give thirty (30) days notice may delay the taking of FMLA leave until at least thirty (30) days after the date the employee provides notice to the District.

Unforeseeable: When the approximate timing of the need for leave is not foreseeable, an employee shall provide the District notice of the need for leave as soon as practicable given the facts and circumstances of the particular case. Ordinarily, the employee shall notify the District within two (2) working days of learning of the

need for leave, except in extraordinary circumstances where such notice is not feasible. Notice may be provided in person, by telephone, telegraph, fax, or other electronic means.

Medical Certification

The required medical certification from a licensed, practicing health care provider of the need for FMLA leave for reasons 3 or 4 listed above shall include the date on which the serious health condition began, the probable duration of the condition, and the appropriate medical facts within the knowledge of the health care provider regarding the condition. For reason 4 listed above, the certification must include a statement that the employee is unable to perform the required functions of his/her position.

Second Opinion: In any case where the District has reason to doubt the validity of the certification provided, the District may require, at its expense, the employee to obtain the opinion of a second health care provider designated or approved by the employer. If the second opinion differs from the first, the District may require, at its expense, the employee to obtain a third opinion from a health care provider agreed upon by both the District and the employee. The opinion of the third health care provider shall be considered final and be binding upon both the District and the employee.

Recertification: The District may request the employee obtain a recertification, at the employees expense, no more often than every thirty (30) days unless one or more of the following circumstances apply;

7. The employee requests an extension of leave;
8. Circumstances described by the previous certification have changed significantly; and/or
9. The District receives information that casts doubt upon the continuing validity of the certification.

The employee must provide the recertification in no more than fifteen (15) calendar days after the District's request.

No second or third opinion on recertification may be required.

Concurrent Leave

The District requires employees to substitute any applicable accrued leave for any part of the twelve (12) week period of FMLA leave. All FMLA leave is unpaid unless substituted by applicable accrued leave.

Workers Compensation: FMLA leave may run concurrently with a workers' compensation absence when the injury is one that meets the criteria for a serious health condition.

Health Insurance Coverage

The District shall maintain coverage under any group health plan for the duration of FMLA leave the employee takes at the level and under the conditions coverage would have been provided if the employee had continued in active employment with the District. The employee remains responsible for any portion of premium payments customarily paid by the employee. When on unpaid FMLA leave, it is the employee's responsibility to submit their portion of the cost of the group health plan coverage to the District' business office on or before it would be made by payroll deduction.

If an employee gives unequivocal notice of intent not to return to work, or if the employment relationship would have terminated if the employee had not taken FMLA leave the district's obligation to maintain health benefits ceases.

If the employee fails to return from leave after the period of leave to which the employee was entitled has expired, the District may recover the premiums it paid to maintain health care coverage unless:

3. The employees fails to return to work due to the continuation, reoccurrence, or onset of a serious health condition that entitles the employee to leave under reasons 3 or 4 listed above; and/or
4. Other circumstances exist beyond the employee's control.

Circumstances under "a" listed above shall be certified by a licensed, practicing health care provider verifying the employee's inability to return to work.

Reporting Requirements During Leave

Employees shall inform the District every two weeks during FMLA leave of their current status and intent to return to work.

Return to Work

Medical Certification: An employee who has taken FMLA leave under reason 4 stated above shall provide the District with certification from a health care provider that the employee is able to resume work.

Return to Previous Position: An employee returning from FMLA leave is entitled to be returned to the same position the employee held when leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment. An equivalent position must involve the same or substantially similar duties and responsibilities, which must entail substantially equivalent skill, effort, and authority. The employee may not be restored to a position requiring additional licensure or certification.

Failure to Return to Work: In the event that an employee is unable or fails to return to work, the Superintendent will make a determination at that time regarding the documented need for a severance of the employees contract due to the inability of the employee to fulfill the responsibilities and requirements of their contract.

Intermittent Leave

The District will honor employee requests for intermittent leave as prescribed by the FMLA and that are in the best interests of the District.

Policy

The provisions of this policy are intended to be in line with the provisions of the FMLA. If any conflict(s) exist, the Family Medical Leave Act of 1993 shall govern.

Legal References: 29 USC 2601 et seq.
 29 CFR 825.100 et seq.

Date Adopted:

Last Revised:

* All school districts are covered under the Family Medical Leave Act and are required to keep certain payroll and employee identification records and post pertinent notices regarding FMLA for its employees. Employees, however, are only eligible for FMLA benefits if the district has 50 or more employees within a 75-mile radius of the district's offices. Your district may choose to offer FMLA benefits to your employees even though they are not technically eligible. If your district has less than 50 employees and chooses not to offer FMLA benefits, the following policy serves to inform your employees of why FMLA benefits do not apply to them and could help to avoid possible confusion resulting from the posting of FMLA notices.

3.33—SCHOOL BUS DRIVER’S USE OF CELL PHONES

Any driver of a motor vehicle which is privately owned and operated for compensation, or which is owned, leased or otherwise operated by, or for the benefit of the District, and is operated for the transportation of children to or from school or school sponsored activity shall not operate a cell phone unless the vehicle is safely off the road with the parking brake engaged.

Legal Reference: ADE Rules and Regulations Governing Mobile Phone Usage by School bus Drivers

Date Adopted:

Last Revised:

3.34—CELL PHONE USE

Use of cell phones by employees during instructional time is strictly forbidden.

Date Adopted:

Last Revised:

CURRICULUM AND INSTRUCTION

5.1—EDUCATIONAL PHILOSOPHY

The Calico Rock School District assumes the responsibility of providing students attending its schools a high quality education that challenges each student to achieve to their maximum potential. The District shall endeavor to create the environment within the schools necessary to attain this goal. The creation of the necessary climate shall be based on the following core beliefs:*

5. The District's vision statement will be developed with input from students, parents, business leaders, and other community members.
6. All students can be successful learners.
7. Students learn at different rates and in different ways.
8. A primary goal shall be to give students the skills they need to be life-long learners.
9. The education of all citizens is basic to our community's well-being.
10. Student achievement is affected positively by the involvement of parents and the community in the schools.
11. The District is responsible for helping cultivate good citizenship skills in its students.
12. Students reflect the moral and ethical values of their environment.
13. All people have a right to a safe environment.
14. Each person is responsible for his/her own actions.
15. Innovation involves taking risks.
16. Schools are responsible for creating the conditions that promote success.
17. Each person is entitled to retain his/her dignity.
18. All people have the right to be treated with respect and the responsibility to treat others respectfully.
19. For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

Date Adopted: July 24, 2003

Last Revised:

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district shall develop a comprehensive school improvement plan to address deficiencies in student performance based on analysis of students' grade-level benchmark assessments and other relevant data. The purpose of each plan shall be to ensure that all students meet the state assessment standards established by the State Board of Education, as well as student achievement goals established by the District.¹ A cumulative review of all academic improvement plans shall also be part of the data used to develop the comprehensive school improvement plan. Each plan shall be developed with administrator, teacher, other school staff, parent, community, and student (when appropriate) input and shall have as one of its components a plan for a parental involvement program.² Professional development activities are to be designed to meet the needs identified in each schools' plan. Each plan is to be reviewed annually and revised to meet the changing needs reflected in student data.

Any school in the district identified by the Arkansas Department of Education as failing to meet the established levels of academic achievement on the state's criterion-referenced tests shall revise its school improvement plan.³

The district shall develop, with appropriate staff and community input, a comprehensive district improvement plan. The plan shall coordinate the actions of the various comprehensive school improvement plans within the district. The district plan shall align district resources to help ensure all of its students attain proficiency on the Benchmark exams.⁴

Notes: Standards of Accreditation Checklist requires the board to approve the ACSIPs as evidenced in the board's minutes.

¹ Each school is required to hold at least an annual meeting to explain its goals, programs, and policies and to allow public input concerning the school's programs. (Standards 7.02.3)

² See A.C.A. § 6-15-1702 for a detailed listing of required components of the plan. The Model Policy Service has also provided a guide (See Supporting Information for Policies 6.11 and 6.12) for easier understanding of the language in the code. The Standards of Accreditation Checklist requires an annual meeting to be held to discuss student achievement and the "program."

