

AGENDA

EARLE SCHOOL DISTRICT

July 11, 2022

BOARD MEETING

The Commissioner of Education assumed authority over the Earle School District on November 6, 2017. The Commissioner of Education acts in lieu of a local school board until such time that a school board is reinstated.

Reports

1. Superintendent's Report
2. Fiscal - Board Report

Action Items

1. Recommendation to approve 2022-23 Student Handbook
2. Recommendation to approve District Plan of Support
3. Recommendation to approve AMI Application
4. Recommendation to approve a Teacher Resident for SY22-23
5. Recommendation to approve Statement of Assurances as required by Section 8306
6. Recommendation to approve policies

**Superintendent's Report
Earle School District
July 2022**

Academics

Summer school took place the month of June for Earle Elementary and High School students. Grade K-3 showed positive growth from 0%- 88% in tested skills while grades 7-11 showed positive growth from 0%- 82%. There were 6 high school students who did not complete the sessions.

Human Capital

Filling vacant positions is quite a challenge. We are still searching for qualified staff to fill the following positions:

- Registered Nurse
- Special Education (K-6 & 7-12)
- K-6 Positions
- Deaf Interpreter
- Elementary Music
- Band
- Bus Drivers

Student Support

We are getting ready for our Parent Seminars to take place July 30-August 4, 2022. The seminars are an opportunity for parents to complete back to school registration and paperwork prior to the first day of school.

Stakeholder Communication

We will be partnering with the Earle Alumni Cardinal Club again this year to provide backpacks and school supplies for all students.

School Resource Officer MOUs between the Earle Police Department and Crittenden County Sheriff Department were revised based on the new template.

Fiscal Operations

We continue to meet with the fiscal unit to meet our goals in the fiscal distress plan. We have met all but one goal to date. The last goal to meet is ensure our fixed assets are up to date. This should be completed before we start back to school in August.

Facilities

HVAC upgrades continue to be on schedule. The Earle High School work can be seen in the photos from meeting 1. We meet every other week to get progress updates. More progress/photos of the project can be seen in meeting 2 updates.

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	1,851,699.36	.00	1,851,699.36	.00
1001	OPERATING SALARY	.00	.00	.00	.00	.00	.00
1218	DECLINING ENROLLMENT	.00	.00	.00	.00	.00	.00
1223	PROF. DEVELOPMENT	.00	.00	.00	.00	.00	.00
1240	SP ED SUPV	.00	.00	.00	.00	.00	.00
1244	EXTENDED DAY	.00	.00	.00	.00	.00	.00
1275	ALTERNATIVE LEARNING	.00	.00	17,443.06	.00	17,500.06	-57.00
1281	ESA	.00	.00	433,605.08	.00	433,605.08	.00
1365	ABC TEACHER SALARY	.00	.00	.00	.00	.00	.00
1382	MATH CURR GRANT STIP	.00	.00	.00	.00	.00	.00
1941	TEACHER SALARY FUND	.00	.00	2,302,747.50	.00	2,302,804.50	-57.00
TOTAL	TEACHER SALARY FUND	.00	.00	2,302,747.50	.00	2,302,804.50	-57.00
2000	FOUNDATION FUND	.00	.00	3,064,487.58	1,709,165.54	1,758,777.06	-403,455.02
2001	OPERATING FUND	48,721.74	4,468,382.17	111,066.45	3,931,827.00	6,435.69	689,907.67
2003	LIFE STRATEGIES/MENT	.00	.00	.00	.00	.00	.00
2012	STORM DAMAGE	.00	.00	.00	.00	.00	.00
2013	E-RATE	.00	20,443.20	.00	.00	108,255.05	-87,811.85
2014	HEALTH GRANT (COOP)	.00	42,108.74	.00	.00	42,108.74	.00
2015	TEACH FOR AMERICA (G	.00	2,000.00	.00	.00	29,638.50	3,048.04
2020	FOOD PANTRY GRANT	.00	32,686.54	.00	.00	.00	.00
2021	GRIEF GRANT	.00	500.00	.00	.00	.00	.00
2022	DECLINING ENROLLMENT	81,431.40	171,039.00	.00	.00	175,614.78	76,855.62
2218	ENHANCED TRANSPORTAT	52,187.37	11,125.00	.00	.00	32,586.30	30,726.07
2222	PROFESSIONAL DEVELOP	9,222.86	15,361.00	.00	.00	17,465.00	7,118.86
2240	SP. ED. SUPERVISOR-S	2,259.90	.00	.00	.00	.00	2,259.90
2244	EXTENDED DAY	45,228.16	.00	.00	.00	22,340.88	45,228.16
2260	STATE PRESCHOOL-SPED	.00	21,007.98	.00	.00	7,459.38	-1,332.90
2262	SPED EIDT	.00	7,459.37	.00	.00	.00	.00
2271	GIFTED & TALENTED	195.00	.00	.00	.00	.00	195.00
2275	ALTERNATIVE LEARNING	3,097.70	286.00	17,500.00	.00	4,531.82	-1,091.18
2276	ENGLISH LANGUAGE LEA	1,387.00	1,077.00	.00	.00	.00	2,464.00
2281	NSL MATCH GRANT	734,138.59	651,996.17	.00	451,105.08	462,699.05	472,330.63
2282	SEC VOC AREA CENTER	35,479.72	4,086.96	.00	.00	.00	39,566.68
2293	ARKANSAS BETTER CHAN	.00	.00	.00	.00	.00	.00
2365	ARKANSAS BETTER CHAN	.00	.00	.00	.00	.00	.00
2372	HIPPY	.00	.00	.00	.00	.00	.00
2373	HIPPY	.00	.00	.00	.00	.00	.00
2380	INFANT/TODDLER PROG.	350.00	.00	.00	.00	.00	350.00
2382	MATH CURR. GRANT	14,200.00	25,000.00	.00	.00	.00	39,200.00
2392	GEN FACILITIES FUNDS	.00	.00	.00	.00	.00	.00
2941	GOVS' COMPUTER SCI G	421.42	.00	.00	.00	.00	421.42
TOTAL	FOUNDATION FUND	1,028,320.86	5,474,559.13	3,193,054.03	6,109,540.68	2,667,912.25	918,481.09
3000	BUILDING FUND	-250,000.00	.00	.00	.00	.00	-250,000.00
3003	NEW BLDG FUND	4,071.75	.00	.00	.00	.00	4,071.75

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3100	NEW ELEM CONSTRUCTIO	-142,072.11	2.45	.00	.00	.00	-142,069.66
3392	GENERAL FACILITIES F	.00	.00	.00	.00	.00	.00
3404	ACADEMIC FACILITIES	.00	.00	.00	.00	.00	.00
TOTAL	BUILDING FUND	-388,000.36	2.45	.00	.00	.00	-387,997.91
4000	DEBT SERVICE FUND	8,788.57	59,304.04	594,805.60	661,898.21	1,000.00	.00
TOTAL	DEBT SERVICE FUND	8,788.57	59,304.04	594,805.60	661,898.21	1,000.00	.00
6501	TITLE 1 REGULAR COMP	.00	453,040.95	.00	.00	455,200.69	-2,159.74
6505	TITLE 1 SCHOL. IMPRO	.00	139,678.93	.00	.00	189,218.78	-49,539.85
6506	TITLE 1 SCH IMPRVANT	.00	.00	.00	.00	.00	.00
6507	PL 89-313 JUL 1 BALA	.00	9,569.21	.00	.00	9,569.21	.00
6508	SCHOOL IMPRO IMPLE G	.00	186,524.04	.00	.00	186,524.04	.00
6509	LEARN & SERVE AMERIC	.00	.00	.00	.00	.00	.00
6560	QUALITY APPROVAL GRA	.00	.00	.00	.00	.00	.00
6595	T-11-D/TECH GRANT	.00	.00	.00	.00	.00	.00
6702	6-3 PASS THROUGH FUN	.00	119,808.61	.00	.00	135,658.76	-15,850.15
6703	ARP IDEA PART B, SEC	.00	24,262.58	.00	.00	25,497.49	-1,234.91
6704	ARP IDEA PART B, SEC	.00	2,812.90	.00	.00	.00	2,812.90
6710	FED PRESCHOOL SPED	.00	5,821.03	.00	.00	5,821.03	.00
6750	MEDICAID	9,572.60	19,479.68	.00	.00	957.36	28,094.92
6752	ARMAC	5,620.93	39,460.23	.00	.00	5,559.38	39,521.58
6756	IMPROVING TEACHER QT	.00	12,582.50	.00	.00	11,307.65	1,274.85
6757	OPP. CULTURE GRANT	.00	.00	.00	.00	.00	.00
6767	COVID-19 EMERGENCY L	.00	.00	.00	.00	.00	.00
6778	AWARE	.00	262.71	.00	.00	437.71	-175.00
6780	CARES/ESSER	.00	77,391.50	.00	.00	188,465.48	-111,073.98
6781	ESSER 2	.00	773,815.13	.00	.00	584,523.79	189,291.34
6784	TITLE V-RLIS	.00	6,815.36	.00	.00	6,815.36	.00
6786	TITLE IV STDNT SUPPO	.00	29,382.09	.00	.00	29,382.09	.00
6788	COVID SCHOOL MEALS	.00	.00	.00	.00	.00	.00
6790	DEPT. OF YOUTH SERV	.00	.00	.00	.00	.00	.00
6791	SOAR LIT GRANT	.00	3,560.07	.00	.00	21,197.35	-17,637.28
6795	ESSER III	.00	1,011,123.17	.00	.00	1,128,248.30	-117,125.13
TOTAL	FEDERAL GRANTS FUND	15,193.53	2,915,390.69	.00	.00	2,984,384.67	-53,800.45
7000	EARLE SCHOOL ACTI	3,067.44	7,176.90	.00	.00	10,122.86	121.48
7001	ESD CONCESSION STAND	100.00	10,330.30	.00	.00	10,080.54	349.76
7002	ACCTS PAYABLE A/P	.00	.00	.00	.00	.00	.00
7007	ATHLETIC GATE/DOOR	588.77	19,394.41	.00	.00	19,040.66	942.52
7008	ANNUAL STAFF FUNDS	.00	.00	.00	.00	.00	.00
7010	BOY'S RING DONATION	.00	.00	.00	.00	.00	.00
7011	GIRL'S RING DONATION	.00	.00	.00	.00	.00	.00
7012	TEACHER APPRECIATION	700.00	2,800.00	.00	.00	1,087.90	2,412.10
7018	SR CLASS ACTIVITY	2,805.35	3,280.00	.00	.00	2,104.91	3,980.45
7019	JR. CLASS ACCOUNT	2,109.93	1,960.00	.00	.00	2,942.56	1,127.37
7020	PRE-SCHOOL ACTIVITY	.00	.00	.00	.00	.00	.00
7023	8TH GRADE CLASS ACTI	.00	.00	.00	.00	.00	.00
7024	7TH GRADE CLASS ACTI	.00	.00	.00	.00	.00	.00

EARLE SCHOOL DISTRICT 2
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 12 OF 22

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
7025	FRESHMAN CLASS ACTIV	201.18	.00	.00	.00	.00	201.18
7026	SOPHOMORE CLASS ACTI	663.18	.00	.00	.00	.00	663.18
7027	HISTORY CLUB ACTIVIT	841.35	.00	.00	.00	.00	841.35
7030	BOYS BASKETBALL	.00	100.00	.00	.00	.00	100.00
7031	GIRLS BASKETBALL	.00	160.00	.00	.00	.00	160.00
7032	TENNIS	.00	.00	.00	.00	.00	.00
7100	DONATIONS	250.00	.00	.00	.00	.00	250.00
7101	CONSTRUCTION DONATIO	65.00	.00	.00	.00	.00	65.00
7107	HOMECOMING TAILGATE	271.10	1,800.00	.00	.00	1,466.05	605.05
7200	ATHLETICS DONATIONS	2,053.44	20.00	.00	.00	1,878.36	197.08
7500	EARLE ELEM ACTIVITY	2,615.19	.00	.00	.00	.00	2,615.19
7506	ELEM LIBRARY FUND	2,316.80	1,942.57	.00	.00	1,876.56	2,382.81
7509	ELEM FUNDRAISER(STUD	.00	.00	.00	.00	.00	.00
7511	YOUNG LADIES CLUB	.00	.00	.00	.00	.00	.00
7512	FUNDRAISER (TEACHERS	31.72	.00	.00	.00	.00	31.72
7609	BASKETBALL FUNDRAISE	.00	.00	.00	.00	.00	.00
7700	EHS ACTIVITY FUND AC	2,280.36	810.00	.00	.00	2,964.93	125.43
7701	ANNUAL STAFF	.00	.00	.00	.00	.00	.00
7702	EHS BAND	984.08	.00	.00	.00	766.02	218.06
7703	EHS BETA CLUB	51.69	.00	.00	.00	.00	51.69
7704	EHS CHEERLEADERS	.00	.00	.00	.00	.00	.00
7707	EHS DRAMA CLUB	.00	.00	.00	.00	.00	.00
7708	EHS FFLA CLUB	2,315.74	.00	.00	.00	1,873.15	442.59
7709	EHS FFA/VICA CLUB	.00	.00	.00	.00	.00	.00
7710	EHS GENERAL ACCOUNT	.00	278.95	.00	.00	.00	437.25
7711	EHS LIBRARY	158.30	.00	.00	.00	.00	.00
7712	EHS LOCKER FUND	.00	.00	.00	.00	.00	.00
7713	EHS SPANISH CLUB	.00	.00	.00	.00	.00	.00
7716	SR CLASS 16/17 HENDE	.00	.00	.00	.00	.00	.00
7717	SR CLASS16-N.CLAY	.00	.00	.00	.00	.00	.00
7718	EHS STUDENT COUNCIL	1,633.11	300.00	.00	.00	1,193.24	739.87
7720	EHS ART CLUB	.00	.00	.00	.00	.00	.00
7722	EHS ED TALENT SEARCH	.00	.00	.00	.00	.00	.00
7723	EHS FCCLA (SR.)	281.55	169.00	.00	.00	182.00	268.55
7724	EHS FCCLA (JR.)	408.12	.00	.00	.00	.00	408.12
7728	EHS STUDENT CONSTRUC	70.00	.00	.00	.00	.00	70.00
7730	BETA CLUB ACTIVITY C	.00	.00	.00	.00	.00	.00
7732	ALUMNI	.00	.00	.00	.00	.00	.00
7733	STEM CLUB	510.00	.00	.00	.00	.00	510.00
7734	EHS FOOTBALL	.00	.00	.00	.00	.00	.00
7740	EHS- MODELING CLUB	.00	.00	.00	.00	.00	.00
7777	DISTRICT NEGATIVES	-60,630.34	.00	.00	.00	.00	-60,630.34
7780	COVID-19 DONATIONS	1,000.00	.00	.00	.00	.00	1,000.00
7800	16/17 RINGS - COLLEC	1,445.83	.00	.00	.00	.00	1,445.83
7900	TEACHER COKE	733.23	292.80	.00	.00	87.70	940.33
TOTAL	EARLE SCHOOL ACTIVITY FUN	-30,073.87	50,814.93	.00	.00	57,667.44	-36,926.38
8000	FOOD SERVICE FUND	199,891.46	398,788.22	.00	.00	217,076.90	381,602.78
8056	CN EMERGENCY OPERATI	.00	58,827.12	.00	.00	58,827.12	.00
8058	USDA SUPPLY CHAIN AS	.00	13,557.45	.00	.00	.00	13,557.45

EARLE SCHOOL DISTRICT 2
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIODS 1 THROUGH 12 OF 22

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
8657	FRESH FRUIT AND VEGE	6,113.46	5,168.56	.00	.00	5,745.49	5,536.53
TOTAL	FOOD SERVICE FUND	206,004.92	476,341.35	.00	.00	281,649.51	400,696.76
TOTAL		840,233.65	8,976,412.59	6,090,607.13	6,771,438.89	8,295,418.37	840,396.11

ACTION ITEM 1

Recommendation to approve 2022-23 Student Handbook

Action Item #1

Recommendation to approve 2022-23
Student Handbook

Background Information:

The parent and community liaison met with members of the handbook committee to review the current handbook. Revisions were made based on discussion and recommendations from the team.

Attachment(s) ☒ Yes ☐ No

Earle School District 2022-23 Student Handbook

Summary of Policy Changes

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner approve the 2022-23 Student Handbook

Commissioner's Decision:

Approve Recommendation ☒

Deny Recommendation ☐

Return item for more information ☐

Signature Johnny Key Date 7/22/2022

Summary of Policy Changes

4.5-SCHOOL CHOICE-The policy was updated to account for changes to the School Choice Rules. In addition, the recommended date for the publication of the district's capacity resolution was moved from March 1 to January 1.

4.27—STUDENT SEXUAL HARASSMENT - The policy has received minor updates to clarify issues received over the course of the previous year.

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT - This is a new policy to incorporate the requirements from Act 1084 of 2021.

4.35F6—STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM - This is a new form for the emergency administration of a stress dose medication from Act 1050 of 2021.

4.35F7—STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM - This is a new form for the self-administration and carrying of a stress dose medication from Act 1050 of 2021.

4.44—NATIONAL ANTHEM - This is a new policy to govern the requirements from Act 958 of 2021.

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 AND THEREAFTER - This is a new policy to account for the new computer science graduation requirement from Act 414 of 2019 for the entering freshman class of 2022-2023.

4.17, 4.11 and 4.45 have minor changes.



STUDENT HANDBOOK

Earle School District

Mission Statement: The Earle School District will provide the leadership, resources and support that fosters an environment which enables every student to graduate prepared for the next phase of life: college, career, technical training and community engagement.

Vision Statement: The primary focus of the Earle School District is to provide the best educational opportunity possible for each and every student

Earle High School

Vision Statement: To educate and provide support through a collaborative effort with all stakeholders: students, faculty, parents, and community.

Mission Statement: Earle High School aims to empower students to become self-supporting, motivated individuals by providing a supportive, safe, and student-centered environment through leadership and guidance for all stakeholders.

Earle Elementary School

Vision Statement: Our vision is to become an achieving school moving towards academic excellence to yield productive citizens.

Mission Statement: Earle Elementary School provides a rigorous curriculum and structured learning environment guiding students to reach their maximum potential. "Educational Excellence for Everyone"

TABLE OF CONTENTS

This is a quick reference to the full Student Policies. Please refer to the policies on the district's [website](#) for more detailed information.

ABSENCES – 4.7

If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District's truancy policy.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the reasons listed in the policy and the student brings a written statement to the principal or designee upon his or her return to school from the parent or legal guardian stating such reason. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will not be accepted.

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with ten (10) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

Students who attend in-school suspension shall not be counted absent for those days.

Days missed due to out-of-school suspension or expulsion shall be marked as absences.

ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL– 4.59

The District allows private school and home school students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered in grades 7-12. The District will place a list of courses that a private school or home school student may request to attend on its website by:

1. August 1 for courses to be offered during the fall semester; and
2. January 1 for courses to be offered during the spring semester.

A private school or home school student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than the start of the semester the student intends to enroll.

BULLYING – 4.43



Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

"Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable physical harm, substantial interference and disruption of the educational environment, or a hostile educational environment.

CLOSED CAMPUS – 4.10

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official. Students must sign out in the office upon their departure.

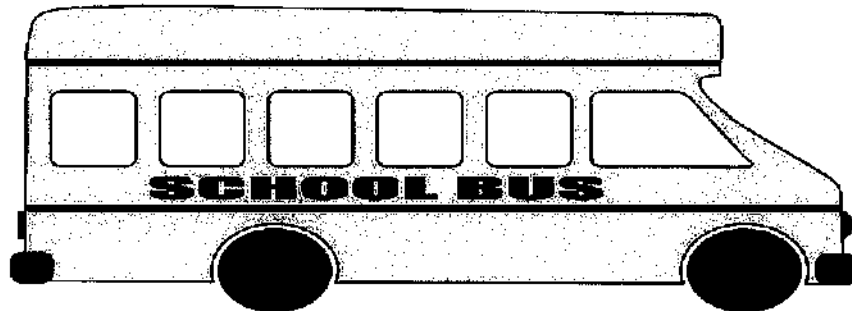
COMPULSORY ATTENDANCE REQUIREMENTS -- 4.3

EVE **Y**day
counts
attendance matters

Every parent, guardian, or other person having custody or charge of **any child age five (5) through seventeen (17) years on or before August 1** of that year who resides, as defined by policy within the District shall enroll and send the child to a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program.

CONDUCT
FROM



TO AND
SCHOOL &

TRANSPORTATION ELIGIBILITY – 4.19

Students are held to the same expectation while traveling in school transportation as they are on school properties. Disciplinary actions may be taken against travelling students who disrupt student code of conduct rules. School transportation includes and is not limited to: buses, vans, and appointed/approved staff vehicles for travel.

Students shall be instructed in safe riding practices for all transportation methods.

The driver of a school bus shall not operate the school bus until every passenger is seated.

Disciplinary actions shall include and are not limited to: suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

RULES

The Earle School District transportation staff would like to make both students and their parents aware of the kind of behavior that is expected on the bus to maintain safe driving conditions. This is a service offered by the school district and is to be considered a privilege rather than a right. Student behavior directly influences the safety of the bus. Students are to obey the bus driver always and conduct themselves in a manner. Improper conduct WILL NOT BE TOLERATED and will be handled accordingly because of the danger in which it could be placing the student and other students. Knowing and following the rules on the bus will result in safe and enjoyable ride to and from the school. It is understood that the bus is an extension of the classroom and as such, the rules for behavior that apply in the classroom also apply on the bus.

FOLLOW THESE RULES

1. Be at the bus stop at the scheduled time. Stay back 10 feet from the bus and wait until the doors open.
2. Observe same conduct as in the classroom.
3. Be courteous, using no profane language.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Do not smoke.
7. Students are not to deface the bus or school property. Do not write on the bus or damage seats.
8. Stay in your seat.
9. Keep head, hands, and feet inside the bus and to yourself.
10. Bus drivers are authorized to assign seats.
11. Students must depart the bus at their designated bus stop unless a note is signed by a parent/guardian and has been turned in to the Transportation Department.