³ For schools identified in school improvement, the revised plan must be filed with and approved by the ADE. (A.C.A. § 6-15-404(i)(2)(A)(i)(ii))

⁴ The school board is required to hold a public meeting by Nov. 15 of each year to discuss its "progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies." (Standards 7.03.3.1)

Legal References: A.C.A. § 6-15-404 (i)(1)

A.C.A. § 6-15-404 (i)(2)(B)

A.C.A. § 6-15-404 (i) (2)(A)(i)(ii)

A.C.A. § 6-15-419(2)(B)(iii)

A.C.A. § 6-15-419(9)

A.C.A. § 6-15-419(12)

ADE Rules Governing the ACTAAP and the Academic Distress Program 3.10, 3.16, 8.0–8.04, 9.04. Arkansas Department of Education Rules for Governing Standards for Accreditation of Arkansas Public Schools and School Districts 7.0, 8.01, and 16.0–16.03.5 (The old Standards required the Student Services Plan be included in the ACSIP. While the new Standards do not specifically require it to be included in your ACSIP, prudence would still recommend it.)

Date Adopted: June 26, 2006

Last Revised:

5.3—CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula should be aligned with the Frameworks and standards established by the Arkansas Department of Education and in harmony with the District’s vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

A curriculum review cycle should be established to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs.

Date Adopted: July 24, 2003

Last Revised:

5.4—STAFF DEVELOPMENT PROGRAM

The District shall develop and implement a plan for the professional development of its certified employees. The district's plan shall, in part, align district resources to address the professional development activities identified in each school's ACSIP. Each certified employee shall receive a minimum of sixty (60) hours of professional development annually to be fulfilled between July 1 and June 30 or June 1 and May 31.¹ Professional development hours earned in excess of sixty (60) in the designated year cannot be carried over to the next year. The goal of all professional development activities shall be improved student achievement and academic performance that results in individual, school-wide, and system-wide improvement designed to ensure that all students demonstrate proficiency on the state criterion-referenced assessments. The district's professional development plan shall demonstrate scientifically research-based best practice, and shall be based on student achievement data and in alignment with the ADE Rules Governing Professional Development and current Arkansas code.

Teachers and administrators shall be involved in the design, implementation, and evaluation of the plan for their own professional development. The results of the evaluation made by the participants in each program shall be used to continuously improve the district's professional development offerings and to revise the school improvement plan.

Flexible professional development hours (flex hours) are those hours which an employee is allowed to substitute professional development activities, different than those offered by the district, but which still meet criteria of either the employee's Individual Improvement Plan or the school's ACSIP, or both. The district shall determine on an annual basis how many, if any, flex hours of professional development it will allow to be substituted for district scheduled professional development offerings. The determination may be made at an individual building, a grade, or by subject basis. The district administration and the building principal have the authority to require attendance at specific professional development activities. Employees must receive advance approval from the building principal for activities they wish to have qualify for flex professional development hours. To the fullest extent possible, professional development activities are to be scheduled and attended such that teachers do not miss their regular teaching assignments. Six (6) approved flex hours credited toward fulfilling the sixty (60) hour requirement shall equal one contract day. Hours of professional development earned by an employee in excess of sixty (60) or not pre-approved by the building principal shall not be credited toward fulfilling the required number of contract days for that employee.² Hours earned that count toward the required sixty (60) also count toward the required number of contract days for that employee.

Teachers and administrators who, for any reason, miss part or all of any scheduled professional development activity they were required to attend, must make up the required hours in comparable activities which are to be pre-approved by the building principal.

To receive credit for his/her professional development activity each employee is responsible for obtaining and submitting documents of attendance for each professional development activity he/she attends. Documentation is to be submitted to the building principal or designee.

Teachers and administrators are required to obtain sixty (60) hours of approved professional development annually over a five-year period as part of licensure renewal requirements. At least six (6) of the sixty (60) annual hours shall be in the area of educational technology.

Teachers are required to receive at least two hours annually of their sixty (60) required hours³ of professional development designed to enhance their understanding of effective parental involvement strategies.

Teachers who provide instruction in Arkansas history shall receive at least two (2) hours of professional development in Arkansas history as part of the sixty (60) hours required annually.

Administrators are required to receive at least three hours annually of their sixty (60)³ required hours of professional development designed to enhance their understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Each administrator's professional development is required to also include training in data disaggregation, instructional leadership and fiscal management.

Teachers required by the superintendent, building principal, or their designee to take approved training related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service, shall receive up to thirty (30) hours of credit toward the sixty (60) hours of professional development required annually.

Certified personnel may earn up to twelve (12) hours of professional development for time they are required to spend in their instructional classroom, office or media center prior to the first day of student/teacher interaction **provided** the time is spent in accordance with the state law and current ADE rules that deal with professional development.³

Teachers are eligible to receive fifteen (15) professional development hours for a college course that meets the criteria identified in law and the applicable ADE rules. The board shall determine if the hours earned apply toward the required sixty (60). A maximum of thirty (30) hours may be applied toward the sixty (60) hours of professional development required annually.

Employees who do not receive or furnish documentation of the required annual professional development jeopardize the accreditation of their school and academic achievement of their students. Failure of an employee to receive sixty (60) hours of professional development in any given year shall be grounds for disciplinary action up to and including termination.

Approved professional development activities may include conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board for Professional Teaching Standards Certification, distance learning, internships, district/school programs, and approved college/university course work. Professional development activities should be consistent with the objectives developed by the National Staff Development Council Standards.

Professional development activities shall relate to the following areas: content (K-12); instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principles of learning/developmental stages; cognitive research; and building a collaborative learning community.

Notes: ¹ The Rules Governing Professional Development 4.02 require the district to choose the option it will follow and “document” its choice. The documentation may be noted by the selection chosen for this policy and also in the district’s “plan” for professional development required by A.C.A. § 6-17-704(c)(1).

² The number of contract days may vary between employees, but the concern here is with the number of contract days specified in each individual employee’s contract.

³ The new Rules specifically include these hours in the required 60.

³ Districts are not required to offer this option for professional development. If you choose not to offer it, delete the paragraph.

Cross-Reference: Policy 3.6—CERTIFIED PERSONNEL EMPLOYEE TRAINING

Legal References: Arkansas State Board of Education: Standards of Accreditation 15.04
ADE Rules Governing Professional Development
A.C.A. § 6-15-404(f)(2)
A.C.A. § 6-17-703
A.C.A. § 6-17-704
A.C.A. § 6-17-705
A.C.A. § 6-15-1004(c)
A.C.A. § 6-15-1703
A.C.A. § 6-20-2303(14)

Date Adopted: June 26, 2006

Last Revised:

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

The use of instructional materials beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials used as part of the educational curriculum of a student shall be available for inspection by the parents/guardians of the student. For the purposes of this policy, instructional materials is defined as instructional content provided to the student regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

Legal Reference: 20 USC § 1232h (a), (b), (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(C)(i)(ii), (2)(A)(i), (5)(B)(6)(A)(C)]

Date Adopted: July 24, 2003

Last Revised:

5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Instructional and supplemental materials are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials may do so by filling out a *Challenge to Instructional Material* form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent*.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

Date Adopted: July 24, 2003

Last Revised:

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS

Name: _____

Date submitted: level one _____ level two _____ level three _____

Instructional material being contested:

Reasons for contesting the material (be specific):

What is your proposed resolution? _____

Signature of receiving principal _____

Signature of curriculum coordinator _____

Signature of Superintendent _____

Date Adopted: July 24, 2003

Last Revised:

5.7—SELECTION OF INSTRUCTIONAL AND LIBRARY/MEDIA CENTER MATERIALS

I. PHILOSOPHY

It is the mission of the Calico Rock Board of Education to provide the vision, the philosophy, the policy, and the environment, to nurture the students of the community toward their full potential as academically knowledgeable, ethically grounded, culturally enriched, responsible citizens. As an integral part of the total curriculum, the school library media program serves as the vehicle providing resources and opportunities to enhance achievement by ensuring that students are effective users of ideas and information to assist in attaining district educational goals. The Board is committed to facilitating teaching and learning by providing each student access to an information and technology rich integrated school library media program reflecting the curriculum needs of the school.