CONTACT WITH STUDENTS WHILE AT SCHOOL – 4.15



CONTACT BY PARENTS

Parents wishing to speak to their children during the school day must register first with the office.
(The office or designee will determine if interrupting instruction is necessary)

CONTACT BY NON-CUSTODIAL PARENTS

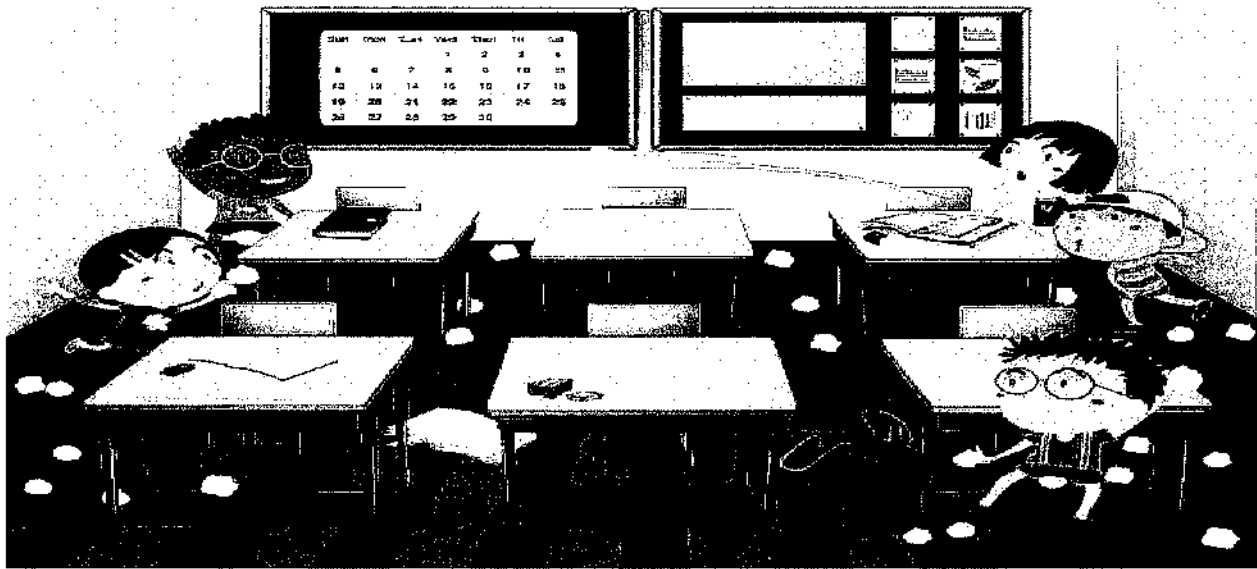
If anyone claiming to be a parent that is not on registration paperwork must show proof of their claim with legal court papers or he/she will not be permitted to contact a student during school hours.
(only persons named on registration paperwork will be permitted to checkout any student during the district's school day) unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department of Arkansas State Police may interview students without a court order for the purpose of investigating suspected child abuse.

CORPORAL PUNISHMENT – 4.39

The Earle School Board authorizes the use of corporal punishment. The superintendent shall approve any corporal punishment on a case by case basis. Corporal punishment is to be administered in accordance with this policy by the Superintendent or his/her designated staff members who are required to have a state-issued license as a condition of their employment.

DISRUPTION OF SCHOOL – 4.20



No student shall by the use of violence, force, noise, pressure, threat, bullying, fear, passive resistance, or any other conduct, purposefully cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function.

Nor shall any student encourage any other student to engage in such activities. Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment will not be accepted at any time on school grounds.

Teachers are encouraged to remove any student from class that is disruptive as mentioned. A student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn will be removed. **He/she/they** will be sent to the principal or designee office. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration or school resource officer.

DRUGS AND ALCOHOL — 4.24

NOTICE

**NO DRUGS
NO ALCOHOL
NO WEAPONS
ON
PREMISES**

SmartSign.com - April 2009 25

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the deleterious effects of alcohol and drugs. Their use is illegal, disruptive to the educational environment, and diminishes the capacity of students to learn and function properly in our schools.

Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any ingestible matter that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance.

Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage is prohibited.

ENTRANCE REQUIREMENTS – 4.2



To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option.

Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, who will become five (5) years old during the year

in which he/she is enrolled in kindergarten, and who meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District.

Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed a state-accredited kindergarten program shall be evaluated by the district and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child's parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten.

Any child may enter first grade in a District school if the child will attain the age of six (6) years during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.

Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become age six (6) years during the school year in which he/she is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

EQUAL EDUCATIONAL OPPORTUNITY – 4.11

No student in the Earle School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to superintendent, who may be reached at **870-792-8486**.

For further information on notice of non-discrimination or to file a complaint, visit

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

GANGS AND GANG ACTIVITY — 4.26

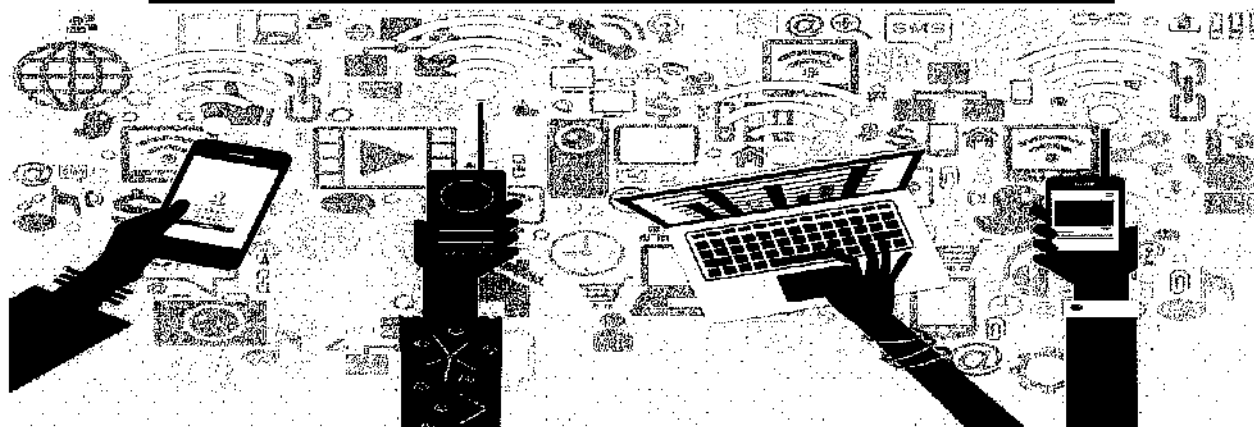
The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear,

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.

HOMELESS – 4.40

HOME SCHOOLING – 4.6

INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY – 4.29



For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

No student will be granted Internet access until and unless an Internet and electronic device -use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The

current version of the Internet and Electronic Device use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Technology Protection Measures

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- Interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

Misuse of Internet

The opportunity to use the District's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.



Students **shall not** possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; on route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

MAKE UP WORK – 4.8

Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence. It is the student's responsibility to approach the teacher for their make-up work. The Student must schedule any missing test or quiz with the teacher. There is specific number of days to get the make-up work completed and returned to the teacher.

PERMANENT RECORDS – 4.38

Permanent school records, as required by the Arkansas Department of Education (ADE), shall be maintained for each student enrolled in the District until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received.

POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES —

4.47

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of **Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS**

PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION — 4.13

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A

student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty-five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

PROHIBITED CONDUCT – 4.18

Everyone, students and staff, require a safe and organized environment that is favorable to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby banned by the Board. Prohibited behaviors include, but are not limited to the following:

1. Disrespect for school employees and failing to comply with their realistic directions or otherwise demonstrating disobedience;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual; i.e.... rattail combs, wire picks, knives, blades (for grooming eyebrows exedra)
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets, medicine), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures; (cursing)
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student; (double teaming, jumping)
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying;

23. Operating a vehicle on school grounds while using a wireless communication device. The Board directs each school in the District to develop implementation regulations for prohibited student conduct consistent with applicable Board policy, State and Federal laws, and judicial decisions.

Items 1-23 are all general examples and when particular cases arise the district reserves the right to characterize that unlisted behavior (student choice) as unacceptable behavior.

RESIDENCE REQUIREMENTS – 4.1

You must reside in the District to attend Earle School District. Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parents or guardians for school attendance purposes.

SCHOOL CHOICE — 4.5

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Arkansas Department of Education (ADE). As a result of the desegregation order/desegregation plan¹, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act of 2004 (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption. -The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

Definition

"Sibling" means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care.

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline and the requirements and procedures for participation in the program. Such pronouncements shall be made in the spring, but in no case later than March 1.

Application Process

The student's parent shall submit a school choice application on a form approved by ADE to this District. The transfer application must be postmarked or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications as they are received in the District's central office. *It is the District's responsibility to send a copy of the application that includes the date and time stamp to the student's resident district within ten (10) days of the District receiving the application.* Applications postmarked or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

The approval of any application for a choice transfer into the District is potentially limited by the applicant's resident district's statutory limitation of losing no more than three percent (3%) of its past year's student enrollment due to Standard School Choice. As such, any District approval of a choice application prior to July 1 is provisional pending a determination that the resident district's three percent (3%) cap has not been reached.

The Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.

A student, whose application has been accepted and who has enrolled in the District, is eligible to continue enrollment until completing his/her secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who either fails to initially enroll under the timelines and provisions provided in this policy; who chooses to return to his/her resident district; or who enrolls in a home school or private school voids the transfer and must reapply if, in the future, the student seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.

A present or future sibling of a student who continues enrollment in this District may enroll in the District by submitting a Standard School Choice application. Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the District. A sibling who enrolls in the District through Standard School Choice is eligible to remain in the District until completing his/her secondary education.

Students whose applications have been accepted and who have enrolled in the district shall not be discriminated against on the basis of gender, national origin, race, ethnicity, religion, or disability.

Rejected Applications

The District may reject an application for a transfer into the District under Standard School Choice due to a lack of capacity. However, the decision to accept or reject an application may not be based on the student's previous academic achievement, athletic or other extracurricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. If the provisionally approved applicant subsequently does not enroll in the District, the provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the District.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. A student whose application was rejected may request a hearing before the State Board of Education to reconsider the application which must be done, in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

Any applications that are denied due to the student's resident district reaching the three percent (3%) limitation cap shall be given priority for a choice transfer the following year in the order that the District received the original applications.

Transfers Out of the District

All Standard School Choice applications shall be granted unless the approval would cause the District to have a net enrollment loss (students transferring out minus those transferring in) of more than three percent (3%) of the average daily membership on October 15 of the immediately preceding year. By December 15 of each year, ADE shall determine and notify the District of the net number of allowable choice transfers. For the purpose of determining the three percent (3%) cap, siblings are counted as one student, and students are not counted if the student transfers from a school or district in:

- Academic Distress or classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227;
- Facilities Distress under A.C.A. § 6-21-812; or
- Foster Child School Choice under A.C.A. § 6-18-233.

If, prior to July 1, the District receives sufficient copies of requests from other districts for its students to transfer to other districts to trigger the three percent (3%) cap, it shall notify each district the District received Standard School Choice applications from that it has tentatively reached the limitation cap. The District will use confirmations of approved choice applications from receiving districts to make a final determination of which applications it received that exceeded the limitation cap and notify each district that was the recipient of an application to that effect.

Facilities Distress School Choice Applications

There are a few exceptions from the provisions of the rest of this policy that govern choice transfers triggered by facilities distress. Any student attending a school district that has been identified as being in facilities distress may transfer under the provisions of this policy, but with the following four (4) differences.

- The receiving district cannot be in facilities distress;
- The transfer is only available for the duration of the time the student's resident district remains in distress;
- The student is not required to meet the June 1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

Opportunity School Choice

Transfers Into or Within the District

For the purposes of this section of the policy, a "lack of capacity" is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the ADE Rules for the Standards of Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student who is enrolled in or assigned to a school classified by the ADE to be in academic distress or in a district classified by ADE as in need of Level 5 Intensive Support is eligible to

transfer to the school closest to the student's legal residence that is not in academic distress or in a district classified as in need of Level 5 Intensive Support. The student's parent or guardian, or the student if over the age of eighteen (18), must successfully complete the necessary application process by July 30 preceding the initial year of desired enrollment.

Within thirty (30) days from receipt of an application from a student seeking admission under this section of the policy, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected. The notification shall be sent via First-Class Mail to the address on the application.

If the application is accepted, the notification letter shall state the deadline by which the student must enroll in the receiving school or the transfer will be null and void.

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

A student's enrollment under Opportunity School Choice is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

The District may, but is not obligated to provide transportation to and from the transferring district.

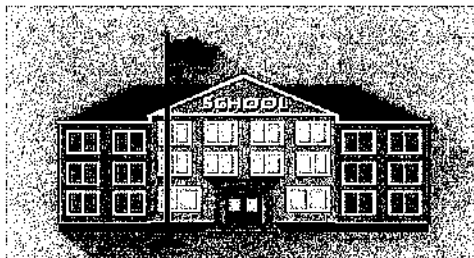
Transfers out of, or within, the District

If a District school has been classified by the ADE as being in academic distress or the District has been classified by ADE as in need of Level 5 Intensive Support, the District shall timely notify the parent, guardian, or student, if the student is over eighteen (18) years of age, as soon as practicable after the academic distress or in need of Level 5 Intensive Support designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the ADE as a public school in academic distress or school district in need of Level 5 Intensive Support.

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

Unsafe School Choice Program

Any student that becomes the victim of a violent criminal offense while in or on the grounds of a District school or who is attending a school classified by ADE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.



SCHOOL CHOICE PROVISIONAL ACCEPTANCE LETTER -- 4.5F2

Please see the policy.

SCHOOL CHOICE ACCEPTANCE LETTER -- 4.5F3

Please see the policy.



4.5F4--SCHOOL CHOICE REJECTION LETTER

Please see the policy.



SEARCH, SEIZURE and INTERROGATIONS -- 4.32

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board

policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

The assistance of law enforcement officials may be used as required or needed.

SMARTCORE CURRICULUM AND GRADUATION REQUIREMENTS – 4.45

Smart Core is the set of course requirements for all Arkansas Public School students. If you choose not to graduate on the Smart Core track, you must sign and return the Smart Core Waiver form. If the waiver is not returned, your student will be enrolled in the Smart Core Curriculum. Students graduating from an Arkansas Public School or Public Charter school must meet or exceed the following state minimum 22 graduation credit requirements as adopted by the Arkansas State Board of Education. In addition to the twenty-two (22) credits required by ADE, Earle School District requires an additional 2 credits to graduate for a total of 24.

SMART CORE GRADUATION COURSE CREDIT REQUIREMENTS

English Language Arts - 4 credits

- English 9
- English 10
- English 11
- English 12

Mathematics - 4 credits

- Algebra I – 1 credit
- Geometry – 1 credit
- Algebra II* – 1 credit
- ADE approved fourth Math credit or **Computer Science Flex** – 1 credit

Science - 3 credits

- ADE approved biology – 1 credit
- ADE approved physical science – 1 credit
- ADE approved third science or **Computer Science Flex** – 1 credit

Social Studies - 3 credits

- US History – 1 credit
- World History – 1 credit
- Civics – ½ credit
- Economics and Personal Finance – ½ credit

Oral Communication – ½ credit

Physical Education – ½ credit

Health & Safety – ½ credit

Fine Arts – ½ credit

Career Focus or Additional Content – 6 credits

**Algebra II and/or fourth math may be replaced by another approved course if Smart Core is waived.*

Additional Graduation Requirements

Students must complete a digital course for credit.

Students must earn a credit in a course that includes personal & family finance (Began with freshman class of 2017-2018).

Students must pass the Arkansas Civics' Exam.

Student must complete hands-on CPR training.

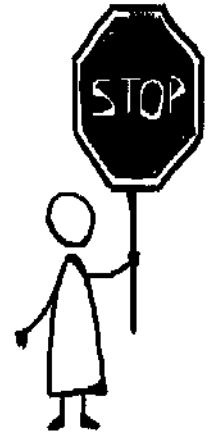
STUDENT ASSAULT OR BATTERY – 4.21

A student shall not threaten, physically abuse, or attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures,

vulgar, abusive or insulting language, taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden.

This includes, but is not limited to social media, fighting, racial, ethnic, religious, or sexual slurs. Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to:

- a) cause a breach of the peace;
- b) greatly and extensively interfere with the operation of the school;
- c) provoke the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.



Students guilty of such offenses may be subject to legal proceedings in addition to student

disciplinary measures.

STUDENT DISCIPLINE – 4.17

The Earle Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity.



DISCIPLINE POLICIES

MINIMUM AND MAXIMUM DISCIPLINE PENALTIES

Grades 7–12: The Earle School District and its individual schools reserve the right to redirect behaviors not covered in the chart that follows. This chart is not meant to be a completely exhaustive list. Redirections will range from the expressed minimum up to a maximum of expulsion with board discretion and/or police notification.

Offense	Class	Grade Level	Minimum Penalty	Maximum Penalty
Abuse of student Verbal or Physical	3	7-12	Warning, Parent Contact, Up to Suspension	Up to Expulsion
Abuse/Assault of Staff Verbal or Physical	3	7-12	Parent Contact Up to Suspension	Up to Expulsion
Alcohol/Drugs-Concealment, possession or use	3	7-12	Parent Contact Up to Suspension	Up to Expulsion
Alcohol/Drugs-Sale of	3	7-12	Up to Expulsion and police notification	
Arson (willfully burning any part of the school building or property therein)	3	7-12	Parent contact Up to Suspension and police notification	Up to Expulsion and police notification
Battery (bodily harm) to another student at school or any school-related activity	3	7-12	Parent Contact Up to Suspension and police notification	Up to Expulsion and police notification
Battery (bodily harm) to any school district employee at school or any school-related activity-	3	7-12	Parent Contact Up to Suspension and police notification	Up to Expulsion and police notification
Battery on another student at school or any school activity	3	7-12	Parent Contact Up to Suspension	Up to Expulsion
Bomb threats/setting off fire alarm	3	7-12	Parent Contact Up to Suspension and police notification	Up to Expulsion and police notification
Bullying/Cyber bullying	1	7-12	Warning, Parent Contact Up to Suspension	Up to Expulsion
Burglary of school property (unauthorized entry of any District building or vehicle with the intent to commit theft or damage)	3	7-12	Parent Contact Up to Suspension and police notification	Up to Expulsion and police notification

Burglary of vehicles (unauthorized entry of any vehicle parked on or near school property with the intent of theft or damage)	3	7-12	Parent Contact Up to Suspension and police notification	Up to Expulsion and police notification
Cheating	1	7-12	Parent Contact Up to Zero on Activity	Expulsion with notification
Creating a disturbance in school and/or on campus	2	7-12	Parent Contact Up to suspension	Up to Expulsion
Cutting or skipping class (remain on Campus)	1	7-12	Parent Contact Up to Saturday School	Suspension
Cutting or Skipping Class (Leaving Campus)	2		Parent Contact Up to Suspension	Expulsion/Board discretion
Disrespect for authority/willful disobedience	2	7-12	Parent Contact Up to suspension	Up to Expulsion
Disruption on a school bus or RTA	2	7-12	Parent Contact Up to Suspension from bus/school	Up to Denial of privilege for balance of school year/Expulsion (Board)
Dress code violation	1	7-12	Warning/Correction Up to Suspension	Expulsion/Board Discretion
Excessive absences or tardiness	1	7-12	Warning with Parent Contact	Suspension
Extortion or threats	2	7-12	Parent contact up to Suspension	Up to Expulsion
Failure to bring to class classroom materials, homework, or other required items	1	7-12	Warning with Parent contact	Suspension
Fighting (Policy)	2	7-12	Parent Contact Up to Suspension	Up to Expulsion
Gambling	2	7-12	Parent Contact Up to Suspension	Up to Expulsion
Gang related activities (<i>genuine or pretense</i>)	3	7-12	Suspension and police notification	Expulsion and police notification
Illegal organizations	1	7-12	Warning with Parent Contact Up to Suspension	Up to Expulsion
Inappropriate behavior on field trips	2	7-12	Parent Contact Up to Suspension	Up to Expulsion
Internet/Technology violation	1	7-12	Warning with Parent Contact Up to Suspension	Up to Expulsion

Inappropriate public display of affection	1	7-12	Warning with Parent Contact Up to Suspension	Up to Expulsion
Intentionally providing false information to any of the Districts staff	2	7-12	Parent Contact Up to suspension	Up to Expulsion
Leaving campus without permission	2	7-12	Parent Contact Up to suspension	Up to Expulsion
Non-Compliance to Rules/Directives	3		Parent Contact Up Safety Conference	Up to Expulsion
+Plagiarism	1	7-12	Parent Contact Up to Zero on Activity	Up to Expulsion
Possession of and/or lighting fireworks	2	7-12	Parent Contact Up to Suspension	Up to Expulsion
Possession of stolen property*	2	7-12	Parent Contact Up to Suspension	Up to Expulsion
Possession, use, transmittal, or concealment of weapons. **Weapons are defined as firearms, knives, explosives, flammable materials, or any other item that might cause bodily injury or death	3	7-12	Confiscation/Suspension (10 A.C.A. 6-18-502) Report to police. Expulsion for a calendar year at the Superintendent's discretion. Student will be reported to the Arkansas Department of Education registry. Act 1150 of 199	
*Robbery (taking anything of value from another by use of force or intimidation)	3	7-12	Parent Contact Up to Suspension and police notification	Expulsion and police notification
Sexual activity(any action that may fall into this category)	2	7-12	Parent Contact Up to Suspension	Up to Expulsion /Board discretion
*Theft	3	7-12	Parent Contact Up to Suspension	Expulsion
Tobacco – <u>Possession</u> of (including e-cigs/vapor cigs, lighters, matches)	2	7-12	Confiscation, parent contact, Saturday School	5 day suspension
Tobacco – <u>Use</u> of (including e-cigs/vapor cigs, lighters, matches)	3	7-12	Parent Contact Up to suspension	Up to Expulsion
Truancy from school	1	7-12	Warning with Parent contact	Up to Expulsion
Use of profane/obscene language to any school district employee	2	7-12	Parent Contact Up to Suspension	Up to Expulsion
Vandalism of school/personal property*	2	7-12	Payment replacement/	Expulsion and police prosecution

			repair and parental contact Up to suspension	
Weapons usage (lock, pens, pencils, rat-tail combs, etc.)	3	7-12	Parent Conference Up to Suspension	Up to Expulsion with police notification
Written or verbal proposition to engage in a sexual act	2	7-12	Parent Contact Up to suspension	Up to Expulsion

*Student will not be readmitted until property is returned or written arrangements are made to reconcile the value.

Note: The principal or designee has the authority to determine if other acts of disruption will fall into what level on the table and levy the sanction.

- Class I** behaviors are for minor offenses and will require positive disciplinary action by building administration to correct unacceptable behavior.
- Class II** behaviors are more serious than Class I or serious offenses and will require more punitive or direct disciplinary action by building administration to correct unacceptable behavior.
- Class III** behaviors are for very serious offenses or ones considered criminal in nature by law and will require punitive or direct disciplinary action by building administration or local authorities.
- Depending on the classification of the offense, consequences will include the following disciplinary actions:
 1. **Warning**-Student/Teacher Conference
 2. **Warning or Disciplinary Referral**-Student/Teacher/Parent Contact (Documented)
 3. **Disciplinary or Counselor Referral**-Student/Teacher/Principal/Designee Conference
 4. **Detention** (Principal's/Designee's Discretion)
 - After school or during school (Grades 6-12)
 5. **Saturday Scholarship**
 6. **ISS (In School Suspension)**
 7. **OSS (Out of School Suspension)**
 8. **Expulsion**
 9. **Police Notification**

**The term *firearm* includes, but is not limited to, pistol, rifle, zap gun, shotgun, BB gun, starter gun explosive propellant or destruction device – whether operable or inoperable, loaded or unloaded.

**The term *knife* includes, but is not limited to, switchblade, penknife, hunting knife, and similar objects.

***Other (Weapon)* includes, but is not limited to laser, razor blade, ice pick, dirk or other sharp instruments, nunchakus, brass knuckles, pipe, Chinese star, Billy club, machete, mace, tear gas gun, or other chemical weapons or electric weapon or device (stun gun).

***Miscellaneous* includes, but is not limited to, the use of any object or substance to harm, frighten, or intimidate others such as rocks, pens, pencils, toy guns, and similar objects.

Note: A student while under suspension or expulsion SHALL NOT enjoy the rights of any other students

STUDENT DRESS AND GROOMING – 4.25

This dress code was voted on by the student body and it also mirrors the Instructional Staff of Earle School District

The Earle Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency.