II. SELECTION OBJECTIVES

School library media center materials shall be selected in a variety of formats to implement, enrich, and support the breadth of the curriculum and to meet the needs and interests of students and teachers. Selection shall include a wide range of the best available materials on appropriate levels of difficulty and diversity of appeal to support the varied levels of students.

School library media center materials are defined as all electronic, print and non-print resources, excluding textbooks, used by teachers and students to meet the educational goals of the state and the district. Electronic resources include Internet sites, databases, and multimedia teaching and learning tools.

III. RESPONSIBILITY FOR SELECTION

Selection of books and other materials is legally the responsibility of the Calico Rock Board of Education. The Board delegates the responsibility for the selection of materials to the professionally trained personnel employed by the school district.

Recommendations of new materials may involve teachers, students, staff, and community members. The library media specialist familiar with the curriculum, methods of teaching, and individual needs of the students and teachers in the school will make the final selection decisions.

IV. SELECTION CRITERIA

All library media center materials will be selected based on the following general criteria.

1. Materials shall be consistent with and support the educational goals set by the state and the district.
2. Materials shall be appropriate for the age, ability level, learning style, and social and emotional development of the intended users.

3. Materials shall be selected for their strengths rather than rejected for their weaknesses.
4. Materials shall be selected based on the reputation and significance of the author, producer, or publisher.
5. Materials shall be selected based on validity, currency, and appropriateness of content.
6. Materials shall be based on a high degree of potential user appeal.
7. Materials shall be selected to help students gain an awareness of our diverse society.
8. All gift materials shall meet the same criteria used for selection of new materials.

V. POSITION ON INTELLECTUAL FREEDOM

The Calico Rock Board of Education upholds the principles of intellectual freedom inherent in the First Amendment of the United States Constitution. Official statements from professional organizations expressing these principles include the American Library Association's *Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights* and form a part of this policy. (Appendix A)

This policy shall be evaluated and revised as needed every three years by the school media specialists. The final revisions will be presented to the Calico Rock Board of Education for approval.

**Calico Rock Public Schools
Library Media Program
Reconsideration Policy**

I. STATEMENT OF PHILOSOPHY

Despite the care taken by qualified professionals to select a quality collection of materials for teacher and student use, occasional objections to the collection may occur. The Calico Rock Board of Education endorses the principles of intellectual freedom in the American Library Association's *Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights* (Appendix A).

II. HANDLING COMPLAINTS

A. General Principles

1. Any community member, student, or employee of the school district may formally challenge library media center materials.
2. A parents' ability to exercise control over reading, viewing, and listening materials extends only to his or her own children.
3. During the time of the reconsideration, the challenged material will remain in the collection for circulation.
4. No material will be considered for reconsideration more than once in a school year.
5. A major criterion for the final recommendation is the appropriateness of the material for its intended educational use.

B. The handling of complaints should follow these procedures.

1. Upon receipt of a verbal complaint, the person receiving the complaint should immediately notify the building principal and the library media specialist.
2. The building principal and/or library media specialist will explain the school's Board approved policy for selection of materials and criteria for selection.
3. If the complainant is not satisfied verbally, the complainant will be given a copy of the school Selection Policy and Reconsideration Policy along with the Request for Reconsideration of Library Media Center Materials form (Appendix B).
4. A written complaint must be filed with the building principal for a complaint to be considered formal. If the written complaint is not received within two weeks, the issue will be considered resolved.
5. If a written complaint is filed, the superintendent and Board will be notified.

6. Members of the Reconsideration Committee will serve to review the material. This committee will be appointed by the building principal to serve one-year terms and will consist of the following five individuals: building principal, library media specialist, two classroom teachers, and a community member.
7. The committee will review the material by guidelines set forth in the Reevaluation Guidelines (Appendix C).
8. Consideration may be for one month and a written final decision (Appendix D) will be sent to each of the Reconsideration Committee members, the superintendent, and the complainant.
9. If the complainant is not satisfied with the committee's decision, he/she may appeal the decision by requesting that the superintendent present the case to the Calico Rock Board of Education for a final decision.
10. The Board will follow the same guidelines (Appendix C) for decision as the review committee.
11. The decision of the Board is final and will be sent in writing to the superintendent, building principal, media specialist, and complainant.

This policy shall be evaluated and revised as needed every three years by the school media specialists. The final revisions will be presented to the Calico Rock Board of Education for approval.

Appendix A

Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the *Library Bill of Rights* apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the ALA Council.

Appendix B

Calico Rock Public Schools
Calico Rock, AR 72519

**REQUEST FOR RECONSIDERATION OF
LIBRARY MEDIA CENTER MATERIALS**

<i>Name</i>	<i>Date Received</i>		
<hr/>			
<i>Address</i>	<i>City</i>	<i>State</i>	<i>Zip</i>

Type of Resource:

Book Video Software DVD Audio Recording

Electronic Information Magazine Other (please specify)

Title _____

Author/Producer _____

Please use the back of this form if needed for completing these questions.

1. Have you listened to, read, or viewed the title in its entirety? _____

2. What brought this title to your attention? _____

3. To what in the item do you object? Please be specific. (e.g., cite pages)

4. Please comment on the work as a whole. _____

Return this completed form to the building principal within 2 weeks of receipt.

Signature of Complainant *Date*

Form Received By *Date Received*

Appendix C

Reconsideration Committee Guidelines for Reevaluating Library Media Center Materials

1. Read and study thoroughly the referred materials.
2. Keep in mind the principles of the freedom to learn and to read.
3. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages taken out of text.
4. Verify general acceptance of the material by consulting reviews or recommendations and local holdings in other schools.
5. Keep in mind that freedom of inquiry is what is being challenged here, not the individual material.
6. Evaluate the material based on the Board approved selection policy.
7. Provide the opportunity to discuss the challenged item with the individual complainant.
8. The decision from the committee will be as follows:
 - a. Leave the material in circulation.
 - b. Withdraw the material from circulation.
9. Discuss the material and prepare the report (Appendix D).
10. The committee chairman is responsible for mailing one copy to each of the Reconsideration Committee members, the superintendent, and the complainant.

Appendix D

Reconsideration Committee Report

Please fill out completely.

1. Physical description of material. (author, title, publisher, etc.)
2. Justification for inclusion of materials based on the school selection policy criteria.
3. Reviews of material. (date, source, comments) Include the actual review if possible.
4. Reconsideration Committee's comments. Include statements from the majority and minority.
5. Reconsideration Committee's decision.

Members of the Reconsideration Committee: (Signature required)

_____, Chairperson

Date _____

Send a printed copy of this form to the following: superintendent, building principal, library media specialist, committee members, and complainant.

References

Van Orden, P.J., & Bishop K. (2001). *The collection program in schools: Concepts, practices, and information sources* (3rd ed.). Englewood, Colorado: Libraries Unlimited.

American Library Association: Office of Intellectual Freedom. (2000, October 10). *Workbook for selection policy writing*. Retrieved August 15, 2002 from http://www.ala.org/alaorg/oif/workbook_selection.html

School District of Philadelphia (February 2002). Selection Policy for School Library Media Materials. Retrieved August 15, 2002, from <http://www.libraries.phila.k12.pa.us/misc/selection-policy.html>

Date Adopted: February 23, 2004

Last Revised:

5.8—USE OF COPYRIGHTED MATERIALS

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or his designee, will provide district personnel with information regarding the “fair use” doctrine of the U.S. Copyright Code as detailed in the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals” and “Guidelines for Educational Uses of Music.”

The District will not be responsible for any employee violations of the use of copyrighted materials.

Legal Reference: 17 USCS § 101 to 1010 (Federal Copyright Law of 1976)

Date Adopted: July 24, 2003

Last Revised:

5.9—COMPUTER SOFTWARE COPYRIGHT

The District shall observe copyright laws governing computer software reproduction. Unless specifically allowed by the software purchase agreement, the Copyright Act allows the purchaser of software to:

1. Make one copy of software for archival purposes in case the original is destroyed or damaged through mechanical failure of a computer. However, if the original is sold or given away, the archival copy must be destroyed;
2. Make necessary adaptations to use the program; and/or
3. Add features to the program for specific applications. These improvements may not be sold or given away without the copyright owner's permission.

The District shall abide by applicable licensing agreements before using computer software on local-area or wide-area networks.

Legal Reference: 17 USC § 117 Amended Dec. 12, 1980

Date Adopted: July 24, 2003

Last Revised:

5.10—RELIGION IN THE SCHOOLS

The First Amendment of the Constitution states that “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof. . .” As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203) the Amendment thus, “embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be.” Therefore, it is the Board’s policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student.

The need for neutrality does not diminish our school system’s educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District’s goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other’s religious or non-religious views.

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be so that they are objective and academically informational and do not advocate any particular form of religious practice.

Instructional activities in the schools that are contrary to a pupil’s religious beliefs or teachings shall be optional.

The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate.*

Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

*Legal Reference: A.C.A. § 6-10-115

Date Adopted: July 24, 2003

Last Revised:

5.11— PROMOTION/RETENTION/COURSE CREDIT FOR K -12 SCHOOLS

A disservice is done to students through social promotion and is prohibited by state law. The district shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Each school in the Calico Rock School District shall include in the student handbook, the criteria for promotion of students to the next grade as well as the criteria for being required to retake a course, if applicable. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held before a final decision is made. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the principal or his/her designee.

Students who do not score proficient or above on their grade level Benchmark Exams shall be required to participate in an individualized Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan.

In addition to the Benchmark Exam requirements, students who do not meet the satisfactory passing level on the End-of-Course tests or on the Grade 11 Literacy test shall successfully participate in the remediation program identified in their AIP before they can receive credit for the course. The lack of credit could jeopardize their grade promotion or classification due to insufficient credits to qualify for the next grade.

Promotion/retention or graduation of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

Notes: This policy is designed for upper level grades, but that may or may not include grades 7 and 8 depending on how your district's grades are configured. You will need to select the grades this policy covers and state that in the title. You will also have to choose, as noted in the following footnotes which paragraphs and/or sentences to include depending on what grades the policy will cover. There is also the problem of how to describe retention for high school

grades since it is generally not done by whole grades, but rather is done by individual courses. At a minimum, it would probably help to include the criteria your district uses to identify eligibility for each high school grade.

While the law and the Rules require **beginning in 2009-2010**, that students actually **pass** the EOC test to receive credit for the course, there is no reason to put that into policy at this point. It is not the **class** of 2009-2010, but rather the **year** 2009-2010 that this requirement goes into effect.

Legal References: A.C.A. § 6-15-402
 A.C.A. § 6-15-1602
 A.C.A. § 6-15-2001
 A.C.A. § 6-15-2005
 A.C.A. § 6-15-2009
 State Board of Education: Standards of Accreditation 12.04.3
 ADE Rules Governing the ACTAAP and the Academic Distress
 Program 7.02-7.02.9, 7.03-7.03.7.3

Date Adopted: June 26, 2006

Last Revised:

5.12—PROMOTION/RETENTION/COURSE CREDIT FOR K-12 SCHOOLS

A disservice is done to students through social promotion and is prohibited by state law. The district shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Each school in the Calico Rock School District shall include in the student handbook, the criteria for promotion of students to the next grade. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention shall be included with the student's grades sent home to each parent/guardian. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student, before a final decision is made, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the principal.

Students who do not score proficient or above on their grade level Benchmark Exams shall be required to participate in an individualized Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan, which may include the student's retention in their present grade.

In addition to the Benchmark Exam requirements, students who do not meet the satisfactory passing level on the End-of-Course tests shall successfully participate in the remediation program identified in their AIP before they can receive credit for the course. The lack of credit could jeopardize their grade promotion or classification due to insufficient credits to qualify for the next grade.

Promotion/retention or graduation of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

Notes: This policy is designed for lower level grades, but depending how your district's grades are configured, it may or may not include grades 7 and 8 and thus trigger the EOC requirements. You will need to select the grades this policy covers and state that in the title. You will also have to choose, as noted in the following footnotes which paragraphs and/or sentences to include depending on what grades the policy is meant to cover.

While the law and the Rules require **beginning in 2009-2010**, that students actually **pass** the EOC test to receive credit for the course, there is no reason to put that into policy at this point. It is not the **class** of 2009-2010, but rather the **year** 2009-2010 that this requirement goes into effect.

Legal References: A.C.A. § 6-15-402
 A.C.A. § 6-15-1602
 A.C.A. § 6-15-2001
 A.C.A. § 6-15-2005
 A.C.A. § 6-15-2009
 State Board of Education: Standards of Accreditation 12.04.3
 ADE Rules Governing the ACTAAP and the Academic Distress
 Program 7.02-7.02.9, 7.03-7.03.7.3

Date Adopted: June 26, 2006
Last Revised:

5.13—TUTORING PROGRAM

The Calico Rock School District shall offer remediation programs during the school year to those students in kindergarten through third grade (K-3) not performing at grade level. Homework tutoring for students in grades 1-6 is offered to all students on Mondays and Wednesdays until 4:00 P.M.

Special reading tutoring is offered on Mondays until 4:00 P.M. to students referred by the teachers in grades 1-3.

Special math tutoring is offered on Wednesdays until 4:00 P.M. to students referred by the teachers in grades 1-3.

Date Adopted: July 24, 2003

Last Revised:

5.14—HOMEWORK

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed as purposeful.

Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

Legal Reference: State Board of Education Rules & Regulations: Accreditation Standards V (G)

Date Adopted: July 24, 2003

Last Revised:

5.15—GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-week grading period* to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grading scale for all schools in the district shall be as follows.

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for AP and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.

Legal References: A.C.A. § 6-15-902
 State Board of Education: Standards of Accreditation VII (D)
 Arkansas Department of Education Rules and Regulations Governing Uniform
 Grading Scales for Public Secondary Schools

Date Adopted: July 24, 2003

Last Revised:

5.16—GRADUATION REQUIREMENTS FOR THE CLASS OF 2010 and ALL CLASSES THEREAFTER

The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation are to be earned from the following categories. A minimum of 22 units¹ is required for graduation for student participating in either the Smart Core or Common Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan.

SMART CORE: Sixteen (16) units

English: four (4) units (years) – 9th, 10th, 11th, and 12th

Oral Communications: one-half (1/2) unit (1/2 year)

Mathematics: four (4) units (years) (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

- a. Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9
- b. Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.

- a. Algebra II
- b. Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math

(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units (years) with lab experience chosen from

- a. Physical Science
- b. Biology or Applied Biology/Chemistry
- c. Chemistry
- d. Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units (years)

- Civics or Civics/American Government
- World History
- American History

Physical Education: one-half (1/2) unit (1/2 year)

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

CAREER FOCUS: - Six (6) units – at least two of the Career Focus units must be of the same foreign language.

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

The Smart Core and career focus units must total at least twenty-two (22) units to graduate.

CORE: Sixteen (16) units

English: four (4) units (years) – 9, 10, 11, and 12

Oral Communications: one-half (1/2) unit (1/2 year)

Mathematics: four (4) units (years)

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units (years)

- I. at least one (1) unit of biology or its equivalent
- II. one (1) unit of a physical science

Social Studies: three (3) units (years)

- Civics or government, one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

Physical Education: one-half (1/2) unit (1/2 year)

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

CAREER FOCUS: - Six (6) units

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

The Core and career focus units must total at least twenty-four (24) units to graduate.

Notes:

Students entering seventh grade beginning in the 2004 – 2005 school year are required to fulfill the Smart Core requirements unless they have elected to opt out under the provisions outlined in policy 4.45.