Earle School District students are prohibiting from wearing, while on the grounds of a public school during the regular school day and school-sponsored activities and events, clothing that exposes underwear, buttocks, or the breast of a female. This policy shall not apply to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

Earle High School Leadership Team has established student dress code consistent with the above criteria

The following ways of dress are NOT allowed:

- A. No curlers, bonnets, wrap scarves, wave caps or other hair grooming aids or implements;
- B. No suggestive or revealing clothing (principal's discretion);
- C. No caps or hats worn in the building;
- D. No house shoes (slippers);
- E. No tank tops or undershirts worn as outer garments, shirts or blouses tied at the midriff, clothing with a bare midriff, or improperly fastened clothing;
- F. No sunglasses in the building unless a doctor's permit is on file in the school's office;
- G. No clothing, jewelry, buttons, patches, or any other items with indecent, profane, suggestive, and/or drug or alcohol-related message;
- H. No ornate, oversized and/or expensive jewelry such as medallions and gold chains;
- I. No mini-skirts or mini-dresses, shorts, or jeans with rips that are more than two inches above the knee all around the body (principal/designee's discretion).
- J. All pants must be appropriately sized to eliminate any bagging or sagging. All pants must be worn on the waist, not hips. A belt must be worn if belt loops are on the garment.
- K. No white tee shirts without a logo or pocket and or a tee shirt worn underneath;
- L. No slider shoes, shower (beach) shoes;
- M. Any other articles of clothing which the Principal/Designee reasonably judges to fall into the categories.
- N. No leggings without a top that **FULLY** covers your body to the mid-thigh of **YOUR** legs
- O. Graduation, Senior Assemblies, Prom**
 - Seniors will wear clothes appropriate for these solemn and dignified occasions as specified by building principal/Designee.
 - Semi-formal, business or "dressy" attire is required.

- Regalia is to be worn as it is designed to be worn (caps on top of head, etc.)
- No adornments other than school- issued collars and cords are to be worn on or with caps and gowns.

STUDENT ORGANIZATIONS/EQUAL ACCESS — 4.12

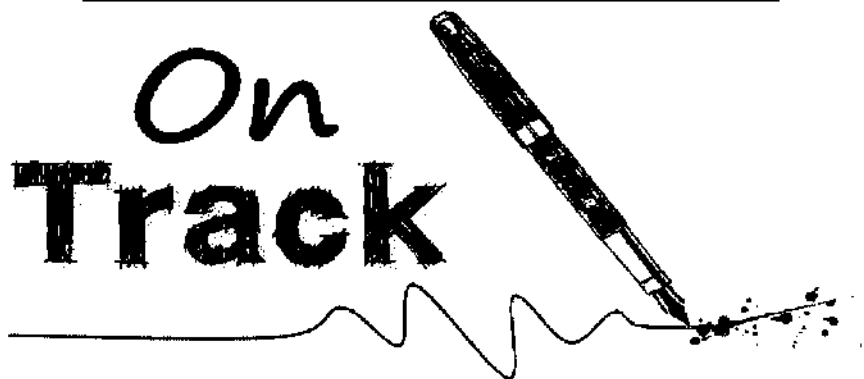
Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

STUDENT PROMOTION AND RETENTION – 4.55



The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. 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.

At least once each semester, the parents and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students shall be primarily based on the student's ability to demonstrate satisfactory progress in the grade level or course assigned. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

Beginning with the 2019-2020 school year, each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

By the end of grade eight (8), the student's SSP shall:

- o Guide the student along pathways to graduation;
- o Address accelerated learning opportunities;
- o Address academic deficits and interventions; and
- o Include college and career planning components.

Based on a student's score on the college and career assessment:

- The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
- Provide a basis for counseling concerning postsecondary preparatory programs.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.²

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE – 4.14

All publications that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored publications. School publications do not provide a forum for public expression.

STUDENT SEXUAL HARASSMENT—4.27

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

STUDENT TRANSFERS – 4.4

The Earle School District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis at the July and December regularly scheduled board meetings.

STUDENTS' VEHICLES – 4.33

A student, who has presented a valid driver's license and proof of insurance to the appropriate office personnel, may drive his/her vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal. The student is responsible for that vehicle and anything that is in that vehicle.

STUDENT VISITORS – 4.16



Instruction is first priority for all Earle School District students. Although this is our belief, we understand the necessary circumstances to allow visits.

Therefore, visitors must check in with the office, get permission from the campus principal/designee for the visit or make an appointment for a later visit. This includes and is not limited to:

Former students

Friends

Relatives (of students or teachers)

TARDIES – 4.9



Promptness is an important character trait that District staff is encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

TOBACCO AND TOBACCO PRODUCTS — 4.23

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, electronic cigarettes, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

WEAPONS AND DANGEROUS INSTRUMENTS — 4.22

NOTICE

NO DRUGS NO ALCOHOL NO WEAPONS ON PREMISES

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NO WEAPONS! No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, on route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any school sponsored activity or event.

A weapon is defined as any firearm; knife; razor; ice pick; dirk; box cutter; nun chucks; pepper spray, mace, or other noxious spray; explosive; Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or any other instrument or substance capable of causing bodily harm. For the purposes of this policy, "firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use. (sling shot)

Possession means having a weapon, as defined in this policy, on the student's body or in an area under his/her control. If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office.

Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING — 4.48



The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

FOOD SERVICES

SCHOOL MEAL MODIFICATIONS — 4.50

The district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition a medical statement completed by a State licensed healthcare professional.

The medical statement should include:

1. A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
2. An explanation of what must be done to accommodate the disability, which may include:
 - a. Food(s) to avoid or restrict;
 - b. Food(s) to substitute;
 - c. Caloric modifications; or

The substitution of a liquid nutritive formula.

HEALTH SERVICES

ATTACHMENTS

Athletic Handbook

Earle High School PBIS Handbook

Earle Elementary PBIS Handbook

FORMS

**HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN
EXTRACURRICULAR ACTIVITY AT NON-RESIDENT DISTRICT — 4.56.2F2**

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code _____

Student's date of birth ____/____/____ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education. _____

Name of test, Date taken, and score
achieved _____

Extracurricular activity(ies) the student requests to participate in

Course(s) the student requests to take at the school

Proof of identity _____

Date Submitted ____/____/____

Parent's Signature _____

As the superintendent of the above student's resident district, I agree that the above student may participate in extracurricular activities at _____ School District.

Resident Superintendent's Signature: _____

As the superintendent of the _____ School district, where the above student desires to participate in extracurricular activities, I agree to allow the student to participate in extracurricular activities at _____ School District.

Non-resident Superintendent's Signature: _____

BUS CONTRACT

**TO BE READ AND SIGNED BY PARENTS AND STUDENTS
PRIOR TO RIDING THE BUS.**

We would like to welcome you to the Earle School District. Our number one concern is the safety of all our students on our buses. In order for this to be accomplished we need the following help. The student(s) must follow the rules. Please understand we are doing our best for safety sake. Parents, we need your help in enforcing the rules on the bus. If the children see that the bus rules are important to the parents, then, the bus rules will be obeyed by the children.

Please go over the enclosed rules with your child(ren).

If the rules are not followed the student(s) may have a conduct report written up by the driver. Remember that the rules are for safety, and the safety of ALL students will come first. Riding the bus is a privilege and should be a good experience for all those involved.

Children learn by our example. The staff and parents are expected to conduct themselves in a courteous and professional manner.

Thank you for your support!

Earle Transportation Department

Parent/Guardian _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

Student _____ Date _____

ACTION ITEM 2

Recommendation to approve the District Plan of Support for SY22-23

Action Item #2

Recommendation to approve the District
Plan of Support for SY22-23

Background Information:

Act 930 requires annually by September 1, a
public school district receiving Level 5
Intensive support shall submit to the
Department of Education a public school
district support plan in accordance with the
rules of the State Board of Education.

Attachment(s) ☒ Yes ☐ No

2022-23 District Plan of Support

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner
approve the District Plan of Support as
presented.

Commissioner's Decision:

Approve Recommendation ☒

Deny Recommendation ☐

Return item for more information ☐

Signature  Date 7/22/2022

Earle School District 2022-23 District Plan of Support

Vision: The primary focus of the Earle School District is to provide the best educational opportunity possible for each and every student.

Mission: The Earle School District will provide the leadership, resources, and support that fosters an environment which enables every student to graduate prepared for the next phase of life: college, career, technical training, and community engagement.

#BulldogStrongerTogether!!

Step 1: PLAN	
<p>Needs Assessment:</p> <ul style="list-style-type: none"> • Most current Summative Assessment Data • NWEA Assessment Data • High School ACT Aspire Interim Assessment Data • Elementary ACT Aspire Interim Assessment Data • Observation data from EdReflect • Attendance Data • Tier Fidelity Inventory Survey (PBIS) 	<p>Priorities:</p> <ol style="list-style-type: none"> 1. Increase literacy achievement of students 2. Increase math achievement of students 3. Establish a strong Professional Learning Community across the district and develop a culture of collective responsibility. 4. Full implementation with fidelity and sustainability of PBIS district-wide <p>Areas of concentration:</p> <p>Academics - Arkansas Academic Standards</p> <ul style="list-style-type: none"> • Consistent implementation of the Science of Reading • Full implementation of literacy and math curriculum resources • Implement a system of interventions and address learning loss • Build a strong Professional Learning Community at Work <p>Human Capital</p> <ul style="list-style-type: none"> • Establish a strong Professional Learning Community across the district and develop a culture of collective responsibility • Improve teacher attendance and retention. <p>Student Support Systems</p> <ul style="list-style-type: none"> • Improve and refine academic and behavioral interventions (MTSS & PBIS) • Increase use in best practices for Professional Learning

	<p>Communities (PLCs) across the district</p> <ul style="list-style-type: none"> • Improve student attendance <p>Stakeholder Communication</p> <ul style="list-style-type: none"> • Continue to build community partnerships • Increase parent engagement district-wide <ul style="list-style-type: none"> ◦ Earle Community Back to School Bash <p>Fiscal Operations</p> <ul style="list-style-type: none"> • Meet all objectives in the fiscal distress plan <p>Facilities</p> <ul style="list-style-type: none"> • Ensure efficient and optimal use of facilities within budget
<p>Goals:</p> <ol style="list-style-type: none"> 1. Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement (those meeting proficiency) by at least 20% in literacy and math, with no more than 30% of all students being listed as "In Need of Support" for either Math or Reading as evidenced by ACT Aspire and NWEA end-of-year assessments. 2. By the end of the 2022-2023 school year, schools will be develop their PBIS system with at least 80% of all features on the Tier Fidelity Inventory Survey falling in the 'in place' status. 	
<p>THEORY OF ACTION 1:</p> <p>If leaders provide support, a schedule for collaborative meetings, develop a culture of collaboration, and monitor the work of the teams;</p> <p>Then, we will build and sustain a district-wide collaborative culture and increase teacher capacity, resulting in improved academic student outcomes in Literacy and Math.</p>	<p>THEORY OF ACTION 2:</p> <p>If leaders clearly articulate why PBIS is an initiative, teach common PBIS language, implement and train all staff on the processes, and communicate to the community;</p> <p>Then, schools will be successful in sustaining their PBIS system and the results on the Tier Fidelity Inventory Survey will reflect the implementation; students and staff will model positive behaviors, and the PBIS model will sustain itself.</p>
<p>District Literacy Plan:</p> <p><u>Earle DESE Plan of Support for Literacy</u></p> <p><u>Plan:</u> Improve reading achievement</p> <p><u>Do:</u> Identify actions to achieve goals. Establish monitoring procedures to include a timeline and evidence.</p> <p><u>Check:</u> Establish how the plan will be evaluated.</p> <ol style="list-style-type: none"> 1. All teachers and administrators will be trained in the science of reading. 2. Implementation of the science of reading strategies will be monitored. 3. Student growth in reading will be monitored through required screenings, NWEA, and progress monitoring of students in intervention groups (including students with special needs and dyslexia). <u>ESD Dyslexia Plan</u> 4. Collaborative team meetings will be held weekly to provide support for implementation of reading strategies and monitoring of student 	

<p>growth in reading.</p> <p>5. Appropriate interventions will be provided for students in need of additional support.</p> <p>6. Curriculum resources used:</p> <ul style="list-style-type: none"> a. Arkansas State Standards aligned with Marzano's Critical Concepts Scales in ELA b. Brainspring Phonics First & Structures c. Great Minds Wit and Wisdom for Literacy (K-6) d. Houghton Mifflin (HMH) Into Literacy (7-12) <p>Prioritization of Funding:</p> <ul style="list-style-type: none"> • ESA funding will be prioritized to improve literacy achievement throughout the district. 	
<p><u>High School Improvement Plan</u></p> <p><u>Elementary School Improvement Plan</u></p> <p><u>ESD Ready for Learning Plan</u></p> <p><u>ESD Minority Recruitment Plan</u></p>	<p>ESD Parent Engagement Plan</p> <p>ESD Health and Wellness Plan</p> <p>ESD School Counseling Student Services Plan</p> <p>ESSER/ARP Plan</p>
<u>ESD 2021-22 Fiscal Distress Plan (Copy)</u>	
<p><u>2022-23 Student Handbook</u></p> <p><u>Earle DESE Plan of Support</u></p>	

Step 2: DO

	ACTION	PERSON RESPONSIBLE	TIMELINE	MONITORING	DATE COMPLETED/ UPDATE
Academics	Monitor completion of R.I.S.E. training for all K-6 core content teachers, K-12 SPED teachers, and elementary principal.	Elementary Principal High School Principal Superintendent	Completed May/June 2023	<ul style="list-style-type: none"> • <u>RISE Progress</u> 	
	Utilize SoR protocol in observations (elementary principal)		August 2023	<ul style="list-style-type: none"> • Documentation 	
	Completion of awareness training for all other teachers and administrators.		May 28, 2023	<ul style="list-style-type: none"> • AR IDEAS transcripts validated by principal 	
	Ensure monitoring of implementation of reading strategies (based on the science of reading) in classroom instruction.	Elementary Principal High School Principal Superintendent Core Leadership Team	<u>CRESC Visits for 2022-23</u> Principals - weekly	<ul style="list-style-type: none"> • Observations • Documentation 	
	Ensure monitoring of implementation of reading and writing across the curriculum, use of anchor charts, and strategies based on the science of reading at each building.	Elementary Principal High School Principal Superintendent Core Leadership Team	Core Leadership Team - monthly		

Academics	<p>Ensure monitoring of growth of students assigned to Reading Intervention</p> <p>Ensure monitoring of interventions (K-12) provided to students below grade level in reading and mathematics. .</p> <p>Ensure monitoring of growth of students in math.</p> <p>Support the monitoring of the work of all collaborative teams as they improve and refine their practice of the PLC at Work process.</p>	<p>High School Principal Instructional Facilitator Counselor</p> <p>District Leadership Team (Guiding Coalition)</p> <p>District Leadership Team (Guiding Coalition)</p>	<p>Principals & IF's - Bi-Weekly</p> <p>Core Leadership Team - monthly</p> <p>Monthly</p> <p>Monthly</p>	<ul style="list-style-type: none"> • Team Agendas and Team artifacts • Common Formative and Summative Assessments • Aligned Periodic Assessments • Data Protocol • Analysis Artifacts • Progress Monitoring Documents • Observations of interventions • EdReflect Data • Math Quest trained teacher observations 	EHS PLC Folder
Step 3: Check (EVALUATION)					
Method used to Evaluate Effectiveness of School Improvement Plans	Person(s) Responsible	Target Date			
Data driven results, end of year assessment results, progress made toward goals	District Leadership Team	May 2023			

Step 2: DO					
	ACTION	PERSON RESPONSIBLE	TIMELINE	MONITORING	DATE COMPLETED/ UPDATE
Human Capital (PLC and Attendance)	<p>Leadership teams, content teams, and grade level teams build their understanding of and practice the PLC at Work process with coaching support from Solution Tree.</p>	<p>District Leadership Team (Guiding Coalition)</p>	<p><u>Solution Tree</u> <u>Dates for 2022-23</u></p>	<ul style="list-style-type: none"> • Observations of early out Wednesday meetings/PD • Team agendas and team created/developed artifacts. • Observations of team meetings • District Leadership Team (Guiding Coalition) sharing successes across the district. (Agendas) • Solution Tree Associate Schedule 	

	<p>Monitor the work of teachers and teams answering the 4 critical questions of learning (questions 1 and 2):</p> <p>1) <i>What do we want all students to know and be able to do?</i></p> <p>Essential Standards and Curriculum Alignment</p> <p>2) <i>How will we know if they learn it?</i></p> <p>Common Formative and Common End-of-Unit Assessments (Common Summative Assessments)</p>	District Leadership Team (Guiding Coalition)	Weekly starting August 2022	<ul style="list-style-type: none">Teacher informal and formal observations (8-12 per week) and Documentation in EdReflectReview of pacing guides and unit plansReview of Team Created Common Assessments (Formative and Summative)<ul style="list-style-type: none">Solution TreeAgenda and Notes<ul style="list-style-type: none">DLT/Guiding CoalitionAgenda and Notes<ul style="list-style-type: none">Notes from principal meetingsNotes from building leadership teams	<p>EES PLC Folder Link here</p> <p>EHS PLC Folder Link here</p>
	<p>Monitor the Work of Teams answering the 4 critical questions of learning (questions 3 and 4)</p> <p>3) <i>How will we respond when some students do not learn?</i></p> <p>Data Analysis of student progress.</p>	District Leadership Team (Guiding Coalition)	Weekly starting August 2022	<ul style="list-style-type: none">Observations during team meetingsDiscussion with building principal to review student growth dataNotes from District Leadership Team/Guiding Coalition meetingsNotes from building	

<p>Development of a Systems of Intervention, providing intervention and remediation, and monitoring student growth on essential standards for literacy and mathematics.</p> <p>Evaluate effective instructional practices based on data analysis</p> <p>4) <i>How will we respond when students are already proficient?</i></p> <p>Begin to explore possibilities for extensions for students already proficient.</p> <p>Monitor Teacher Attendance</p>	<p>District Leadership Team (Guiding Coalition)</p>	<p>January 2022</p>	<p>leadership team meetings</p> <ul style="list-style-type: none"> Review of team artifacts: Data analysis Protocol Intervention Plans Progress Monitoring data for students receiving intervention and/or remediation. 	
Step 3: Check (EVALUATION)				
Method used to Evaluate Effectiveness of School Improvement Plans	Person(s) Responsible	Target Date		
Data driven results, progress made toward goals, attendance data	District Leadership Team (Guiding Coalition)	May 2023		

Student Support Systems (PBIS and Attendance)

Step 2: DO				
ACTION	PERSON RESPONSIBLE	TIMELINE	MONITORING	DATE COMPLETED/ UPDATE
Building capacity and getting teacher buy-in for positive behavior interventions and support.	District Leadership Team (Guiding Coalition)	5 days a week	Matrix developed by teachers; establishment of token economy	
Provide Professional development to all staff on Why PBIS is an initiative, teach common PBIS language, implement and train all staff on the processes, and communicate to the community.	PBIS Coach	Beginning of the school year and continuing throughout the year...add dates	Review and revise PBIS Handbook April 2022	
			Student PBIS Survey February 2022	
			PBIS Handbooks Completed Elem / Student PBIS Survey April 2022	
			PBIS Handbooks Completed Elem / HS Agendas and sign-in sheets	
Monitor levels of PBIS implementation and observe school Climate	PBIS Coach Core leadership Team HS Leadership Team	Quarterly (once per nine weeks)	Observations/School surveys	
Monitor Student Attendance	Student Success Coordinator; Building Principals;	Monthly	Attendance Reports	

		Counselors			
Step 3: Check (EVALUATION)					
Method used to Evaluate Effectiveness of School Improvement Plans	Person(s) Responsible		Target Date		
Data driven results and progress made toward goals	District Leadership Team (Guiding Coalition)		May 2023		

Step 2: DO				
Stakeholder Communication	ACTION	PERSON RESPONSIBLE	TIMELINE	MONITORING
	Monitor Parental Involvement	District Leadership Team (Guiding Coalition)	Monthly	Family/Parent Activities Calendar and Sign-in Sheets
	Monitor Consistent Communication to Families	District Leadership Team (Guiding Coalition)	Monthly	Newsletters; Facebook (School and District); EOY Survey
Step 3: Check (EVALUATION)				
Method used to Evaluate Effectiveness of School Improvement Plans		Person(s) Responsible		Target Date
Parent/Community Survey Results		Parent/Community Liaison		May 2023

Step 2: DO					
Fiscal Operations	ACTION	PERSON RESPONSIBLE	TIMELINE	MONITORING	DATE COMPLETED/ UPDATE
	Monitor fiscal operations	Superintendent; Federal Coordinator	Weekly	Finance Zooms; Fiscal Distress Plan	
	Ensure appropriate training for business office personnel and building level personnel responsible for receipting and depositing money.	Superintendent	Monthly	Meetings; spot monitoring	
Step 3: Check (EVALUATION)					
Method used to Evaluate Effectiveness of School Improvement Plans			Person(s) Responsible		Target Date
Completion of goals, results of audit, end of year balance			Superintendent		March 2023

Step 2: DO					
Facilities	ACTION	PERSON RESPONSIBLE	TIMELINE	MONITORING	DATE COMPLETED/ UPDATE
	Monitor facilities needs and improvements	Facilities Director; Superintendent	Weekly	Maintenance meetings; buildings and grounds walk-throughs	
Step 3: Check (EVALUATION)					
Method used to Evaluate Effectiveness of School Improvement Plans		Person(s) Responsible		Target Date	
Progress report from DESE Facilities & Transportation Unit		Facilities Director		May 2023	

ACTION ITEM 3

Recommendation to approve AMI Application

Action Item #3

Recommendation to approve AMI
Application

Background Information:

The AMI application was completed and
approved via LEA Insights portal for
SY22-23.

Attachment(s) ☒ Yes ☐ No

AMI Plan

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner
approve the AMI application as submitted.

Commissioner's Decision:

Approve Recommendation ☒

Deny Recommendation ☐

Return item for more information ☐

Signature Johny K Date 7/22/2023

Alternative Methods of Instruction (AMI) Application

Status: Approved Earle School District (1802000)

School Year 2022-2023

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.

A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

District:**LEA #:**

1802000

Superintendent:

Tish Knowles

Email:

tknowles@esdbulldogs.org

Phone:

(870) 792-8486

Duration Requested (not to exceed three years):

1 Year

(School year 2022-2023 to 2022-2023)

AMI (Alternate Method of Instruction)

As per Arkansas Code Annotated § 6-10-127 a district may apply for up to 10 days of AMI for the use of alternative methods of instruction, including [remote] learning, on days when the district is closed due to exceptional or emergency circumstances such as:

- contagious disease outbreak
- inclement weather
- other acts of God
- utility outage

Number of AMI days requested by the district. 10

(Please note that all AMI days utilized must be noted in eSchool. Sporting events, funerals, other school events, lack of substitutes, or lack of bus drivers do not qualify as exceptional circumstances.)

Provide a description of the AMI assignments and materials used at each school within the district to effectively facilitate teaching and support learning for the benefit of the students. Please include information if the district will utilize technology-based assignments or paper packets. (AMI packets must be available on-line or have been sent home prior to the designation of an AMI day)

Due to the lack of Internet connectivity in some areas, the District will provide Wi-Fi hot spots to students without connectivity. Students will access Google classroom for assignments. The content of the assignments will vary based on grade level, and will consist of skills previously taught and serve as reinforcement or enrichment. This will facilitate communication between the teachers and students. These assignments can be accessed and completed without a Wi-Fi connection.

****In the event of a power outage or loss of internet access, students can contact teachers/staff via Google Voice, Remind app, GroupMe or telephone. The Special Education teachers and/or administration will also deliver paper packets to any student, but not limited to students with a 504 or IEP.**

K-6: The students will access the grade level assignments for each day eligible for AMI. The information will consist of an overview page for students and parents explaining each assignment and assignments in Language Arts/Reading, Math, Science and History and will link back to standards for each subject in that grade level. History/Social studies may be incorporated in the Language Arts/Reading assignment. It is expected that these assignments will provide practice for skills already taught in school (reinforcement) or enrichment learning activities to expand learning and will not introduce new skills that may cause students to struggle if teacher introduction is not provided.

7-12: Each teacher will have an established Google Classroom. Students will utilize this technology to familiarize themselves prior to an AMI day. Clear directions and expectations will be discussed in advance of an AMI day. Teachers will record lessons and upload to the Google Classroom as part of the continuation of learning. The students will access the grade/content level assignments which link back to the standards from each class period that the student attends during the regular school day, including elective classes. It is expected that these assignments will continue the learning occurring in the classroom and provide opportunities for practice or extended learning.

Students in grades 9 -12 who take classes via distance learning (Virtual Arkansas) will continue their learning as current practice in those classes require. Our Virtual Learning Facilitator will communicate with the teacher of record for our students so that they are aware of our AMI days.

Describe how student attendance will be determined for an approved AMI day. (All attendance should be determined and reported in eSchool within 5 days of the AMI day.) May include a link (URL) to the attendance policy for digital learning students if applicable to all students during AMI days.

Attendance will be determined based upon the student completing the assignments for the AMI day. Although the building principal reserves the right to make exceptions under certain circumstances if a student is unable to complete his/her assignments, the submission of completed assignments or work submitted online to the teacher(s) within 3 days of returning to school will serve as evidence of the student's time spent on the instruction outside of the regular school setting.

Describe how the district will ensure implementation of Individual Education Programs (IEPs) for students with disabilities on AMI days. Include how the district will involve the special education teacher in the provision of special education services during the AMI day to meet the individual needs of each student.

Students will be provided with lessons developed by special education teachers with the appropriate accommodations and modifications. Assignments will be based on the learning goals set forth in each child's IEP and will reflect their accommodations and/or modification supports in the classroom as closely as possible. Student work will be used to determine absenteeism; however, special education teachers will make this determination based on the individual student and their IEP provisions such as, but not limited to, extended time. Students whose schedule of services include physical, occupational, or speech therapies and/or mental health services will be made up upon their return to scheduled classes.

****In the event of a power outage or loss of internet access, students can contact teachers/staff via Google Voice, Remind app, GroupMe or telephone. The Special Education teachers and/or administration will also deliver paper packets to any student, but not limited to students with a 504 or IEP.**

Describe how accommodations and related services will be provided.

ESD students with disabilities may need accommodations/modifications in place to meet their needs in the event of virtual learning. These will continue to be provided as stated in their IEP. General education teachers will be responsible for implementing these accommodations/modifications when assigning virtual lessons or delivering virtual instruction.

****In the event of a power outage or loss of internet access, students can contact teachers/staff via Google Voice, Remind app, GroupMe or telephone. The Special Education teachers and/or administration will also deliver paper packets to any student, but not limited to students with a 504 or IEP.**

For any ESD students requiring assistive technology to access their virtual learning, it will be provided by the district as needed.

In the event of school closure, the district's contracted service provider, Jumping Jelly Beans, is prepared to pivot to virtual sessions. Related services will continue to be provided as listed on the student's IEP through teletherapy. Parents will establish an appointment time directly with their child's therapist. Documentation will be maintained to record student participation as well as all attempted parent contacts.

Please include the link (URL) to the webpage or social media where information will be posted to announce the date of the AMI day and reason for utilizing the AMI day - (this should match the AMI dates entered into eSchool). (Example: December 1 will be an AMI day due to inclement weather)

Once the District receives approval for 2022-2023 AMI days, the superintendent will send a letter that explains the purpose and expectations for an AMI day to all parents and guardians of District students and have said letter placed on the District website as well as Earle School District Facebook page. The District will share information about AMI days in a variety of on-going ways:

- Open House
- Parent Involvement Nights
- On the District website - <http://www.earle.crsc.k12.ar.us>
- Grade Level Meetings
- Assemblies
- Earle School District Facebook page
- In Collaboration with Neighboring Districts
- OneCall Alert System

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ACTION ITEM 4

Recommendation to approve a Teacher Resident for SY22-23

Action Item #4

Recommendation to approve a Teacher Resident for SY22-23

Background Information:

Gwen Thomas has been with Earle School District as a paraprofessional for 22 years. The District has supported her for 2 years as she has attended Reach University. She has a proven track record and is working hard to become a teacher. Based on the DESE approved staffing sheet, the District posted K-6 positions. Candidates were selected and interviews held based on qualifications and in accordance with the district equity plan. We would like to provide her with an on-site mentor and coach and place her in the Kindergarten classroom for SY22-23.

Attachment(s) ☒ Yes ☐ No

Recommendation from Juanita Dotson, Elementary Principal

Classified Salary Schedule

Fiscal Impact/Debt Request

\$30,000, as presented in staffing spreadsheet

Superintendent's Recommendation:

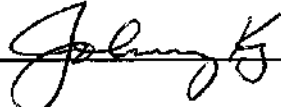
It is recommended that the Commissioner approve

Commissioner's Decision:

Approve Recommendation ☒

Deny Recommendation ☐

Return item for more information ☐

Signature  Date 7/22/2022



Earle Elementary School

"Bullpup P.R.I.D.E"

1425 Second Street

Earle, AR 72331

Phone: 870.792.8732

Fax: 870.792.8897



Juanita R. Dotson

jbohanon@esdbulldogs.org

Principal

Monday, July 11, 2022

Dear Ms. Knowles,

This letter serves as my official recommendation to employ Ms. Gwen Thomas as a Teacher Resident for the 2022-23 school year. She has been a very valuable asset to our school team and is excited for this new endeavor. Ms. Thomas is currently enrolled in classes to earn her bachelor's degree to enhance her skill set and pedagogy in the field of elementary education.

Should any questions arise, feel free to contact me by phone or email. Your acceptance of this recommendation is greatly appreciated.

Sincerely,

Juanita R. Dotson,

Principal

EARLE SCHOOL DISTRICT CLASSIFIED SALARY SCHEDULE

2022-2023

Non-Clerical Positions

		Custodian Maintenance	LPN	RN	Cook 6 hrs/day	Cafeteria Mgr Lead Cook 8 hrs/day	Child Nutrition Director	Maintenance & Custodian Supervisor	Transportation Director	HVAC Supervisor
YRS EXP	STEP	240 Days	190 Days	190 Days	186 Days	186 Days	240 Days	240 Days	240 Days	120 Days
0	1	\$24,000	\$34,000	\$45,600	\$14,500	\$22,320	\$36,000	\$47,700	\$41,000	\$18,200
1	2	\$24,100	\$34,100	\$45,700	\$14,600	\$22,420	\$36,200	\$47,900	\$41,200	\$18,300
2	3	\$24,200	\$34,200	\$45,800	\$14,700	\$22,520	\$36,400	\$48,100	\$41,400	\$18,400
3	4	\$24,300	\$34,300	\$45,900	\$14,800	\$22,620	\$36,600	\$48,300	\$41,600	\$18,500
4	5	\$24,400	\$34,400	\$46,000	\$14,900	\$22,720	\$36,800	\$48,500	\$41,800	\$18,600
5	6	\$24,500	\$34,500	\$46,100	\$15,000	\$22,820	\$37,000	\$48,700	\$42,000	\$18,700
6	7	\$24,600	\$34,600	\$46,200	\$15,100	\$22,920	\$37,200	\$48,900	\$42,200	\$18,800
7	8	\$24,700	\$34,700	\$46,300	\$15,200	\$23,020	\$37,400	\$49,100	\$42,400	\$18,900
8	9	\$24,800	\$34,800	\$46,400	\$15,300	\$23,120	\$37,600	\$49,300	\$42,600	\$19,000
9	10	\$24,900	\$34,900	\$46,500	\$15,400	\$23,220	\$37,800	\$49,500	\$42,800	\$19,100
10	11	\$25,000	\$35,000	\$46,600	\$15,500	\$23,320	\$38,000	\$49,700	\$43,000	\$19,200
11	12	\$25,100	\$35,100	\$46,700	\$15,600	\$23,420	\$38,200	\$49,900	\$43,200	\$19,300
12	13	\$25,200	\$35,200	\$46,800	\$15,700	\$23,520	\$38,400	\$50,100	\$43,400	\$19,400
13	14	\$25,300	\$35,300	\$46,900	\$15,800	\$23,620	\$38,600	\$50,300	\$43,600	\$19,500
14	15	\$25,400	\$35,400	\$47,000	\$15,900	\$23,720	\$38,800	\$50,500	\$43,800	\$19,600
15	16	\$25,500	\$35,500	\$47,100	\$16,000	\$23,820	\$39,000	\$50,700	\$44,000	\$19,700
16	17	\$25,600	\$35,600	\$47,200	\$16,100	\$23,920	\$39,200	\$50,900	\$44,200	\$19,800
17	18	\$25,700	\$35,700	\$47,300	\$16,200	\$24,020	\$39,400	\$51,100	\$44,400	\$19,900
18	19	\$25,800	\$35,800	\$47,400	\$16,300	\$24,120	\$39,600	\$51,300	\$44,600	\$20,000
19	20	\$25,900	\$35,900	\$47,500	\$16,400	\$24,220	\$39,800	\$51,500	\$44,800	\$20,100
20	21	\$26,000	\$36,000	\$47,600	\$16,500	\$24,320	\$40,000	\$51,700	\$45,000	\$20,200

Bus Drivers

West Memphis Bus Route		\$13,080/ Yr
Hughes Bus Route		\$13,080/ Yr
Standard Bus Route		\$9,510/ Yr
Bus Trip Driver		\$13/Hr
Bus Trip Standby		\$13/Hr
College Route		\$35/Day
Hughes Activity Driver		\$500/Season
Sub Bus Driver		\$13/Hr

Other Salaries/Rates

Rental of Facilities Monitor		\$75.00 per event
Rental of Facilities Monitor - Child Nutrition		\$90 per event
Crossing Guard		\$13/Hr
Custodian/Maintenance Sub		\$13/Hr
Other Classified Substitute		\$13/Hr
COVID Extra Duty - Nurse *Only through the 2022-2023 school year		\$1,950
Teacher Resident - 190 Days *1 Year Program		\$30,000/Yr

ACTION ITEM 5

Recommendation to approve Statement of Assurances as required by Section
8306

Action Item #5

Recommendation to approve Statement of Assurances as required by Section 8306

Background Information:

Board approval is required for Statement of Assurances for Programs under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act.

Attachment(s) ☒ Yes ☐ No

Statement of Assurances

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:


It is recommended that the Commissioner approve the Statement of Assurances as required by Section 8306.

Commissioner's Decision:

Approve Recommendation ☒

Deny Recommendation ☐

Return item for more information ☐

Signature  Date 7/22/2022

**ARKANSAS DEPARTMENT OF EDUCATION STATEMENT
OF ASSURANCES FOR PROGRAMS UNDER
THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965,
AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT**

The Federal Programs Assurances are for local education agency (LEA) use in requesting district funds for covered programs under the *Elementary and Secondary Education Act*. To assure the LEA's eligibility for funds, the Superintendent must provide an original signature attesting to compliance with all assurances applicable to each program for which the plan is submitted.

Please read and consider each item carefully as the LEA will be held accountable.

Each section of assurances must be checked or initialed as applicable to the LEA. Please note that for each Section not checked/initialed, funding will not be allocated.

Earle School District	1802
DISTRICT NAME	LEA NUMBER

CERTIFICATIONS



I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

- A. The information provided in this application to support the following assurances is correct, as far as I am able to determine.
- B. The LEA will abide by the provisions of the approved plan/application for Elementary and Secondary Education Act (ESEA) funds.
- C. As the prospective lower tier participant neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by and Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. (Executive Order 12549, 34 CFR Part 85, Section 85.510)
- D. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
- E. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of a member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. <https://eca.state.gov/files/bureau/sflll.pdf>
- F. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

GENERAL ASSURANCES



I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements under Section 9521 – IV.B.1:
 - 1. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities and;
 - 2. The public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
- C. The LEA will adopt and use proper methods of administering each such program, including:
 - 1. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and;
 - 2. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- D. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency, (SEA), the Secretary, or Federal officials.
- E. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each such program.
- F. The LEA will:
 - 1. Submit such reports to the SEA (which shall make the reports available to the Governor) and the Secretary as the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and
 - 2. Maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary duties.
- G. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan.
- H. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

TITLE I, PART A – Improving Basic Programs Operated by LEAs



I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

- A. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
- B. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;

- C. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
- D. Coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
- E. Collaborate with the State or local child welfare agency to:
 - 1. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
 - 2. By not later than one year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arrange, and funded for the duration of the time in foster care, which procedures shall—
 - a. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
 - b. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - i. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - ii. The local educational agency agrees to pay for the cost of such transportation; or
 - iii. The local educational agency and the local child welfare agency agree to share the cost of such transportation; and
 - 3. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 - 4. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

TITLE I, PART D – Children of Youth who are Neglected, Delinquent or At-Risk

(Applicable to those LEAs that have projects funded under this part)

N/A ☐ I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

- A. The local educational agency developed and will implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders (including charter school leaders in a local educational agency that has charter schools), administrators of federal programs impacted by the agreement, parents, community leaders, and other relevant stakeholders;
- B. The local educational agency will use fiscal control and sound accounting procedures S. 1177–107 that ensure proper disbursement of, and accounting for, eligible federal funds consolidated and used under such system;
- C. The local educational agency will continue to meet the requirements of sections 1117, 1118, and 8501; and

- D. The local educational agency will meet the requirements of all applicable federal civil rights laws in carrying out the agreement and in consolidating and using funds under the agreement.

TITLE II, PART A – Preparing, Training and Recruiting High Quality Teachers and Principals



I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

- A. The local educational agency will comply with section 8501 (regarding participation by private school children and teachers);
- B. The local educational agency will coordinate professional development activities authorized under this part with professional development activities provided through other federal, state, and local programs; and
- C. The local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

TITLE III, PART A – Language Acquisition and Language Enhancement

(Applicable to those LEAs that have projects funded under this part)

N/A I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

- A. Each local educational agency that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
- B. The eligible entity is not in violation of any state law, including state constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
- C. The eligible entity consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
- D. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

TITLE IV, PART A – STUDENT SUPPORT AND ACADEMIC ENRICHMENT



I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

In accordance with ESEA section 4106(e) (2) and (f), the applicant provides assurances that it will:

- A. Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria:
 - 1. Are among the schools with the greatest needs;
 - 2. Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);
 - 3. Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);

4. Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or
5. Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(d).

- B. Consult with a range of stakeholders during the design and development of the program (ESEA section 4106(c)(1). LEAs must additionally continue to consult with stakeholders to improve program activities and to coordinate implementation with other related activities in the community. (ESEA 4106(c)(2).

For an LEA that receives \$30,000 or more, conduct a comprehensive needs assessment. (ESEA section 4106(e)(2)(A)).

For an LEA that receives \$30,000 or more, use-

1. Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;
 2. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and
 3. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology.
- C. Use not more than 15 percent of funds designated for supporting the effective use of technology to purchase technology infrastructure, including devices, equipment, software, and digital content.
- D. Comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).
- E. The LEA or consortium will comply with section 8501 (regarding equitable participation by private school children and teachers);
- F. The LEA or consortium will annually report to the State for inclusion in the report described in section 4104(a) (2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- G. SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection(e)(2).
- H. Gun-Free Schools Act (GFSa) (Section 8561)
1. The LEA has a Gun Free School Policy as required by A.C.A. §6-21-608.
 2. The LEA will report required data elements in APSCN. (Section 8561(d)(2)) (i.e., name of school, number of students expelled and type of firearm, etc.)
- I. Non-Smoking Policy for Children's Services (Section 8573)
1. The LEA has a policy prohibiting smoking, the use of tobacco or tobacco products, or the use of e-cigarettes as required by A.C.A. §6-21-609.

McKinney-Vento Homeless Education Program (42 U.S.C. 11431 et seq.)



I, the undersigned Superintendent for the above named LEA, hereby, assure the Arkansas Department of Education that:

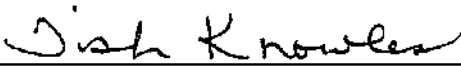
- A. The local educational agency will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.

- B. The local educational agency will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths, to carry out the duties described in McKinney-Vento.
- C. The local educational agency will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, as determined in accordance with the following, as applicable:
1. If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
 2. If the homeless child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing his or her education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the homeless child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

BOARD APPROVAL AND SUPERINTENDENTS SIGNATURE

The School Board of Earle School District approved and recorded in its minutes the set of assurances stated above at a meeting held on July 18, 2022 and further authorized the Superintendent to sign such assurances as required by Section 8306 and to submit a budget to the Arkansas Department of Education as required.

Please sign and date:

	<u>7/11/22</u>
SUPERINTENDENT SIGNATURE	DATE

<u>Tish Knowles</u>
PRINT OR TYPE SUPERINTENDENT NAME

NOTE: Make sure that each program section mentioned in this document has been checked or initialed that is applicable to the district. Once SOA has been signed and school board meeting listed, upload this document into the 2022-23 Form Upload folder in the Indistar software.

ACTION ITEM 6

Recommendation to approve proposed policies

Action Item #6

Recommendation to approve proposed policies

Background Information:

Changes to policies, to include 3.1, 6.1, 6.4, 6.11, 6.12, 7.17.2 have been reviewed and are recommended to the board for approval

Attachment(s) ☒ Yes ☐ No

Recommended Policies

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

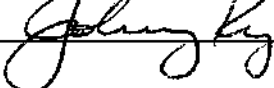
It is recommended that the Commissioner approve the proposed policies.

Commissioner's Decision:

Approve Recommendation ☒

Deny Recommendation ☐

Return item for more information ☐

Signature  Date 7/22/2022

3.1 —LICENSED PERSONNEL SALARY SCHEDULE

See Salary Schedule.

For the purposes of the salary schedule placement, a teacher will have worked a year if he/she works at least 160 days. Annual contracts are based on a 190 work days.

For the purposes of this policy, a master's degree or higher is considered relevant to the employee's position if it is related to education, guidance counseling, or the teacher's content area and has been awarded for successful completion of a program at the master's level or higher by an institution of higher education accredited under Arkansas statutory requirements applicable at the time the degree was awarded.

Teachers who have earned additional, relevant degrees or sufficient college hours to warrant a salary change are responsible for reporting and supplying a transcript to superintendent. The appropriate salary increase will be reflected in the next August or January paycheck following verification of the eligibility. All salary changes will be on a go forward basis, and no back pay will be awarded.

Arkansas Professional Pathway to Educator Licensure Preparation (APPEL ArPEP) Program

Each employee newly hired by the district to teach under the Arkansas Professional Pathway to Educator Licensure Preparation (APPEL ArPEP) Program shall initially be placed on the salary schedule in the category of a bachelor's degree with no experience, unless the APPEL ArPEP program employee has previous teaching experience which requires a different placement on the schedule. Upon receiving his/her initial or standard teaching license, the employee shall be moved to the position on the salary schedule that corresponds to the level of education degree earned by the employee which is relevant to the employee's position. Employee's degrees which are not relevant to the APPEL ArPEP program's position shall not apply when determining his/her placement on the salary schedule. A teacher with a nontraditional provisional license shall be eligible for step increases with each successive year of employment, just as would a teacher possessing a traditional teaching license.

Licensed employee, seeking additional area or areas of licensure

Licensed employees who are working on an alternative licensure plan (ALP) to gain licensure in an additional area are entitled to placement on the salary schedule commensurate with their current license, level of education degree and years of experience. Non-educational degrees which are not relevant to the employee's position shall not apply when determining his/her placement on the salary schedule.

Cross Reference: Policy 1.9—POLICY FORMULATION

Legal References: A.C.A. § 6-17-201, 202, 2403
A.C.A. § 6-20-2305(f)(4)
DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites

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 Division of Elementary and Secondary 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:

1. Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;
2. 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;
3. 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;
4. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;
5. Maintain good relations with the news media and provide the media with pertinent news releases; and
6. 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 District's Board of Directors shall hold a meeting ~~by October 15 of each year~~ annually to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting, with the most recent annual report posted by August 1 of each year. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

6.4—VOLUNTEERS

Enlisting the support of volunteers is a way 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 licensed 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.

All volunteers who intend to act as head coaches or assistant coaches must:

1. Be at least twenty-two (22) years of age; and
2. Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be a registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

- Football;
- Basketball; and
- Track and field.

Background Checks for Volunteers

For the purposes of this policy, "clear background check" means that:

- A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;
- The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks;
- The potential school volunteer's name was not found on the Child Abuse Central Registry; and
- The Arkansas Educator Licensure System does not indicate the potential volunteer to:
 - Have a currently suspended or revoked educator's license; or
 - Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once

Legal References: A.C.A. §§ 6-17-301
 A.C.A. § 6-17-410
 A.C.A. § 6-17-411
 A.C.A. 6-17-414
 A.C.A. § 6-17-428
 A.C.A. § 6-18-110
 A.C.A. § 6-22-101 et seq.
 A.C.A. §§ 12-12-1601 et seq.
 A.C.A. § 12-18-402
 A.C.A. § 12-18-909(g)(21)
 A.C.A. § 21-13-101 et seq.
 Division of Elementary and Secondary Education Rules Governing Background
 Checks
 Division of Elementary and Secondary Education Rules Governing the Code of
 Ethics for Arkansas Educators

Date Adopted: April 2005

Last Revised: June 2022

6.11—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - DISTRICT

The Earle School District understands the importance of involving parents, families, 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 parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the district shall work to:

1. Involve parents, families, 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 parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the district's curriculum is aligned with the state's academic standards and assessments and how parents, families, and the community can work with the district to improve students' academic achievement;
5. Provide parents and families 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~~ parent and family engagement 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, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
8. Find ways to eliminate barriers that work to keep parents and families 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, family, and community engagement programs to suit the needs of our district;
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
11. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To ensure the continued improvement of the district's parent, family, and community engagement program, the district will conduct an annual review of its ~~parental involvement~~ parent, family, and community engagement 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.

6.12—PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

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

1. Involve parents, families, and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated engagement program where the engagement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
3. Explain to parents, families, and the community the State's academic and achievement standards; State and local student assessments; and how the school's curriculum is aligned with the state's academic standards and assessments; and how parents, families, and the community can work with the school to improve students' academic achievement;
4. Provide parents and families 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~~ parent and family engagement 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, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
6. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
7. Find ways to eliminate barriers that work to keep parents and families 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, family, and community engagement programs to suit the needs of our school;
9. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
10. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To help promote an understanding of each party's role in improving student learning, Earle Elementary and Earle High 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.

In accordance with Federal law and the U.S. Department of Agriculture (USDA) regulations, the Earle School District shall not exclude from participation in, deny the benefits of, or subject to discrimination any individual as part of any of the District's food service programs on the basis of race, ethnicity, color, national origin, sex, sexual orientation, gender identity, age, or disability. The District shall not allow reprisal or retaliation against any individual for prior civil rights activity.

To file a food service program discrimination complaint, a Complainant should:

- The Earle School District is an equal opportunity provider.**

Cross References: 4.50—SCHOOL MEAL MODIFICATIONS
 4.51—FOOD SERVICE PREPAYMENT
 4.58—FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA
 7.17—FOOD SERVICE PREPAYMENT
 7.17.1—EXCESS FOOD