Legal Reference: State Board of Education; Standards of Accreditation 14.03

Date Adopted: June 26, 2006

Last Revised:

5.16.1—GRADUATION REQUIREMENTS FOR THE CLASSES OF 2007, and 2008

The number of units students must earn to be eligible for high school graduation is to be earned from the following categories.

CORE: Fifteen (15) units

English: four (4) units

Oral Communications: one-half (1/2) unit

Social Studies: three (3) units;
one (1) unit of world history, one (1) unit of U.S. history, one-half (1/2) unit of civics or government

Mathematics: three (3) units;
one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.
*A two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the three-unit requirement.

Science: three (3) units
at least one (1) unit of biology or its equivalent and one (1) unit of a physical science

Physical Education: one-half (1/2) unit
Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

Fine Arts: one-half (1/2) unit

CAREER FOCUS:

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the Calico Rock School District and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

ELECTIVES:

Units required = total required by Calico Rock School District minus [Core + Career Focus]

All the core, career focus, and elective units must total at least twenty-four (24) units to graduate.

Legal Reference: State Board of Education; Standards of Accreditation 14.01

Date Adopted: June 26, 2006

Last Revised:

5.16.2—GRADUATION REQUIREMENTS FOR THE CLASS OF 2009

The number of units students must earn to be eligible for high school graduation is to be earned from the following categories.

CORE: Sixteen (16) units

English: four (4) units

Oral Communications: one-half (1/2) unit

Social Studies: three (3) units;
one (1) unit of world history, one (1) unit of U.S. history, one-half (1/2) unit of civics or government

Mathematics: four (4) units;
one (1) unit of algebra or its equivalent* and one (1) unit of geometry or its equivalent.* All math units must build on the base of algebra and geometry knowledge and skills.
Comparable concurrent credit college courses may be substituted where applicable.
*A two-year algebra equivalent or a two-year geometry equivalent may be counted as two units of the four-unit requirement.

Science: three (3) units
at least one (1) unit of biology or its equivalent and one (1) unit of a physical science

Physical Education: one-half (1/2) unit
Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

Fine Arts: one-half (1/2) unit

CAREER FOCUS:

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the Calico Rock School District and reflect state curriculum

frameworks through course sequencing and career course concentrations where appropriate.

ELECTIVES:

Units required = total required by Calico Rock School District minus [Core + Career Focus]

All the core, career focus, and elective units must total at least twenty-four (24) units to graduate.

Legal Reference: State Board of Education; Standards of Accreditation 14.02

Date Adopted: June 26, 2006

Last Revised:

5.17—HONOR GRADUATES

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative grade point average (GPA) of 3.0 will be designated as honor students. The GPA shall be derived from courses taken in grades nine (9) through twelve (12).

Legal References: A.C.A. § 6-18-101 (a) (2)
A.C.A. § 6-18-101 (b)

VALEDICTORIAN AND SALUTATORIAN

The honor student with the highest GPA and who has been enrolled in Calico Rock High School for his/her entire senior year shall serve as the valedictorian of his/her graduating class.

The honor student with the second highest GPA and who has been enrolled in Calico Rock High School for his/her entire senior year shall serve as the salutatorian of his/her graduating class.

Legal References: A.C.A. § 6-18-101 (a) (1)
 A.C.A. § 6-18-101 (b)

Date Adopted: July 24, 2003

Last Revised:

5.18—HEALTH SERVICES

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules and Regulations Chapter Five: Delegation of Nursing Care.

Date Adopted: July 24, 2003

Last Revised:

5.19—EXTRACURRICULAR ACTIVITIES

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted)*. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy.

Definitions:

Extracurricular activities are defined as: any school sponsored program where students from two or more schools are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.

Academic Courses are those courses that are identified in the Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools as one of the 38 course offerings or is a definable course for which class time is scheduled and which can be credited to meet the minimum requirements for graduation and is taught by a teacher required to have State certification in the course, and has been approved by the Arkansas Department of Education. Any of these courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

Supplemental Improvement Program is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the Arkansas Department of Education's Regulations Governing School District Academic Requirements for Student Participation in Competitive Interscholastic Activities.

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas of math, science, social studies, and language arts.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas of math, science, social studies, and language arts.

The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate the fall semester of their tenth-grade year.

ACADEMIC REQUIREMENTS: Senior High

In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:

- 1) Have earned a minimum Grade Point Average of 2.0 from all academic courses the previous semester; or
- 2) Have met the “proficiency performance standard” as defined by the State Board of Education on the state criterion-referenced literacy end-of-course test in the eleventh-grade for twelfth-grade eligibility; or
- 3) Have met the “proficiency performance standard” as defined by the State Board of Education on the state criterion-referenced algebra or geometry end-of-course tests, or have achieved at or above the 50th percentile on the Basic Battery on the norm-referenced test administered by the state, for tenth- and eleventh-grade eligibility, or (**#4 is included only if your district is participating in a supplemental instruction program**)
- 4) If the student has passed four (4) academic courses the previous semester but does not meet 1, 2, or 3 above, then the student must be enrolled and successfully participating in a supplemental instruction program.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

In order to be considered eligible to participate in competitive interscholastic activities, students with disabilities must pass at least four (4) courses per semester as required by their individual education program (IEP).

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules and regulations of the Arkansas Activities Association (AAA) governing interscholastic activities.

** State Board of Education Standards for Accreditation (V)(E) require a policy that "shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities." You could replace "one per week per extracurricular activity" with a specific number of days per semester that could also allow the student to "bank" or accumulate days in anticipation of a major event.*

NOTE: *The standards as outlined above are minimum standards and can be raised locally if desired. If your district does not offer a Supplemental Instruction Program (SIP), delete the references to it in your policy. If your district does offer an SIP, the Arkansas Department of Education’s Regulations Governing School District Academic Requirements for Student Participation in Competitive Interscholastic Activities (5.06.2) requires a policy statement defining “school disciplinary action” for the purpose of enforcing your SIP.*

Legal References: Arkansas Department of Education: Rules and Regulations Establishing the Academic Standards for Student Participation in Competitive Interscholastic Activities.
 State Board of Education Standards for Accreditation (V)(E) and (V)(F)

Date Adopted: July 24, 2003
Last Revised:

5.20—DISTRICT WEB SITE

The Calico Rock School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district web site by establishing guidelines for their construction and operation.

The Calico Rock School District web site shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The web site shall not use "cookies" to collect or retain identifying information about visitors to its web site nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

Each school's web page shall be under the supervision of the school's Web Master and the District's web site shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines.

- 1) All pages on the District's web site may contain advertising and links only to educational sources.
- 2) The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.
- 3) Photos along with the student's name shall only be posted on web pages after receiving written permission from the student or their parents if the student is under the age of 18.
- 4) The District's web server shall host the Calico Rock District's web site.
- 5) No web page on the District web site may contain public message boards or chat rooms.
- 6) All web pages on the District web site shall be constructed to download in a reasonable length of time.
- 7) The District's home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.

- 8) With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by Calico Rock School District.
- 9) Included on the District's web site shall be:
 13. Minutes of regular and special meetings of the school board;
 14. The budget for the ensuing year;
 15. A financial breakdown of monthly expenditures of the district;
 16. The salary schedule for all employees;
 17. The district's yearly audit;
 18. The annual statistical report of the district.

Legal References: A.C.A. § 6-13-620 (13)
 20 U.S.C. § 1232 g
 15 U.S.C. § 6501 (COPPA)

Date Adopted: June 26, 2006

Last Revised:

5.20.1—WEB SITE PRIVACY POLICY

The Calico Rock School District operates and maintains a web site for the purpose of informing the citizens of the district about its activities. The web site does not use “cookies” or ISP addresses to collect or retain personally identifying information about visitors to its web site nor is any such information given to “third parties.” Any data collected is used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

The site serves no commercial purpose and does not collect any information from individuals for such purpose.

Photographs of students shall not be displayed on any page of the district’s web site without the prior written consent of the parent (or the student if 18 or older).

The site provides for email communication between the District and individuals for the purpose of exchanging information regarding the District and its activities or between teachers and their students. The site may also provide for password protected communication between the District and its staff.

Legal References: 15 U.S.C. § 6501 (COPPA)

Date Adopted: June 26, 2006

5.21—ADVANCED PLACEMENT

Students who take advanced placement courses* or honors courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule.

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the following scale.

* If your board chooses to adopt a policy allowing high school students to take college courses for weighted credit (as provided by A.C.A. § 6-18-902(c)(3)) insert “and concurrent college courses for weighted credit.”

Legal References: Arkansas Department of Education Rules and Regulations Governing Uniform
Grading Scales for Public Secondary Schools
A.C.A. § 6-18-902(c)(1)

Date Adopted: July 24, 2003

Last Revised:

5.22—CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one-half (1/2) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school.

Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

Legal Reference: A.C.A. § 6-18-902(c)(2)
Arkansas Department of Education Rules and Regulations: Concurrent College and
High School Credit for Students Who Have Completed the Eighth Grade

Date Adopted: July 24, 2003

Last Revised:

5.23—EQUIVALENCE BETWEEN SCHOOLS #1*

The Calico Rock School District is committed to providing a quality education for all students in each of the district's schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as a whole, be at least comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of highly qualified personnel shall be equivalent between all schools in the district when compared on a grade-span by grade-span basis¹, school-by-school basis¹. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as

- 1) Changes in enrollment after the start of the school year;
- 2) Varying costs associated with providing services to children with disabilities,
- 3) Unexpected changes in personnel assignments occurring after the beginning of the school year;
- 4) Expenditures on language instruction education programs and;
- 5) Other expenditures from supplemental State or local funds consistent with the intent of Title I.

Note: NCLB requires the district to “develop procedures for compliance” with this policy and to “maintain records that are updated biennially documenting ... compliance...” [Section 1120A (c)(3)(A) and (B)]

*This policy is for districts with both Title I schools and non-Title I schools with more than one building for each grade span. This policy is **not** required for districts with only one building per grade span.

¹ Choose which method of accountability your district prefers.

Legal References: 20 USC § 6321(a),(b), and (c) [NCLB Act of 2001 Section 1120A]

Date Adopted: July 24, 2003

Last Revised:

5.23—EQUIVALENCE BETWEEN SCHOOLS #2*

The Calico Rock School District is committed to providing a quality education for all students in each of the district's schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as a whole, are substantially comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of highly qualified personnel shall be equivalent between all schools in the district when compared on a grade-span by grade-span basis¹, school-by-school basis¹. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as

- 10) Changes in enrollment after the start of the school year;
- 11) Varying costs associated with providing services to children with disabilities,
- 12) Unexpected changes in personnel assignments occurring after the beginning of the school year;
- 13) Expenditures on language instruction education programs and;
- 14) Other expenditures from supplemental State or local funds consistent with the intent of Title I.

Note: NCLB requires the district to “develop procedures for compliance” with this policy and to “maintain records that are updated biennially documenting ... compliance...” [Section 1120A (c)(3)(A) and (B)]

*This policy is for districts with only Title I schools and with more than one building for each grade span. This policy is **not** required for districts with only one building per grade span.

¹ Choose which method of accountability your district prefers.

Legal References: 20 USC § 6321(a),(b), and (c) [NCLB Act of 2001 Section 1120A]

Date Adopted: July 24, 2003

Last Revised:

5.24—STUDENT PARTICIPATION IN SURVEYS

No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating, and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10)* days (regular school days when school is in session) after the notice of intent to administer the survey is sent.

The requirements of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

Notes: This policy is to be developed in conjunction with parents.

Parents must be "directly" notified of this policy, at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in the policy and include in the notice the specific or approximate dates (to the extent known) during the school year when these activities are scheduled.

*The length of time may be adjusted, but it must be a "reasonable period of time."

Legal Reference: 20 USC § 1232h (a), (b), (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(A)(i)(ii)(B), (2)(A)(i)(ii)(B)(C)(ii), (5)(A)(ii)(B), (6)(C)(F)(G)]

Date Adopted: July 24, 2003

Last Revised:

5.24F1—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey _____

____All surveys

Name of student (Printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

5.24F2—PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey _____

Name of student (Printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

5.25—MARKETING OF PERSONAL INFORMATION

The Calico Rock School District shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide that information to others for that purpose.¹

Personal information is defined, **for the purposes of this policy only**, as individually identifiable information including

1. a student or parent's first and last name,
2. a home or other physical address (including street name and the name of the city or town),
3. telephone number, and
4. social security identification number.

The district may collect, disclose, or use personal information that is collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutional such as the following:

1. College or other postsecondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school related or education related activities; and
6. Student recognition programs.

¹ While the law does allow a school or district to collect and disclose "personal information" for marketing purposes under certain circumstances, the requirements for doing so are such that ASBA recommends you simply not go there. If you're extremely determined to do so, look at 20 USC § 1232h (c) [NCLB Act of 2001, Part F, Section 1061 (c) (6)(E)(F)(i)(ii) to help you make your final decision.

Notes: This policy is to be developed in conjunction with parents.

Parents must be "directly" notified of this policy, at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in the policy.

Legal Reference: 20 USC § 1232h (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(E), (2)(A)(C)(i), (4)(A), (5)(A)(i)(B), (6)(C)(E)]

Date Adopted: July 24, 2003

Last Revised:

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

The district shall have an alternative learning environment (ALE) which shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems.

The superintendent or his/her designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. The team should consist of at least a school counselor, the ALE director or principal, a parent or legal guardian, and a regular classroom teacher.

Students who are placed in the ALE shall exhibit at least two of the following characteristics:

5. Disruptive behavior
6. Drop out from school
7. Personal or family problems or situations
8. Recurring absenteeism
9. Transition to or from residential programs

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

29. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
30. Abuse: physical, mental, or sexual
31. Frequent relocation of residency
32. Homelessness
33. Inadequate emotional support
34. Mental/physical health problem
35. Pregnancy
36. Single parenting

The teachers and administrator of the ALE shall determine exit criteria for students assigned to the district's ALE on which to base the student's return to the regular school program of instruction.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

Legal References: A.C.A. § 6-18-508, 509
 A.C.A. § 6-20-2305(b)(2)
 ADE Rules Governing the Distribution of Student Special Needs Funding -and_ the Determination of Allowable Expenditure of These Funds – 3.01, 3.05, 4.00, and 8.0

Date Adopted: June 26, 2006

Last Revised:

5.27—ENGLISH LANGUAGE LEARNERS

The district shall utilize the special needs funding it receives for identified English Language Learners on activities, and materials listed in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The expenditures of ELL supplemental funding shall be evaluated at least annually to determine their overall effectiveness.

Legal Reference: A.C.A. § 6-20-2305(b)(3)
ADE Rules Governing the Distribution of Student Special Needs Funding and the
Determination of Allowable Expenditure of These Funds – 3.04, 5.00, 8.00

Date Adopted: June 26, 2006

Last Revised:

5.28—NATIONAL SCHOOL LUNCH ACT FUNDING EXPENDITURES

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The district shall at least annually evaluate programs supported by NSLA funds to determine the effectiveness of the programs and to ensure they are providing intervention/prevention services designed to increase student achievement.

Legal Reference: A.C.A. § 6-20-2305(b)(4)
ADE Rules Governing the Distribution of Student Special Needs Funding and
the Determination of Allowable Expenditure of These Funds 3.06, 3.07, 3.10,
6.00, 8.00

Date Adopted: June 26, 2006

Last Revised:

SCHOOL, HOME, AND COMMUNITY RELATIONS

6.1—COMMUNICATION GOALS

The single most significant factor in student achievement is the teacher. The teacher's effectiveness is greatly enhanced when supported by the school community as a whole, the student's home, and the community at large. The Arkansas General Assembly and the Department of Education have demonstrated their understanding of the importance of involving such groups by repeatedly mandating their inclusion in the educational system and process. Communication with staff, parents, grandparents, legal guardians, business, and community members is fundamental to increasing their concern for, and involvement in, raising student achievement.

Communication should be two-way between the District and the public. The communications program shall strive to:

- c. Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;
- d. Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations;
- e. Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed;
- f. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;
- g. Maintain good relations with the news media and provide the media with pertinent news releases; and
- h. Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

The Board will appoint committees, when appropriate, to help the District examine issues facing it. Such committees may include members of the public, students, parents, and school employees, as well as members of the Board. Members may serve until the committee makes its non-binding recommendations to the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.

The Board shall hold a public meeting, at least annually, to report on the District's progress toward attaining its goals and to review its long-range plan. Those individuals attending shall have an opportunity to ask questions.

Legal References: A.C.A. § 6-18-1003 (2)
 A.C.A. § 6-18-1005 (a) (1) (H)

A.C.A. § 6-15-1005 (c), (f) (1) (2)

A.C.A. § 6-16-603 (a) (3)

*A.C.A. § 25-19-105

Arkansas State Board of Education: Standards for Accreditation: II (B)(1); III (A); XI (B) (2)

Arkansas Department of Education: Gifted and Talented Program Approval Standards: 4.0; 10.03

Date Adopted: July 24, 2003

Last Revised:

6.2—RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS

The Board recognizes and values the many contributions support organizations make to the District's schools. Parent/teacher organizations and booster clubs work to augment and strengthen the District's educational and extracurricular objectives through the goods and services they provide.

Groups wishing to be recognized as a support organization must have open membership and have their by-laws approved by the school principal, the Superintendent, and the Board. School personnel shall assist approved booster organizations in their efforts to the extent practicable. Meetings of such organizations, cleared through the principal, shall not be subject to school use fees. School staff members are encouraged to attend and participate.

Fund-raising activities are to be approved in advance by the principal or his/her designee. Prior to the donation of equipment and/or supplies to the school, the organization should seek the advice of the principal to help ensure the compatibility of the donation with present school equipment. All equipment donated to the District becomes the property of the District.

Date Adopted: July 24, 2003
Last Revised:

6.3—PUBLIC GIFTS AND DONATIONS TO THE SCHOOLS

The District and the Board of Education may receive monetary gifts or donations of goods or services which serve to improve or enhance the goals of the District. Any gifts to the District become the property of the District and are subject to the same regulations as any other District owned property.

It is a breach of ethical standards and a violation of Arkansas law for any Board member, administrator, or District employee to, in any manner, receive a gift in return for employment, or to influence the award of any contract or transaction with the District. Prior to accepting any gift or donation in the name of a school or the District, all personnel shall examine the “reasonableness” of the gift against its potential for real or perceived violation of the aforementioned ethical standards.

The Board reserves the right to not accept any gift or donation that would not contribute to the attainment of District goals or that would obligate the District to unacceptable outlays of District resources. The administration shall present for Board consideration and approval any gifts or donations that they deem could so obligate the District.

The Board will strive to honor the donor’s intent regarding gifts earmarked for a specific purpose. Laws and District’s needs change with time and the District reserves the right to adjust the use of any gift to meet current needs of the educational program.

Legal References: A.C.A. § 6-24-110
 A.C.A. § 6-24-112

Date Adopted: July 24, 2003
Last Revised:

6.4—VOLUNTEERS

Enlisting the support of volunteers is a way in which the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow certified personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

Date Adopted: July 24, 2003

Last Revised:

6.5—VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during classtime are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave voluntarily.

Date Adopted: July 24, 2003

Last Revised:

6.6—FUND RAISING

All fund raising activities held in the District or in the name of the District must be pre-approved in writing by the Superintendent and affected school principal. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fund raising. Fund raising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved.

Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fund raising activity shall:

- 1) Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
- 2) Not influence or affect the student's grade.

Secondary Schools

Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fund raising proposal to the Superintendent.

Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

Elementary Schools (K-6)

Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are generally discouraged, but there shall be no more than one such activity per school per school year.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fund raising programs.

- 1) Student participation in fund raising programs is voluntary;
- 2) Students who do not participate will not forfeit any school privileges;
- 3) Students may not participate in fund raising programs without written parental permission returned to school authorities;

- 4) An elementary student who sells fund raising merchandise door to door must be accompanied by a parent or an adult; and
- 5) Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

Legal Reference: A.C.A. § 6-18-1104

Date Adopted: July 24, 2003

Last Revised:

6.7—COMPLAINTS

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the District's services.

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline, coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

- Teacher, coach, or other staff member against whom the complaint is directed
- Principal
- Superintendent

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as jury in matters regarding student suspensions initiated by the Superintendent, expulsions, and personnel discipline.

Date Adopted: July 24, 2003

Last Revised:

6.8—DISTRIBUTION OF PRINTED MATERIALS

The District shall devise and maintain a system for distributing District communications and other printed materials between the Administration and the schools. Use of the system by employees or employee organizations shall be with prior approval of the Superintendent or his/her designee.

Distribution of printed materials, flyers, photographs, or other visual or auditory materials not originating within District schools to students or staff shall have prior approval of the Superintendent or his/her designee.

Date Adopted: July 24, 2003

Last Revised:

6.9—MEDIA RELATIONS AND NEWS RELEASES

It is important that the District maintain good relations with the media. The Superintendent or his/her designee shall devise and implement a plan for the release of pertinent information to the media regarding educational programs, awards, or other student and staff achievements, and special events. The plan shall not require schools to clear the release of public service announcements through the District Administration prior to their release, but may require schools to obtain the approval of the Superintendent prior to the release any statistical type data.

The District shall attempt, within reason, to accommodate media requests for interviews and shall endeavor to be fair and impartial in its treatment of media representatives.

The release of information to the media shall be done in a timely manner, either by written releases or by telephone interviews, to keep patrons abreast of newsworthy District achievements and shall strive to be factual and objective with personal opinions duly noted.

The Board encourages students and staff to participate in academic competitions and programs. Awards earned in such endeavors shall be communicated to the media. Award recipients may also be recognized at Board meetings.

Date Adopted: July 24, 2003

Last Revised:

6.10—MEGAN’S LAW

The Calico Rock School District shall work with area law enforcement in a manner consistent with applicable state law and Arkansas Department of Education Regulations to communicate the presence a sexual offender. When necessary, law enforcement may contact building principals and give them information concerning registered sex offenders. The decision regarding which school principals to notify rests solely with law enforcement officials who use a rating system to determine those needing to be notified according to the offender’s dangerousness to the community.

Building principals should, in turn, notify any person who in the course of their employment is regularly in a position to observe unauthorized persons on or near the school’s property. Those notified could include employees such as aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers’ assistants, and teachers.

It is important that school personnel receiving notice understand that they are receiving sex offender notifications in their official capacity and are **not** to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, they should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified except at the specific discretion of area law enforcement officials include members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. Personnel may inform the press about procedures which have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

Unless limited by the terms and conditions of their probation or parole, a parent or guardian who is a sex offender shall be allowed to attend parent-teacher conferences or any other activity which is appropriate for a parent or guardian.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

Legal References: A.C.A. § 12-12-913 (g) (2)
 Arkansas Department of Education Guidelines for “Megan’s Law”

Date Adopted: July 24, 2003
Last Revised:

6.11—PARENTAL/COMMUNITY INVOLVEMENT

The Calico Rock School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the district shall work to

1. Involve parents and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPYPY, Parents as Partners, Parents as Teachers, and Even Start;
4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;
5. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent and community involvement programs to suit the needs of our district;
10. Train parents to enhance and promote the involvement of other parents;

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 an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

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.

Notes: If any school in your district receives Title I aid, NCLB requires you to have a district policy covering parental involvement for the parents of students served under the program. Because your district is required to "develop jointly with, agree on with, and distribute to parents of participating children a written parent involvement policy," this model policy is designed to be a starting point to be used in the development of your final policy. The NCLB Act requires the basics of the introduction and the last two paragraphs as well as items-#1 – 7 and #11. Items #8 – 10 are proposed in the act, but not mandatory.

Legal References: 20 U.S.C. § 6318 (a)(2),(A),(B),(D),(E) (NCBL Act of 2001, Section 1118)
20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act of 2001, Section 1118)

Date Adopted: July 24, 2003

Last Revised:

6.12—PARENTAL/COMMUNITY INVOLVEMENT

Calico Rock School understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, Calico Rock School shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the school shall work to

- 1) Involve parents and the community in the development and improvement of Title I programs for the school;
- 2) Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, and Even Start;
- 3) Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement;
- 4) Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
- 5) Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
- 6) Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
- 7) Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
- 8) Find and modify other successful parent and community involvement programs to suit the needs of our school;
- 9) Train parents to enhance and promote the involvement of other parents;

10) Provide reasonable support for other parental involvement activities as parents may reasonably request.

To help promote an understanding of each party's role in improving student learning, the Calico Rock School shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

The Calico Rock School shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parents right to be involved in the education of their child.

The Calico Rock School shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy in order to help ensure their continued improvement.

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.

Notes: If your school receives Title I assistance, NCLB requires you to have a school policy covering parental involvement for the parents of students served under the program. Because your school is required to "develop jointly with, agree on with, and distribute to parents of participating children a written parent involvement policy," this model policy is designed to be a starting point to be used in the development of your final policy. The NCLB Act requires the basics of the introduction and the last four paragraphs as well as items-#1 – 6 and #10. Items #7 – 9 are proposed in the act, but not mandatory.

The "compact" is also required to be developed jointly with parents of the children served under Title I.

Legal References: 20 U.S.C. § 6318 (b)(1) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (c)(1),(2),(3),(4) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (d) (NCBL Act of 2001, Section 1118)
 20 U.S.C. § 6318 (e)(1),(2),(3),(4),(5),(6),(8),(9),(10),(11),(13),(14) (NCBL Act
 of 2001, Section 1118)

Date Adopted: July 24, 2003

Last Revised:

BUSINESS and FINANCIAL MANAGEMENT

7.1—FISCAL YEAR

The District's fiscal year shall begin July 1 and end on the following June 30.

Legal Reference: A.C.A. § 6-20-410

Date Adopted: July 24, 2003

Last Revised:

7.2—ANNUAL OPERATING BUDGET

The Superintendent shall be responsible for the preparation of the annual operating budget for the District. The Superintendent shall present the budget to the Board for its review, modification, and approval.

The budget shall be prepared in the electronic format as prescribed by the State Board of Education and filed with the Arkansas Department of Education no later than September 15 of each year.

The approved budget shall provide for expenditures that are within anticipated revenues and reserves. The District Treasurer shall present monthly reconciliation reports and a statement on the general financial condition of the District monthly to the Board.

Line item changes may be made to the budget at any time during the fiscal year upon the approval of the Board. Any changes made shall be in accordance with District policy and state law.

Legal References: A.C.A. § 6-17-914
 A.C.A. § 6-13-701 (c) (3)

Date Adopted: July 24, 2003
Last Revised:

7.3—MILLAGE RATE

The Board shall publish, at least sixty (60) days in advance of the annual school election, the District's proposed budget, together with a millage rate sufficient to provide the funds necessary for the District's operation.

Legal References: A.C.A. § 6-13-622
 Arkansas Constitution: Article 14 Section 3 (c) as amended by Amendment 74

Date Adopted: July 24, 2003
Last Revised:

7.4—GRANTS AND SPECIAL FUNDING

The Superintendent or his/her designee may apply for grants or special funding for the District. Any grants or special funding that require matching District resources shall receive Board approval prior to the filing of the grant's or special resource's application.

Date Adopted: July 24, 2003

Last Revised:

7.5—PURCHASES OF COMMODITIES

Purchases shall be made in accordance with State laws and procurement procedures governing school purchases that are deemed to be in the best interest of the District and are the result of fair and open competition between qualified bidders and suppliers.

As used in this policy, "commodities" is defined as all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased on behalf of the District.

Purchases of commodities with a purchase price of more than \$10,000 require prior Board approval, unless an emergency exists in which case the Superintendent may waive this requirement.

All purchases of commodities in which the estimated purchase price equals or exceeds ten thousand dollars (\$10,000) shall be procured by soliciting bids. Specifications shall be devised for all commodities to be bid that are specific enough to ensure uniformity of the bid and yet not so restrictive that it would prevent competitive bidding. The Board reserves the right to reject all bids and to purchase the commodity by negotiating a contract. In such an instance, each responsible bidder who submitted a bid shall be notified and given a reasonable opportunity to negotiate.

Bids shall be awarded after careful examination of the details of the bid to determine the best overall value to the District. In instances where the low bid was not accepted a statement of the reasons shall be attached to the bid. Bidders submitting written bids shall be notified in writing of the bid award.

The following commodities may be purchased without soliciting bids provided that the purchasing official determines in writing that it is not practicable to use other than the required or designated commodity or service, and a copy of this statement is attached to the purchase order:

1. Commodities in instances of an unforeseen and unavoidable emergency;
2. Commodities available only from the federal government;
3. Utility services;
4. Used equipment and machinery, except used buses; and
5. Commodities available only from a single source.

Legal References: A.C.A. § 6-21-301, 303, 304, 305
 A.C.A. § 6-24-101 et seq.

Date Adopted: July 24, 2003
Last Revised:

7.6—ACTIVITY ACCOUNT

The District shall maintain an account of activity funds. The funds for the account are those revenues derived from the sale of tickets to athletic contests or other school sponsored activities; the sale of food other than that sold in the cafeteria; the sale of soft drinks, school supplies, and books; and fees charged by clubs and organizations.

Activity funds shall be maintained and accounted for according to guidelines and procedures established by the General Education Division of the Department of Education.

The Superintendent shall be the custodian of all activity funds and shall be responsible and accountable for the funds. The Superintendent may appoint a co-custodian for each school in the District who shall also be responsible for the activity funds he/she maintains.

Legal Reference: A.C.A. § 6-13-701 (e)

Date Adopted: July 24, 2003
Last Revised:

7.7—CASH IN CLASSROOMS

Teachers shall deposit daily to the principal's office all activity funds collected in their classrooms. No cash or checks are to be left in any classroom overnight.

Date Adopted: July 24, 2003

Last Revised:

7.8—PERSONAL PROPERTY

To avoid confusion and the potential for misunderstandings, District staff who bring personal property to school to use in the performance of their jobs should label the items with their names. Any such items should be removed from the school at the close of school each year. The District assumes no responsibility for damage to, or the loss of, personal property brought to District facilities by District staff.

Date Adopted: July 24, 2003

Last Revised:

7.9—PROPERTY INSURANCE

The Superintendent shall be responsible, with approval of the Board, for maintaining adequate insurance coverage for all District properties.

Date Adopted: July 24, 2003

Last Revised:

7.10—PUBLIC USE OF SCHOOL BUILDINGS

It is the policy of the Board that District school buildings may be used by citizens of the District to conduct lawful meetings for social, civic, or recreational purposes provided such meetings do not interfere with the regular school work. The Superintendent shall be responsible, with Board approval, for establishing procedures governing such use of school buildings. The governing procedures shall be viewpoint neutral. Building principals shall be consulted to determine if there exists any conflict with planned school activities prior to other groups being allowed to use school facilities.

The District shall establish a fee schedule for the use of school facilities. Charges made for the use of school facilities shall reflect the actual costs (e.g. labor, utility, and materials) incurred by the District.

Organizations using school facilities assume full and complete responsibility for the conduct of all persons, regardless of age, associated with their use of the facility while they are in or about the facility. Smoking or the use of tobacco or products containing tobacco in any form or the use of drugs or intoxicants is prohibited. Firearms of any kind are not allowed on school property unless the person carrying the firearm is permitted to do so by law as defined in A.C.A. § 5-73-120.

Legal Reference: A.C.A. § 6-21-101
 A.C.A. § 5-73-120

Date Adopted: July 24, 2003
Last Revised:

7.11—USE OF SCHOOL FUNDS FOR POLITICAL PURPOSES

School funds shall not be used for political, charitable, or humanitarian purposes.

Date Adopted: July 24, 2003

Last Revised: