

AGENDA

EARLE SCHOOL DISTRICT

April 18, 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.

Consent Agenda

1. Letter of Engagement with Career Development & Training Institute

Reports

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

Action Items

1. Recommendation to approve out of state travel
2. Recommendation to approve the Recruitment and Retention Incentives for FY 22
3. Recommendation to approve the staff for the 2022-23 school year
4. Recommendation to hire Certified employee
5. Recommendation to approve School Choice transfer
6. Recommendation to approve Special Education Part B Application
7. Recommendation to approve section 3 policies
8. Recommendation to approve resignation of Certified employee
9. Recommendation to approve retirement of Certified employee
10. Recommendation to approve changes to the SY 2022-23 Calendar
11. Recommendation to approve proposed SY 2022-23 Classified Salary Schedule

Letter of Engagement and Letter of Engagement Renewal Form

ARS PRE-ETS COUNSELOR: <u>Kimberly Clark</u>	Career Development & Training Inst.,
HIGH SCHOOL: <u>Earle High School</u>	PROVIDER <u>LLC</u>

The letter of engagement is a form to provide structure for implementation of Pre-ETS services within a high school setting following the policy and procedures set forth by Arkansas Rehabilitation Services (ARS) and in accordance with the informed choices of the high school and the students they serve.

1. **Prior to engaging a school district**, and/or if your entity was approached by a school district to provide Pre-ETS services, **contact Deputy of Field Operations, Kimberly Clayborn**: Kimberly.clayborn@arkansas.gov for approval to move forward.
2. Next, schedule a partner meeting with your entity, your local ARS transition counselor, and the school district and complete the letter of engagement during the scheduled partner meeting.
 - a. Please send the completed form to Kimberly Clayborn @ Kimberly.clayborn@arkansas.gov
Incomplete letters of engagement will be returned.
 - b. Once your letter of engagement is received a **Memorandum of Understanding (MOU)** will be developed between your entity, ARS, and the local school. **The MOU is your formal agreement with the school, ARS and the vendor.**

I. Vendor Program, Structure and Content

1. From August until December, 13 weeks of training are available. The core service areas allowed in a group training environment in those 13 weeks are: job exploration, counseling on opportunities for enrollment in postsecondary education, workplace readiness and instruction in self-advocacy. **The group rate will apply in this timeframe.**
2. **Work-based learning** is conducted from January to May. Work-based learning will not exceed 10 hours per week for 16 weeks. The Vocational Rehabilitation Counselor must approve the hours for the month prior to the service beginning. The number of hours available is subject to funding availability.
3. For students that are not ready to engage in work-based learning paid work experiences, the following scenarios can be applied: service learning, student led enterprises, simulated workplace experiences, job shadowing, career mentorship, career related competitions, informational interviews, and workplace tours/field trips.
 - 1.) Provide a copy of the MOA agreement to Provide Vendor Services to the School. It identifies what services are provided and when they are provided.
 - 2.) Indicate if a curriculum, assessment or activity has been changed from the initial MOA agreement for any of the core services:

<i>Self-Advocacy</i>	<i>CDTI will utilize webinars and virtual trainings, tours, hands-on activities, and presentations on an as needed basis. CDTI will administer assessments as indicate in the MOA.</i>
<i>Work Readiness</i>	<i>CDTI will utilize webinars and virtual trainings, tours, hands-on activities, simulated activites, and presentations on an as needed basis. Students may participate in ACDC training. CDTI will administer assessments as indicate in the MOA</i>

Letter of Engagement and Letter of Engagement Renewal Form

<i>Counseling on Post-Secondary</i>	<i>CDTI will utilize webinars and virtual trainings, tours, hands-on activities, and presentations on an as needed basis.</i>
<i>Work-Based Learning</i>	<i>CDTI will utilize webinars and virtual trainings, tours, hands-on activities, simulated activities, and presentations on an as needed basis. CDTI, LLC will offer a student-led enterprise program for interested students.</i>
<i>Job Exploration</i>	<i>CDTI will utilize webinars and virtual trainings, tours, hands-on activities, and presentations on an as needed basis. Students may participate in ACDC training. CDTI will administer assessments as indicate in the MOA.</i>

II. Program Structure

<p>VENDOR SECTION Please provide detailed information on the program structure and delivery of Pre-ETS services</p> <p>Number of days a week students will participate in the Pre-ETS program <input type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input type="checkbox"/> Friday</p> <p>Number of hours students will participate per week: 1-4 What is the start date for Semester 1 (soft skills training)? <i>08/08/2022</i> What is the start date for Semester 2 (Work-based Learning?) <i>01/02/2023</i></p> <p>How is transportation for off campus activities arranged? Students will be transported via CDTI's van or bus or the school on an as needed basis.</p> <p>Number of students that will be enrolled in the Pre-ETS program Up to 25 (maximum of 25 students per school)</p>
<p>SCHOOL DISTRICT SECTION Please list (<i>in detail</i>) information on current transition initiatives within your school conducted by the school. This section is very important. The purchased services provided by ARS cannot duplicate what the school is already providing as part of its transition program.</p> <p style="margin-left: 40px;"><i>What transition assessments are completed on students?</i> Transition assessment & interview, Kuder, Asvab, ACT Aspire, etc.</p> <p>1. <i>Is the school directly providing any of the following services (not through an ARS program/vendor)?</i></p> <ul style="list-style-type: none"> a. <i>Work-Experiences</i> <input type="checkbox"/> b. <i>Counseling on Post-Secondary Opportunities</i> <input checked="" type="checkbox"/> c. <i>Self-Advocacy</i> <input type="checkbox"/> d. <i>Job Exploration</i> <input checked="" type="checkbox"/> e. <i>Simulated Work Activities</i> <input type="checkbox"/> <p style="margin-left: 40px;">Students receiving special education are provided job exploration and discussion on post-secondary options as part of their transition planning</p> <p>2. <i>If any of the above services are provided, what is the frequency and duration of each?</i> <i>Discussion about options takes place yearly during the development and update of the IEP. Opportunities to research and/or shadow jobs are set based on individual student needs. This may occur each semester or yearly depending on what the IEP committee decides</i></p>

Letter of Engagement and Letter of Engagement Renewal Form

What are the main services/activities that special education students receive at your school as part of transition?

Students research careers and colleges as part of transition planning with the help of their teacher and counselor. They attend the transition fair held at ASU Mid-South. Some students participate in the CDTI program allowing for work opportunities

III. Program Implementation TEAM SECTION (ARS, SCHOOL, VENDOR)

Provide Detailed information on referral process for students entering into the Pre-ETS program
(Section to be completed by Vendor, School District, and ARS Transition Counselor or District Manager)

- School and the counselor will determine who is eligible for the program
- School will provide ARS with Pre-ETS referral packet along with required information on students who are attending the Pre-ETS program
- ARS will process students into the case management system prior to students starting the Pre-ETS program
- ARS counselor will notify the vendor via verification letter when student is ready to begin Pre-ETS services
- All partners must establish a timeline for completing referrals and gathering documentation for students participating in the Pre-ETS program

Referral Process TEAM SECTION

Identify Person responsible for gathering school documentation:
(example: List a Name)

Christopher Conway

Identify Person(s) responsible for submitting to ARS completed Pre-ETS referral
Packets:

Aseelah Williams
Christopher Conway

Identify person(s) responsible for notifying vendor of students
participating in Pre-ETS Program:

Christopher Conway

Referral Timeline TEAM SECTION

Deadline for schools to identify students who will participate in Pre-ETS program: No new referrals after September 1st unless an exception is granted by the district manager.

Letter of Engagement and Letter of Engagement Renewal Form

School will complete and submit ARS Pre-ETS referral packets to	<u>Kimberly Clark, ARS</u> <u>Aseelah Williams, CDTI</u> (enter name & agency)
ARS will process Pre-ETS referrals through the case management system within Completed Pre-ETS referral packet.	<u>5-8 days</u> of receiving (Enter days)
ARS will notify vendor when students are ready to begin Pre-ETS program. Please identify how ARS will verify with the vendor students have been approved to begin services? <i>The ARS Counselor will notify the vendor/agency via email and LOA notification.</i>	

Work Based Learning TEAM SECTION	
Will students received work experience during the program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If no, explain why students will not obtain a work experience while participating in your program:	
Number of days a week students will participate in work experience: <input checked="" type="checkbox"/> Monday <input checked="" type="checkbox"/> Tuesday <input checked="" type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday <input checked="" type="checkbox"/> Friday	
Number of hours a student will participate per scheduled work experience day:	<u>1-2</u> hours
Are students participating in a work experience required to go through your entities HR process?	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
If yes, list the documentation required for students to go through your HR process: <i>Students will need to complete onboarding training and documentation to include an employee handbook, work readiness and softskills refresher, worksite interview, online payroll and documentation, and safety training.</i>	
Identify timeframe (established by team) for students to complete the HR process prior to starting work experiences: <u>3-7 days</u>	
Who is responsible for providing transportation to and from work experience	<u>Parents and/or CDTI, LLC</u> (Provider/Agency /School)

Primary Contacts	
Vendor	
Contact information for Program supervisor:	<u>Aseelah Williams</u>
<u>Info@CDTImidsouth.com</u>	<u>601.988.3485</u>
Email	Primary Phone Number
Contact information for individual responsible for delivering Pre-ETS services :	<u>Aseelah Williams, Falisha Wilson</u>
<u>Info@CDTImidsouth.com</u>	<u>601.988.3485</u>
Email	Primary Phone Number
School	
Contact information for program approval :	<u>Tish Knowles</u> <i>Tish Knowles</i>

Letter of Engagement and Letter of Engagement Renewal Form

<u>tknowles@esdbulldogs.org</u> Email	<u>Name (first, Last)</u> 870-792-8486 <i>Tish Knowles</i>	
Primary Phone Number		
Contact information for student supervision in Pre-ETS program:		
<u>cconway@esdbulldogs.org</u> Email	<u>Christopher Conway</u> Name (First, Last)	
870-792-8486 Primary Phone Number		
ARS		
Contact information for Transition counselor :		
<u>kimberly.clark@arkansas.gov</u> Email	<u>Kimberly Clark</u> Name (First, Last)	
870-735-4725 Primary Phone Number		
Contact for ARS District Manager:	<u>Everett Adamson</u> Name (First, Last)	<u>870.735.4725</u> Primary Phone Number
Email: <u>everett.adamson@arkansas.gov</u>		

Please send this completed form to Deputy of Field Operations Kimberly Clayborn Kimberly.clayborn@arkansas.gov
A Memorandum of Understanding will be developed for signature by approving authorities. **Incomplete letters of engagement will be returned.**

Miscellaneous Meeting Notes

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

Academics

The determination was made to select Houghton Mifflin Harcourt, Into Literacy for 7-12 grade literacy curriculum resource materials. Materials will be ordered this month.

Earle High School had a junior receive Honorable Mention (Top 10) in the Arkansas Council of Teachers of Mathematics. The subject test was given across the state in early March and results were released on March 29th. We are excited to see our students competing and performing academically on such a high level!

Human Capital

The building level teams have been conducting interviews for several posted positions. The following positions have been posted for 2022-23 school year:

- ELA – Grades 7-9 (Recommendation)
- School Nurse
- Upper Level Math (Filled)
- Upper Level Science
- ISS Paraprofessional
- Assistant Bookkeeper-Accounts Payable/Administrative Assistant
- Bus Drivers
- Child Nutrition Director
- Band Director/7-12 Music

Student Support

Earle High School has two teams that qualified for the Odyssey of the Mind State Competition. Odyssey of the Mind (OM™) teaches students how to develop and apply creativity and problem solving skills. These skills and self-confidence will carry over to all areas of their lives, bringing the classroom to life by solving unique open-ended problems. OM also emphasizes teamwork, budgeting, time management, and public speaking. OM is an international program designed to help students grow as individual learners, grow as team members, and to reach their full potential.

The state tournament was held in Mayflower, AR on Saturday, April 9th. The structure team advanced to the OM World Finals in Ames, IA to be held May 25-28. Congratulations to the team! This is the first time in the history of the school district that we have competed in OM!

Earle School District hosted an ACT Bootcamp during the week of Spring Break. Lunch was provided by a local church. The curriculum utilized was the OnToCollege ACT Prep Course. The goal of the bootcamp was to see at least a 3 point gain in participants' ACT score.

New track equipment and uniforms were ordered in March.

Stakeholder Communication

Comcast has partnered with us to host the following parent engagement nights this semester. They are reimbursing us for costs associated with the events:

- Parent Engagement Events
 - Math & Science Night – Students and parents had an opportunity to see the science behind various experiments.
 - Multicultural Time Machine – The goal was to show student, parent, and community connections through many generations. Music ranged from the 1960's to the present with performances from the Earle High School Choir and Lane College Choir. Individuals, pairs, and groups performed multi-cultural dances. Samples of food in the form of “Taste the Nations” were served throughout the evening.
 - Family Game Night - During this night we will engage with our parents through board games and fun. We will also tie in the upcoming state assessments during this time.

Thank you to Comcast for their partnership!

EHS, in partnership with parents and community members, is sponsoring Motivational Speakers every Thursday during the month of April to get students excited about summative testing.

Fiscal Operations

I meet weekly with the fiscal unit via Zoom. We include others when needed and have systems in place to ensure strong internal controls. We are having conversations throughout the district to determine areas where we can save money.

We were recently awarded the following grants:

- Arkansas Department of Health Grant (\$51,464)
- AR Tier 1 Mathematics Curriculum Grant (\$25,000)
- Teach for America Swift Computer Science Partnership (\$2000 - C Henderson/L Long)

Facilities

Phase 1 of the Indoor Air Quality HVAC and door project is progressing. Door installation was completed over spring break. HVAC upgrades will begin in May. Final engineering and bidding is complete for the HVAC portion of the project.

The roof project preliminary plans are underway. The original plan was to install the high school roof this coming summer, however, due to inflation, we have agreed to wait a few months until the market levels out. If we continue at this time, we likely will be over budget with the prices continuing to soar.

EARLE SCHOOL DISTRICT 2
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIOD 10 OF 22

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	.00	.00	67,721.21	-67,721.21
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	.00	.00	.00	.00
1281	NSL FUND	.00	.00	.00	.00	673.08	-673.08
1365	ABC TEACHER SALARY	.00	.00	.00	.00	16,293.97	-16,293.97
1382	MATH CURR GRANT STIP	.00	.00	.00	.00	.00	.00
1941		.00	.00	.00	.00	.00	.00
TOTAL	TEACHER SALARY FUND	.00	.00	.00	.00	84,688.26	-84,688.26
2000	FOUNDATION FUND	714,644.11	.00	.00	.00	58,458.11	656,186.00
2001	OPERATING FUND	-493,871.44	103,216.67	.00	10,000.00	.00	-400,654.77
2003	LIFE STRATEGIES/MENT	.00	.00	.00	.00	.00	.00
2012	STORM DAMAGE	.00	.00	.00	.00	.00	.00
2013	E-RATE	-87,811.85	.00	.00	.00	.00	-87,811.85
2014	HEALTH GRANT (COOP)	-11,894.65	.00	.00	.00	.00	-11,894.65
2015	TEACH FOR AMERICA (G	2,000.00	.00	.00	.00	.00	2,000.00
2020	FOOD PANTRY GRANT	3,869.42	.00	.00	.00	117.50	3,751.92
2021	GRIEF GRANT	.00	.00	.00	.00	.00	.00
2022	GRIEF GRANT	500.00	.00	.00	.00	.00	500.00
2218	DECLINING ENROLLMENT	156,733.60	.00	.00	.00	.00	156,733.60
2222	ENHANCED TRANSPORTAT	30,726.07	.00	.00	.00	.00	30,726.07
2223	PROFESSIONAL DEVELOP	12,140.78	.00	.00	.00	.00	12,140.78
2240	SP. ED. SUPERVISOR-S	2,259.90	.00	.00	.00	.00	2,259.90
2244	EXTENDED DAY	45,228.16	.00	.00	.00	.00	45,228.16
2260	STATE PRESCHOOL-SPED	3,315.92	.00	.00	.00	.00	3,315.92
2262	SPED EIDT	1,495.30	.00	.00	.00	.00	1,495.30
2271	GIFTED & TALENTED	195.00	.00	.00	.00	.00	195.00
2275	ALTERNATIVE LEARNING	3,850.20	.00	.00	.00	175.05	3,675.15
2276	ENGLISH LANGUAGE LEA	2,464.00	.00	.00	.00	.00	2,464.00
2281	NSL FUND	626,402.98	.00	.00	.00	17,464.58	608,938.40
2282	NSL MATCH GRANT	39,566.68	.00	.00	.00	.00	39,566.68
2293	SEC VOC AREA CENTER	.00	.00	.00	.00	.00	.00
2365	ARKANSAS BETTER CHAN	.00	.00	.00	.00	.00	.00
2372	HIPPY SUPPL	.00	.00	.00	.00	.00	.00
2373	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	.00	.00	.00	.00	14,200.00
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	1,066,785.60	103,216.67	.00	10,000.00	76,215.24	1,083,787.03
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

EARLE SCHOOL DISTRICT 2
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIOD 10 OF 22

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
3100	NEW ELEM CONSTRUCTIO	-142,069.66	.00	.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	-387,997.91	.00	.00	.00	.00	-387,997.91
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
	TOTAL DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
6501	TITLE I REGULAR COMP	-11,407.04	.00	.00	.00	13,952.93	-25,359.97
6505	TITLE I SCHOOL IMPRO	-40,241.46	.00	.00	.00	28,265.00	-68,506.46
6506	TITLE I SCH IMPRVMT	.00	.00	.00	.00	.00	.00
6507	PL 89-313 JUL 1 BALA	.01	.00	.00	.00	.00	.01
6508	SCHOOL IMPRO IMPL G	.00	.00	.00	.00	.00	.00
6509	LEARN & SERVE AMERIC	.00	.00	.00	.00	.00	.00
6560	QUALITY APPROVAL GRA	.00	.00	.00	.00	.00	.00
6595	T-II-D/TECH GRANT	.00	.00	.00	.00	.00	.00
6702	6-B PASS THROUGH FUN	-1,187.29	.00	.00	.00	18,264.07	-19,451.36
6703	ARP IDEA PART B, SEC	-1,686.96	.00	.00	.00	-599.70	-1,087.26
6704	ARP IDEA PART B, SEC	2,205.00	.00	.00	.00	.00	2,205.00
6710	FED. PRESCHOOL SPED	.00	.00	.00	.00	.00	.00
6750	MEDICAID	23,138.52	.00	.00	.00	.00	23,138.52
6752	ARMAC	32,642.25	.00	.00	.00	508.12	32,134.13
6756	IMPROVING TEACHER QT	.00	.00	.00	.00	.00	.00
6757	OPP. CULTURE GRANT	.00	.00	.00	.00	.00	.00
6767	COVID-19 EMERGENCY L	.00	.00	.00	.00	.00	.00
6776	AWARE	-119.00	.00	.00	.00	.00	-119.00
6778	CARES/ESSER	-1,556.80	.00	.00	.00	70.00	-1,626.80
6780	ESSER 2	-8,660.75	.00	.00	.00	4,821.05	-13,481.80
6781	TITLE V-RLIS	.00	.00	.00	.00	.00	.00
6784	TITLE IV STDNT SUPPO	.00	.00	.00	.00	9,876.37	-9,876.37
6786	COVID SCHOOL MEALS	.00	.00	.00	.00	.00	.00
6788	DEPT. OF YOUTH SERV	.00	.00	.00	.00	.00	.00
6790	SOAR LIT GRANT	.00	.00	.00	.00	.00	.00
6791	ESSER III	.00	.00	.00	.00	15,928.18	-15,928.18
6795	FEDERAL GRANTS FUND	-6,873.52	.00	.00	.00	91,086.02	-97,959.54
	TOTAL FEDERAL GRANTS FUND	-6,873.52	.00	.00	.00	91,086.02	-97,959.54
7000	EARLE SCHOOL ACTIVIT	2,085.11	250.00	.00	.00	536.60	1,798.51
7001	ESD CONCESSION STAND	684.17	.00	.00	.00	.00	684.17
7002	ACCTS PAYABLE A/P	.00	.00	.00	.00	.00	.00
7007	ATHLETIC GATE/DOOR	2,964.11	.00	.00	.00	100.00	2,864.11
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	837.52	.00	.00	.00	.00	837.52
7018	SR CLASS ACTIVITY	2,902.09	.00	.00	.00	.00	2,902.09
7019	JR. CLASS ACCOUNT	2,344.93	.00	.00	.00	750.00	1,594.93
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 PERIOD 10 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	100.00	.00	.00	.00	.00	100.00
7031	GIRLS BASKETBALL	.00	.00	.00	.00	.00	.00
7032	TENNIS	160.00	.00	.00	.00	.00	160.00
7100	DONATIONS	250.00	.00	.00	.00	.00	250.00
7101	CONSTRUCTION DONATIO	65.00	.00	.00	.00	.00	65.00
7107	HOMECOMING TAILGATE	605.05	.00	.00	.00	.00	605.05
7200	ATHLETICS DONATIONS	197.08	.00	.00	.00	.00	197.08
7500	EARLE ELEM ACTIVITY	2,615.19	.00	.00	.00	.00	2,615.19
7506	ELEM LIBRARY FUND	2,372.81	.00	.00	.00	.00	2,372.81
7509	ELEM FUNDRAISER(STUD	.00	.00	.00	.00	.00	.00
7511	YOUNG LADIES CLUB	31.72	.00	.00	.00	.00	31.72
7512	FUNDRAISER (TEACHERS	.00	.00	.00	.00	.00	.00
7609	BASKETBALL FUNDRAISE	125.43	.00	.00	.00	.00	125.43
7700	EHS ACTIVITY FUND AC	327.99	.00	.00	.00	.00	327.99
7701	ANNUAL STAFF	51.69	.00	.00	.00	.00	51.69
7702	EHS BAND	.00	.00	.00	.00	.00	.00
7703	EHS BETA CLUB	.00	.00	.00	.00	.00	.00
7704	EHS CHEERLEADERS	.00	.00	.00	.00	.00	.00
7707	EHS DRAWA CLUB	442.59	.00	.00	.00	.00	442.59
7708	EHS FBLA CLUB	.00	.00	.00	.00	.00	.00
7709	EHS FFA/VICA CLUB	.00	.00	.00	.00	.00	.00
7710	EHS GENERAL ACCOUNT	193.30	.00	.00	.00	.00	193.30
7711	EHS LIBRARY	.00	.00	.00	.00	.00	.00
7712	EHS LOCKER FUND	.00	.00	.00	.00	.00	.00
7713	EHS SPANTISH CLUB	.00	.00	.00	.00	.00	.00
7716	SR CLASS 16/17 HENDE	.00	.00	.00	.00	.00	.00
7717	SR CLASS16-N.CLAY	739.87	.00	.00	.00	.00	739.87
7718	EHS STUDENT COUNCIL	.00	.00	.00	.00	.00	.00
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.)	268.55	.00	.00	.00	.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	865.65	.00	.00	.00	.00	865.65
TOTAL	EARLE SCHOOL ACTIVITY FUN	-34,260.83	1,335.00	.00	.00	1,386.60	-34,312.43
8000	FOOD SERVICE FUND	343,682.41	313.75	.00	.00	3,006.16	340,990.00
8056	CN EMERGENCY OPERATI	.00	.00	.00	.00	.00	.00
8657	FRESH FRUIT AND VEGE	3,669.53	.00	.00	.00	.00	3,669.53
TOTAL	FOOD SERVICE FUND	347,351.94	313.75	.00	.00	3,006.16	344,659.53

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
DATE: 04/11/2022
TIME: 09:55:45

EARLE SCHOOL DISTRICT 2
DETAILED STATEMENT OF CHANGES IN FUND BALANCES
FOR PERIOD 10 OF 22

PAGE NUMBER: 4
MODULE NUM: STATMN9EAR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
TOTAL		985,005.28	104,865.42	.00	10,000.00	256,382.28	823,488.42

ACTION ITEM 1

Recommendation to approve out of state travel

Action Item #1

Recommendation to approve out of state travel

Background Information:

The Odyssey of the Mind Structure Team earned a spot at the Odyssey of the Mind World Finals in Ames, IA. This is the first time in the history of the District that students have participated in Odyssey of the Mind. Request permission for 6 students and 1 chaperone to travel to Ames, IA for the Odyssey of the Mind World Finals Competition from May 25-28, 2022, pending funding is available.

Attachment(s)

Fiscal Impact/Debt Request

\$7500.00

Superintendent's Recommendation:

It is recommended that the Commissioner approve out of state travel.

Commissioner's Decision:

Approve Recommendation
 Return item for more information

Deny Recommendation

Signature John Ky Date 4/22/2022

ACTION ITEM 2

Recommendation to approve the High Priority Recruitment and Retention
Incentives for FY 22

Action Item #2

Recommendation to approve the High Priority Recruitment and Retention Incentives for FY 2021-22

Background Information:

Earle School District teachers annually receive a high priority recruitment and retention incentive provided through the Arkansas Department of Education. The High Priority Recruitment and Retention amount per teacher is based on the number of qualifying staff identified. It is the request of the district to distribute the funds.

Attachment(s)

List of qualified teachers submitted to ADE and verified for High Priority Recruitment and Retention Incentives.

Fiscal Impact/Debt Request

\$131,070.49 Total

(Includes \$103,205.11 HPB + \$27,865.38 Fringe)

Superintendent's Recommendation:

It is recommended that the Commissioner approve the distribution of the High Priority Recruitment and Retention funds.

Commissioner's Decision:

Approve Recommendation _____
Return item for more information _____

Deny Recommendation _____

Signature John K Date 4/22/2022

ACTION ITEM 3

Recommendation to approve the Classified Staff for the 2022-23 School Year

Action Item #3

Recommendation to approve the Staff for the 2022-23 school year for the Earle School District

Background Information:

Staff as presented in the projected budget for the 2022-23 school year has been recommended to the Superintendent by the building and department supervisors.

Attachment(s)

Recommendation letters from Elementary, High School, Transportation, Custodial/Maintenance, District

Fiscal Impact/Debt Request

As presented in proposed salary schedule and projected budget

Superintendent's Recommendation:

It is recommended that the Commissioner approve the staff for the 2021-22 school year.

Commissioner's Decision:

Approve Recommendation _____
Return item for more information _____

Deny Recommendation _____

Signature



Date

4/22/2022



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, April 11, 2022

Dear Ms. Knowles,

Below you will find my hiring recommendations for classified staff for the 2022-23 school year:

Melany Anthony
Darlene Malone
Gwen Thomas
Barbara Richmond
Beatrice McKenzie

Sincerely,

Juanita R. Dotson,
Principal



EARLE HIGH SCHOOL
"SERVING, PREPARING AND THRIVING
16432 US 64
Earle, AR, 72331



Phone
870.792.8716

Dexter Dumas
Principal

Fax
870.792.1004

Wednesday, April 12, 2022

I recommend the following classified staff for hire for the school year 2022-2023:

Edna Futch

Angela R. Jones

Marilyn Moore

Dexter Dumas, Earle High School Principal



EARLE SCHOOL DISTRICT

Memo

To: Tish Knowles, Superintendent
From: Dennis Russell , Transportation Director
Date: 4/13/22
Re: Classified Staff SY 2022-23

Ms. Knowles,

Below is my recommendation for Classified Staff for SY 2022-23:

Marilyn Moore
Albert Coleman

Thank you,

Dennis Russell
Transportation Director



EARLE SCHOOL DISTRICT

Memo

To: Tish Knowles, Superintendent
From: Arthur Maples, Facilities Director
Date: 4/13/22
Re: Classified Staff SY 2022-23

Ms. Knowles,

Below is my recommendation for Classified Staff for SY 2022-23:

Raeshawn Young
Marlon Sykes
Demarcus Brown
Karen Jones
Larry Jemison

Thank you,

Arthur Maples
Facilities Director

Tish Knowles
Superintendent

Earle School District

1401 3rd Street | Earle, AR 72331
(870) 792 – 8486 | Fax (870) 792 – 8897



April 13, 2022

Below is my recommendation for the Certified Staff for School Year 2022-23

Albert Coleman

Linda Maples

Carloss Guess

Felicia Watson

Bobby Lockett

Below is my recommendation for the Classified Staff for School Year 2022-23

Arthur Maples

Guy Watson

Dennis Russell

Melissa Swanson

Sincerely,



Tish Knowles, EdS
Superintendent
Earle School District

COMMISSIONER APPOINTED ADVISORS

ERIC COX
PRESIDENT

ARTHUR BERRY
SECRETARY

CHARLIE COX
MEMBER

APRIL WEATHERSPOON
MEMBER

Action Item #4

Recommendation to hire certified employee

Background Information:

Based on the DESE approved Staffing Worksheet for SY 2022-23, the district posted vacant positions. Candidates were selected and interviews held based on qualifications and in accordance with the district equity plan. The applicant is recommended pending approval of J1 Visa and proof of appropriate clearance by Child Maltreatment Central Registry and law enforcement.

Recommended candidate: Rhean Joy Fajardo

Attachment(s)

Letter of recommendation from Dexter Dumas, Earle High School Principal

Fiscal Impact/Debt Request

As presented in the proposed salary schedule and projected budget

Superintendent's Recommendation:

It is recommended that the Commissioner approve the certified employee.

Commissioner's Decision:

Approve Recommendation
 Return item for more information

Deny Recommendation

Signature  Date 4/22/2022

ACTION ITEM 5

Recommendation to approve School Choice transfer

Action Item #5

Recommendation to approve the following School Choice transfer:

10th grade student from West Memphis Academy

Background Information:

In accordance with the School Choice Act of 2015, School Choice application was received in the district office prior to May 1, 2022.

Attachment(s)

N/A

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner approve the School Choice student transfer as presented.

Commissioner's Decision:

Approve Recommendation _____

Deny Recommendation _____

Return item for more information _____

Signature _____ Date _____

ACTION ITEM 6

Recommendation to approve Special Education Part B Application

Action Item #6

Recommendation to approve IDEA Part B Application

Background Information:

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist school districts in the education of qualifying students. The use of their funds require School Board review and approval.

Attachment(s)

Application for IDEA Part B

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner approve the Special Education Part B application as presented.

Commissioner's Decision:

Approve Recommendation

Deny Recommendation

Return item for more information

Signature

Date

4/22/2022



**DIVISION OF ELEMENTARY & SECONDARY EDUCATION
SPECIAL EDUCATION
LOCAL SCHOOL DISTRICT APPLICATION
FOR IDEA PART B (611) & (619) FUNDS
FOR THE PROVISION OF
SPECIAL EDUCATION AND RELATED SERVICES
FOR SCHOOL YEAR 2022-2023**

<u>Earle School District</u>	<u>1802</u>
Name of Public Agency	LEA Number
<u>1401 3rd St.</u>	<u>Earle, AR 72331</u>
Street or Mailing Address	City Zip
<u>Tish Knowles</u>	<u>870-792-8486</u>
Name of Contact Person Regarding Application	Phone Number
<u>+knowles@esdbulldogs.org</u>	<u>1260</u>
E-Mail Address	Unique Entity Identifier

STATEMENT OF INTENT

This application is submitted in fulfillment of Ark. Code Ann. 6-20-2202; the Individuals with Disabilities Education Act (IDEA); and the rules and regulations promulgated by the Arkansas State Board of Education, which are applicable. Upon approval by the Arkansas Department of Education, Special Education Unit, this document shall certify the public agency's authority to expend state and federal funds for the education of children with disabilities in accordance with the assurances, budget, and program of services set forth herein. On this date, the agency has adopted *Special Education and Related Services: Procedural Requirements and Program Standards*, and *Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21*, and subsequent rules and regulations adopted by the State Board of Education, as regulations for the administration of the special education program.

The signatures below are verification that the agency has reviewed and adopted the policies and procedures relative to children with disabilities covered in the attached *Special Education Assurances and Agreements*. Any additional policies and procedures adopted by the agency relative to children with disabilities not covered in the *Special Education Assurances and Agreements* are enclosed in this application. The signature of the Board President signifies that the Board has voted approval of the application. Such vote should be recorded in Board meeting minutes and kept on file at the District.

<u>Tish Knowles</u>	<u>Johnny Key</u>
Name of Superintendent	Name of Board President
<u>Tish Knowles</u>	<u>Johnny Key</u>
Signature of Superintendent	Signature of Board President
<u>4/11/22</u>	<u>4/18/2022</u>
Date Signed	Date Approved by Board

SPECIAL EDUCATION ASSURANCES AND AGREEMENTS SCHOOL YEAR 2022-2023

Adoption of Procedures: The applicant agrees to implement *Special Education and Related Services: Procedural Requirements and Program Standards* and *Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21* to ensure that it provides special education services to enable children with disabilities to participate in regular educational programs and that each child has a properly developed individualized education program.

Adjustment to Local Fiscal Effort: If eligible to do so, the applicant, in accordance with 20 U.S.C.A. §1413, assures that funds it uses to offset maintenance of effort requirements comply with the provisions of Part B of IDEA 2004.

Assistive Technology: The applicant assures that assistive technology devices or assistive technology services, or both, as defined in 20 U.S.C.A. §1401, are made available to a child with a disability if required.

Complaint Procedures of the State: The applicant, in accordance with 20 U.S.C.A. §1415, assures that it will provide a copy of the written procedures for Complaint Management to parents of students with disabilities when they are notified of their procedural safeguards.

Coordination of Projects: The applicant, in accordance with EDGAR 34 CFR 76.580, assures, to the extent possible, it coordinates each of its projects with other activities that are in the same geographic area served by the project and targeted groups.

Excess Cost: The applicant, in accordance with 20 U.S.C.A. §1413, assures that funds provided under Part B of IDEA 2004 will be used only for excess costs.

Extended School Year: The applicant, in accordance with 20 U.S.C.A. §1415, shall ensure that extended school year services are available as necessary to provide a free appropriate public education.

Highly Qualified Personnel: The applicant assures that all personnel necessary to carry out Part B of IDEA 2004 within the jurisdiction of the agency are appropriately and adequately prepared and trained consistent with the requirements of 20 U.S.C.A. §1412.

Information for State Education Agency: The applicant, in accordance with 20 U.S.C.A. §1412, assures that information necessary for the state education agency to carry out its duties under 20 U.S.C.A. §1412 shall be provided.

SPECIAL EDUCATION ASSURANCES AND AGREEMENTS

(Continue)

Least Restrictive Environment: The applicant, in accordance with 20 U.S.C.A. §1412, assures it has adopted the policies and procedures of *Special Education and Related Services: Procedural Requirements and Program Standards*, Section 13, pages 1 and 2; and Section 17, pages 1-3.

Responsibility of District: The applicant assures that any child with a disability who is placed in or referred to a private school or facility by the public agency is provided special education and related services in conformance with an IEP that meets state and federal requirements, at no cost to the parents, is provided an education that meets the standards that apply to education provided by the SEA/DISTRICT, and has all of the rights of a child with a disability who is served by a public agency.

Maintenance of Effort: The applicant assures, in accordance with 20 U.S.C.A. §1413, that funds provided under Part B of IDEA 2004 will not be used to reduce the level of financial effort for the education of children with disabilities from local funds below the level of those expenditures for the preceding fiscal year and that additional state funds made available to the special education program through Acts of the Arkansas General Assembly will not be used to reduce the preceding level of financial effort.

Nondiscrimination and Employment of Individuals with Disabilities: The applicant assures that the program assisted under Part B of IDEA 2004 will operate in compliance with Title 45 of the Code of Federal Regulations, Part 84.

Non-supplanting: The applicant, in accordance with 20 U.S.C.A. §1412, assures that funds provided under Part B of IDEA 2004 will be used to supplement the level of State and Local funds expended for the education of children with disabilities, and in no case to supplant those State and Local funds.

Permissive Use of Funds (PUF): The applicant assures that any Part B funds utilized under the PUF provisions of 20 U.S.C.A. §1413 are consistent with, and adhere to, state and federal law and regulation.

Policies and Programs Consistent with Eligibility Provisions: The applicant, in accordance with 20 U.S.C.A. §1413, assures that it has in effect policies, procedures and programs that are consistent with State policies and procedures established under 20 U.S.C.A. §1412.

Procedural Safeguards: The applicant incorporates by reference the procedures of the state education agency in *Special Education and Related Services: Procedural Requirements and Program Standards*, Sections 4 through 16.

Protection in Evaluation Procedures: The applicant adopts by reference the procedures of the state education agency in *Special Education and Related Services: Procedural Requirements and Program Standards*, Sections 4, 6 and 7.

SPECIAL EDUCATION ASSURANCES AND AGREEMENTS

(Continue)

Public Control of Funding: The applicant assures that control of funds provided under Part B of IDEA 2004 and State/Local funds committed to Special Education in accordance with Ark. Code Ann. 6-20-310 and title to property acquired with those funds is in a public agency for the uses and purposes authorized and as provided in the Arkansas Department of Education, School and Educational Service Cooperative Financial Accounting Manual.

Records, Reports, and Public Information: The applicant, in accordance with 20 U.S.C.A. §1413, assures that it will provide information as may be necessary to enable the state education agency to perform its duties under 20 U.S.C.A. §1412. The applicant assures that such records as the state educational agency may require ensuring the correctness and verification of the information are maintained and available. The applicant assures that all documents relating to the eligibility of the applicant under Part B of IDEA 2004 are available to parents of children with disabilities and to the public.

Retention of Records: Education Department General Administrative Regulations (EDGAR) 34 CFR §80.42(b), requires that recipients of federal funds retain all financial records and programmatic records, supporting documents, statistical records, and other records of LEAs for three years and 90 days (at a minimum) from the end of the liquidation period for the applicable grant.

School-Wide Programs Under Title I of ESEA: The applicant, in accordance with 20 U.S.C.A. §1413, assures that funds it uses to carry out a school-wide program under Section 1114 of the Elementary and Secondary Act of 1965 will conform to the conditions for the use of the funds under Part B of the IDEA 2004.

Transition Services: The applicant assures that transition services, as defined at 20 U.S.C.A. §1414, are designed within a results-oriented process that is focused on improving academic and functional achievement of children with disabilities to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation and is based on the individual child's needs.

Treatment of Charter Schools and Their Students: The applicant, in accordance with 20 U.S.C.A. §1413, assures that with respect to charter schools that are public schools of the local educational agency, the local educational agency serves children with disabilities attending those charter schools in the same manner as the local educational agency serves children with disabilities in its other schools and provides funds under Part B of IDEA 2004 to those charter schools in the same manner and at the same time as it provides those funds to its other schools.

Access To and Purchase of Instructional Materials: The applicant, in accordance with 34 Code of Federal Regulations §300.210 (a) and (b), assures that it will coordinate with the State education agency (Division of Elementary & Secondary Education, Special Education) and the National Instructional Materials Access Center (NIMAC) and will take all reasonable steps to provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

SPECIAL EDUCATION ASSURANCES AND AGREEMENTS

(Continue)

Records Regarding Migratory Children with Disabilities: The agency must cooperate in the Secretary's effort under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

General Education Provisions Act: The applicant assures that it will comply with the assurances set forth below as stated in the General Education Provisions Act in compliance with 20 U.S.C.A. §1232 e(b)(3),(5),(7),(A)&(B),(8) and (9). The general application submitted by the public agency under subsection (a) incorporates by explicit agreement these assurances:

- 1) That the local education agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans and applications;
- 2) That the control of funds provided to the local education agency under each program and title to property acquired with those funds will be in a public agency and that a public agency will administer those funds and property;
- 3) That the local education agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- 4) That the local education agency will make reports to the State agency or board and to the Commissioner as may reasonably be necessary to enable the State agency or board and the Commissioner to perform their duties and that the local educational agency will maintain such records, including the records required under Section 437, and provide access to those records, as the State agency or board or the Commissioner deem necessary to perform their duties;
- 5) That the local education agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for an operation of each program;
- 6) That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- 7) That the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- 8) That none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

**Special Education
Assurances and Agreements School-Age Services
Fiscal Year 2022-2023**

CERTIFICATION

I, THE UNDERSIGNED AUTHORIZED REPRESENTATIVE, HEREBY CERTIFY THAT THE APPLICANT AGENCY'S GOVERNING BODY HAS ADOPTED THE ABOVE ASSURANCES AND IS AWARE OF REQUIRED ACTIONS BY THE SEA RELATIVE TO DIRECT SERVICES AND LEA COMPLIANCE.

Earle School Dist
Public Agency Name

1802
LEA #

Dish Knowles
Director/Superintendent's Signature

4/11/22
Date

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) 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, an officer or employee of Congress, or an employee of 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;
- (b) 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 any agency, a Member of Congress, an officer or employee of Congress, or an 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;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants and contracts under grants and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Earle School District	Earle School District
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Tish Knowles, Superintendent	4/11/22
SIGNATURE	DATE
Tish Knowles	4/11/22

2022-2023 District Contact Information

1802 Earle School Dist
LEA#/DISTRICT NAME

Tish Knowles
Superintendent

870-792-8486

Phone#

t.knowles@esdbulldogs.org
E-mail Address

Dr. Rodney Lancaster
Special Education Supervisor

870-792-7557

Phone#

r.lancaster@esdbulldogs.org
E-mail Address

Tracy Webb
Business Manager

501-515-3391

Phone#

tracy.webb@ade.arkansas.gov
E-mail Address

Barbara Richmond
Finance Clerk/Other / Admin Asst

870-792-7557

Phone#

b.richmond@esdbulldogs.org
E-mail Address

ACTION ITEM 7

Recommendation to approve Section 3 policies

Action Item #7

Recommendation to approve Section 3 policies

Background Information:

Changes to policies, to include 3.6, 3.7, 3.17, 3.19, 3.26, 3.40, 3.49 have been reviewed and are recommended to the Superintendent by the PPC.

Attachment(s)

Recommended Policies

Recommendation letter by PPC

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner approve changes to Section 3 policies.

Commissioner's Decision:

Approve Recommendation _____
Return item for more information _____

Deny Recommendation _____

Signature



Date

4/22/2022

3.6 - LICENSED PERSONNEL EMPLOYEE TRAINING

For the purposes of this policy, professional development (PD) means a set of coordinated, planned learning activities for District employees who are required to hold a current license issued by the State Board of Education as a condition of employment or are an unlicensed employee teaching under a waiver of licensure that:

- a. Is required by statute or the Division of Elementary and Secondary Education (DESE); or
- b. Meets the following criteria:
 - Improves the knowledge, skills, and effectiveness of teachers;
 - Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies and methods;
 - Leads to improved student academic achievement; and
 - Is researched-based and standards-based.

All employees shall attend all local PD training sessions as directed by his/her supervisor.

The District shall develop and implement a professional development plan (PDP) for its licensed employees. The District's PDP shall, in part, align District resources to address the PD activities identified in the school's Arkansas Comprehensive School Improvement Plan (ACSIP) and incorporate the licensed employee's professional growth plan (PGP). The PDP shall describe how the District's categorical funds will be used to address deficiencies in student performance and any identified academic achievement gaps between groups of students. At the end of each school year, the District shall evaluate the PD activities' effectiveness at improving student performance and closing achievement gaps.

Each licensed employee shall receive a minimum of thirty-six (36) hours of PD annually to be fulfilled between July 1 and June 30. A licensed employee may be required to receive more PD than the minimum when necessary to complete the licensed employee's PGP. All licensed employees are required to obtain thirty-six (36) hours of approved PD each year over a five-year period as part of their licensure renewal requirements. PD hours earned in excess of each licensed employee's required number of hours in the designated year cannot be carried over to the next year.

Licensed employees who are prevented from obtaining the required PD hours due to their illness or the illness of an immediate family member as defined in A.C.A. § 6-17-1202 have until the end of the following school year to make up the deficient hours. Missed hours of PD shall be made up with PD that is substantially similar to that which was missed and can be obtained by any method, online or otherwise, approved by ADE. This time extension does not absolve the employee from also obtaining the following year's required hours of PD. Failure to obtain required PD or to make up missed PD could lead to disciplinary consequences, up to termination or nonrenewal of the contract of employment.

The goal of all PD activities shall be improved teaching and learning knowledge and skills that result in individual, team, school-wide, and Districtwide improvement designed to ensure that all

students demonstrate proficiency on the state's academic standards. The PDP shall be research-based and standards-based and in alignment with applicable DESE Rules and/or Arkansas code.

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

Flexible PD hours (flex hours) are those hours that an employee is allowed to substitute PD activities, different than those offered by the District, but are still aligned to the employee's PGP or the school's ACSIP. The District shall determine on an annual basis how many, if any, flex hours of PD it will allow to be substituted for District scheduled PD offerings. The determination may be made at an individual building, a grade, or by subject basis. The District administration and the building principal have the authority to require attendance at specific PD activities. Employees must receive advance approval from the building principal for activities they wish to have qualify for flex PD hours. To the fullest extent possible, PD activities are to be scheduled and attended such that teachers do not miss their regular teaching assignments. Six (6) approved flex hours credited toward fulfilling the licensed employee's required hours shall equal one (1) contract day. Hours of PD earned by an employee that are in excess of the employee's required hours, but are either not at the request of the District or not preapproved by the building principal, shall not be credited toward fulfilling the required number of contract days for that employee. Hours earned that count toward the licensed employee's required hours also count toward the required number of contract days for that employee. Employees shall be paid their daily rate of pay for PD hours earned at the request of the District that necessitate the employee work more than the number of days required by their contract.

Teachers and administrators who, for any reason, miss part or all of any scheduled PD activity they were required to attend, must make up the required hours in comparable activities, which are to be preapproved by the employee's appropriate supervisor.

To receive credit for his/her PD activity, each employee is responsible for obtaining and submitting documents of attendance, or completion for each PD activity he/she attends. Documentation is to be submitted to the building principal or designee. The District shall maintain all documents submitted by its employees that reflect completion of PD programs, whether such programs were provided by the District or an outside organization.

To the extent required by DESE Rules, employees will receive up to six (6) hours of educational technology PD that is integrated within other PD offerings, including taking or teaching an online or blended course.

The following PD shall count toward a licensed employee's required PD hours to the extent the District's or school's PDP includes such training, is approved for flex hours, or is part of the employee's PGP and it provides him/her with knowledge and skills for teaching:

- Students with intellectual disabilities, including Autism Spectrum Disorder;
- Students with specific learning disorders, including dyslexia;

- Culturally and linguistically diverse students;
- Gifted students.

Beginning in the 2013-14 school year and every fourth year thereafter, all-District personnel shall receive two (2) hours of PD related to child maltreatment required under A.C.A. § 6-61-133.

Beginning in school year 2014-15 and every fourth year thereafter, teachers shall receive two (2) hours of PD designed to enhance their understanding of effective parental involvement strategies.

Beginning in school year 2014-15 and every fourth year thereafter, administrators shall receive two (2) hours of PD designed to enhance their understanding of effective parent and family engagement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent and family participation.

Beginning in the 2016-17 school year and every fourth year thereafter, teachers who provide instruction in Arkansas history shall receive at least two (2) hours of PD in Arkansas history as part of the teacher's annual PD requirement.

Beginning with the 2018-19 school year, the District shall provide professional development to teachers licensed:

- At the elementary level for kindergarten through grade six (K-6), in special education for kindergarten through grade twelve (K-12), or reading specialists for kindergarten through grade twelve (K-12) for one (1) of the prescribed pathways to obtaining a proficiency credential in knowledge and practices in scientific reading instruction; and
- In an area other than elementary level for kindergarten through grade six (K-6), in special education for kindergarten through grade twelve (K-12), or reading specialists for kindergarten through grade twelve (K-12) for one (1) of the prescribed pathways to obtaining an awareness credential in knowledge and practices in scientific reading instruction.

The professional development will be designed so that, by the beginning of the 2023-2024 school year, all teachers employed in a teaching position that requires an elementary education license (K-6), special education license, or reading specialists in kindergarten through grade twelve (K-12) shall demonstrate proficiency in knowledge and practices of scientific reading instruction and all other teachers shall demonstrate awareness in knowledge and practices of the scientific reading instruction.

Beginning in the 2019-2020 school year, the District shall provide annual training instruction based on the science of reading as set forth in the literacy plan contained within the District's SLIPs.

Beginning in the 2023-24 school year and every fourth year thereafter, All licensed personnel shall receive two (2) hours of training related to bullying prevention and recognition of the relationship between incidents of bullying and the risk of suicide.

Beginning in the 2023-24 school-year and every fourth year thereafter, all licensed personnel shall receive two (2) hours of PD in mental health awareness and teen suicide awareness and prevention, which may be obtained by self-review of suitable mental health awareness and suicide prevention materials approved by DESE.

By the beginning of the 2024-25 school year and every fourth year thereafter, a school counselor shall receive Youth Mental Health First Aid training to learn the risk factors and warning signs of mental health issues in adolescents; the importance of early intervention; and how to help an adolescent who is in crisis or expecting a mental health challenge.

Anticipated rescuers shall receive training in cardiopulmonary resuscitation and the use of automated external defibrillators as required by DESE Rule. Such training shall count toward the required annual hours of PD.

At least once every three (3) years, persons employed as athletic coaches shall receive training related to the recognition and management of concussions, dehydration, or other health emergencies; students' health and safety issues related to environmental issues; communicable diseases, and sudden cardiac arrest. The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

All licensed personnel shall receive training related to compliance with the District's anti-bullying policies and the licensed employee's duties under the District's anti-bullying policies.

For each administrator, the thirty-six (36) hour PD requirement shall include training in data disaggregation, instructional leadership, and fiscal management. This training may include the Initial, Tier 1, and Tier 2 training required for Superintendents and other designees by DESE's Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

Building level administrators shall complete the credentialing assessment for the teacher evaluation PD program prior to conducting any summative teacher evaluations.

Teachers' PD shall meet the requirements prescribed under the Teacher Evaluation and Support System (TESS).

By the end of the 2014-15 school year, teachers shall have received professional awareness on the characteristics of dyslexia and the evidence-based interventions and accommodations for dyslexia.

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

Licensed personnel may earn up to twelve (12) hours of PD for time they are required to spend in their instructional classroom, office or media center prior to the first day of student/teacher interaction provided the time is spent in accordance with state law and current DESE rules that deal with PD. Licensed personnel who meet the requirements of this paragraph, the associated statute, and DESE Rules shall be entitled to one (1) hour of PD for each hour of approved preparation.

Licensed personnel shall receive five (5) PD hours for each credit hour of a graduate level college course that meets the criteria identified in law and applicable DESE rules. A maximum of fifteen (15) such hours may be applied toward the thirty-six (36) hours of PD required annually for license renewal.

The District shall make available annually to licensed personnel at least thirty (30) minutes of professional development on recognizing the warning signs that a child is a victim of human trafficking and reporting a suspicion that a child is a victim of human trafficking.

In addition to other required PD, personnel of Alternative Learning Environments shall receive PD on classroom management and on the specific needs and characteristics of students in alternative education environments.

District administrators as well as licensed personnel selected by the superintendent or building principal shall receive training on the appropriate use of restraint and seclusion in accordance with DESE's Advisory Guidelines for the Use of Student Restraints in Public School or Educational Settings and is in compliance with the requirements of A.C.A. § 6-18-2309. The names of District staff who have received certified training on the use of physical restraint shall be provided to all District staff at least annually.

As part of the District's implementation of the District's positive behavioral support system, District administrators as well as building personnel selected by the superintendent or building principal shall receive training in the use of positive behavior support for student behavior and in preventive techniques for teaching and motivating prosocial student behavior and conflict de-escalation and resolution techniques to be employed by school personnel to prevent, defuse, evaluate, and debrief a crisis and conflict situation.

Employees who do not receive or furnish documentation of the required annual PD jeopardize the accreditation of their school and academic achievement of their students. Failure of an employee to receive his/her required annual hours of PD in any given year, unless due to illness as permitted by law, DESE Rule, and this policy, shall be grounds for disciplinary action up to and including termination.

Approved PD activities may include:

- Conferences/workshops/institutes;
- Mentoring/peer coaching;
- Study groups/learning teams;
- National Board for Professional Teaching Standards Certification;
- Distance and online learning (including ArkansasIDEAS);

- Micro-credentialing approved by DESE;
- Internships;
- State/district/school programs;
- Approved college/university course work;
- Action research; and
- Individually guided (to be noted in the employee's PGP).

Approved PD activities that occur during the instructional day or outside the licensed employee's annual contract days may apply toward the annual minimum PD requirement.

PD activities shall relate to the following areas:

- Content (K-12);
- Instructional strategies;
- Assessment/data-driven decision making;
- Advocacy/leadership/fiscal management;
- Systemic change process;
- Standards, frameworks, and curriculum alignment;
- Supervision;
- Mentoring/peer coaching;
- Next generation learning/integrated technology;
- Principles of learning/developmental stages/diverse learners;
- Cognitive research;
- Parent and family engagement /academic planning and scholarship;
- Building a collaborative learning community;
- Student health and wellness; and
- The Code of Ethics for Arkansas Educators.

Additional activities eligible for PD credit, as included in the PDP and licensed employee's PGP, include:

- School Fire Marshall program (A.C.A. § 6-10-110);
- Tornado safety drills (A.C.A. § 6-10-121);
- Statewide student assessments (A.C.A. § 6-15-2912);
- Test security and confidentiality (A.C.A. § 6-15-2907);
- Emergency plans and the emergency communication method with law enforcement (A.C.A. § 6-15-1302);
- TESS (A.C.A. § 6-17-2806);
- Student discipline training, behavioral intervention, and classroom management (A.C.A. § 6-18-502);
- Comprehensive School Counseling Program (A.C.A. § 6-18-2004);
- Training required by DESE under The Arkansas Educational Support and Accountability Act and fiscal and facilities distress statutes and rules; and
- Annual lockdown drills (6-15-1303).

Cross References: Policy 3.50—ADMINISTRATOR EVALUATOR CERTIFICATION
Policy 4.37—EMERGENCY DRILLS
4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT
Policy 5.2 – PLANNING FOR EDUCATIONAL IMPROVEMENT

Legal References: Standards of Accreditation 1-B, 3-A.4, 3-B.1, 4-G.1, 4-G.2,
DESE Rules Governing Professional Development
DESE Rules for Governing the Arkansas Educational Support and
Accountability Act
DESE Rules Governing the Arkansas Financial Accounting and Reporting
System and Annual Training Requirements
DESE Rules Governing the Right to Read Act
DESE Rules Governing Student Special Needs Funding
DESE Advisory Guidelines for the Use of Student Restraints in Public
School or Educational Settings
A.C.A. § 6-10-121
A.C.A. § 6-10-122
A.C.A. § 6-10-123
A.C.A. § 6-15-1004(c)
A.C.A. § 6-15-1302
A.C.A. § 6-15-1303
A.C.A. § 6-15-1703
A.C.A. § 6-15-2907
A.C.A. § 6-15-2911
A.C.A. § 6-15-2912
A.C.A. § 6-15-2913
A.C.A. § 6-15-2914
A.C.A. § 6-15-2916
A.C.A. § 6-16-1203
A.C.A. § 6-17-429
A.C.A. § 6-17-703
A.C.A. § 6-17-704
A.C.A. § 6-17-708
A.C.A. § 6-17-709
A.C.A. § 6-17-710
A.C.A. § 6-17-711
A.C.A. § 6-17-2806
A.C.A. § 6-17-2808
A.C.A. § 6-18-502(f)
A.C.A. § 6-18-514(f)
A.C.A. § 6-18-708
A.C.A. § 6-18-2004
A.C.A. § 6-18-2304

A.C.A. § 6-18-2308
A.C.A. § 6-18-2309
A.C.A. § 6-20-2204
A.C.A. § 6-20-2303 (16)
A.C.A. § 6-41-608
A.C.A. § 6-61-133

Date Adopted: 04/30/18
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3.26—LICENSED PERSONNEL SEXUAL HARASSMENT

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

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

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

Definitions

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

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

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

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

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

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

- c. Constitutes:
- d. Sexual assault;
- e. Dating violence
- f. Domestic violence; or
- g. Stalking.

“Supportive measures” means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course- related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

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

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

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

Employees who believe they have been subjected to sexual harassment are encouraged to submit a report to their immediate supervisor, an administrator, or the Title IX coordinator. Under no circumstances shall an employee be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the sexual harassment. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged

sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

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

Supportive Measures

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

Formal Complaint

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

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - ↓ The identities of the parties involved in the incident, if known;
 - ↓ The conduct allegedly constituting sexual harassment; and
 - ↓ The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- That the District's personnel policies and code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

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

than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

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

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

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

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

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior

sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than ten (10) days following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

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

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

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

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

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

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

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

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

Appeals

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

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

For all appeals, the District shall:

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

Confidentiality

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

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

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

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

- ↓ Any respondent; and
- ↓ Any witness.

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

Administrative Leave

The District may place a non-student employee respondent on administrative leave during the pendency of the District's grievance process.

Retaliation Prohibited

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

Disciplinary Sanctions

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

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

Records

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

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
 - The basis for the District's conclusion that its response was not deliberately indifferent; and
 - Document:

- If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
- If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Cross References: 3.19—LICENSED PERSONNEL EMPLOYMENT
4.27—STUDENT SEXUAL HARASSMENT
5.20—DISTRICT WEBSITE
7.15—RECORD RETENTION AND DESTRUCTION
8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT

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

Date Adopted: 12/29/2020
Last Revised: March 2022

3.19—LICENSED PERSONNEL EMPLOYMENT

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

If the employee provides false or misleading information, or if he/she withholds information to the same effect, it may be grounds for dismissal. In particular, it will be considered a material misrepresentation and grounds for termination of contract of employment if an employee's licensure status is discovered to be other than as it was represented by an employee or applicant, either in writing on application materials or in the form of verbal assurances or statements made to the school district.

It is grounds for termination of contract of employment if an employee fails a criminal background check or receives a true report on the Child Maltreatment Central Registry check.

All teachers who begin employment in the 2023-2024 school year and each school year thereafter shall demonstrate proficiency or awareness in knowledge and practices in scientific reading instruction as is applicable to their teaching position by completing the prescribed proficiency or awareness in knowledge and practices of the scientific reading instruction credential either as a condition of licensure or within one

(1) year for teachers who are already licensed or employed as a teacher under a waiver from licensure.

Before the Superintendent may make a recommendation to the Board that an individual be hired by the District, the Superintendent shall check the Arkansas Educator Licensure System to determine if the individual has a currently suspended or revoked teaching license. An individual with a currently suspended license or whose license has been revoked by the State Board of Education is not eligible to be employed by the District; this prohibition includes employment as a substitute teacher, whether directly employed by the District or providing substitute teaching services under contract with an outside entity.

The District is an equal opportunity employer and shall not discriminate on the grounds of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, disability, or genetic information.

Inquiries on nondiscrimination may be directed to Superintendent or designee, who may be reached at (870) 792- 8486, or 1401 Third Street, Earle AR. 72331.

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

For further information on notice of nondiscrimination or to file a complaint, visit <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>; for the address and phone number of the office that serves your area, or call 18004213481.

In accordance with Arkansas law, the District provides a veteran preference to applicants who qualify for one of the following categories:

1. a veteran without a service-connected disability;
2. a veteran with a service-connected disability; and
3. a deceased veteran's spouse who is unmarried throughout the hiring process.

For purposes of this policy, veteran is defined as:

- a. A person honorably discharged from a tour of active duty, other than active duty for training only, with the armed forces of the United States; or
- b. Any person who has served honorably in the National Guard or reserve forces of the United States for a period of at least six (6) years, whether or not the person has retired or been discharged.

In order for an applicant to receive the veteran preference, the applicant must be a citizen and resident of Arkansas, be substantially equally qualified as other applicants, and do all of the following:

1. Indicate on the employment application the category the applicant qualifies for;
2. Attach the following documentation, **as applicable**, to the employment application:
 - Form DD214 indicating honorable discharge;
 - A letter dated within the last six months from the applicant's command indicating years of service in the National Guard or Reserve Forces as well as the applicant's current status;
 - Marriage license;
 - Death certificate;
 - Disability letter from the Veteran's Administration (in the case of an applicant with a service related disability).

Failure of the applicant to comply with the above requirements shall result in the applicant not receiving the veteran preference; in addition, meeting the qualifications of a veteran or spousal category does not guarantee either an interview or being hired.

Legal References: Division of Elementary and Secondary Education Rules Governing
 Background Checks
 A.C.A. § 6-17-301
 A.C.A. § 6-17-410
 A.C.A. § 6-17-411
 A.C.A. § 6-17-428
 A.C.A. § 6-17-429
 A.C.A. § 21-3-302
 A.C.A. § 21-3-303
 28 C.F.R. § 35.106
 29 C.F.R. part 1635
 34 C.F.R. § 100.6

34 C.F.R. § 104.8
34 C.F.R. § 106.8
34 C.F.R. § 106.9
34 C.F.R. § 108.9
34 C.F.R. § 110.25

Date Adopted: 04/30/2018
Last Revised: March 2022

3.7 - LICENSED PERSONNEL BUS DRIVER DRUG TESTING

Definitions

“Clearinghouse” means the Federal Motor Carrier Safety Administration Commercial Driver's License Drug and Alcohol Clearinghouse.

“Database” means the Commercial Driver Alcohol and Drug Testing Database of the Office of Driver Services of the Arkansas Department of Finance and Administration.

“Safety-sensitive function” includes:

- a. All time spent inspecting, servicing, and/or preparing the vehicle;
- b. All time spent driving the vehicle;
- c. All time spent loading or unloading the vehicle or supervising the loading or unloading of the vehicle; and
- d. All time spent repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

“School Bus” is a motorized vehicle that meets the following requirements:

1. Is designed to carry more than ten (10) passengers;
2. Is privately owned and operated for compensation, or which is owned, leased or otherwise operated by, or for the benefit of the District; and
3. Is operated for the transportation of students from home to school, from school to home, or to and from school events.

Scope of Policy

Each person hired for a position that allows or requires the employee to operate a school bus shall meet the following requirements:

1. The employee shall possess a current driver's license authorizing the individual to operate the size school bus the individual is being hired to drive;
2. Have undergone a physical examination, which shall include a drug test, by a licensed physician or advanced practice nurse within the past two years; and
3. A current valid certification of school bus driver in service training.

Each person's initial employment for a job entailing a safety-sensitive function is conditioned upon:

- The district receiving a negative drug test result for that employee;
- The employee submitting an electronic authorization through the Clearinghouse for the District to run a full query of the employee's information in the Clearinghouse; and
- The employee's signing a written authorization for the District to request information from:
 - The Database; and
 - Any U.S. Department of Transportation regulated employers who have employed the employee during any period during the two (2) years prior to the date of the employee's application.

All employees who perform safety-sensitive functions shall annually submit a written authorization for the District to conduct a limited query of the employee's information from the Clearinghouse. The District shall perform a limited query of all employees who perform safety-sensitive functions at least once each school year. If the District's limited query of the Clearinghouse shows that information exists in the Clearinghouse that may prohibit the employee from performing safety-sensitive functions, the District shall conduct a full query of the Clearinghouse on the employee within twenty-four (24) hours of conducting the limited query. If the District is

unable to conduct a full query within twenty-four (24) hours due to the twenty-four (24) hours falling on a weekend, holiday, or other day the District is closed or due to the failure of the employee to authorize the District to receive information resulting from the full query of the Clearinghouse, the employee shall not be permitted to perform any safety-sensitive function until the District conducts the full query and the results confirm that the employee's Clearinghouse record contains no prohibitions on the employee performing safety-sensitive functions.

Methods of Testing

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

Requirements

Employees shall be drug and alcohol free from the time the employee is required to be ready to work until the employee is relieved from the responsibility for performing work and/or any time they are performing a safety-sensitive function. In addition to the testing required as an initial condition of employment, employees shall submit to subsequent drug tests as required by law and/or regulation. Subsequent testing includes, and/or is triggered by, but is not limited to:

1. Random tests;
2. Testing in conjunction with an accident;
3. Receiving a citation for a moving traffic violation; and
4. Reasonable suspicion.

Prohibitions

- A. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater;
- B. No driver shall use alcohol while performing safety-sensitive functions;
- C. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol;
- D. No driver required to take a post-accident alcohol test under # 2 above shall use alcohol for eight (8) hours following the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first;
- E. No driver shall refuse to submit to an alcohol or drug test in conjunction with # 1, 2, and/or 4 above;
- F. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when using any controlled substance, except when used pursuant to the instructions of a licensed medical practitioner who, with knowledge of the driver's job responsibilities, has advised the driver that the substance will not adversely affect the driver's ability to safely operate his/her vehicle. It is the employee's responsibility to inform his/her supervisor of the employee's use of such medication;
- G. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive or has adulterated or substituted a test specimen for controlled substances.

Violation of any of these prohibitions may lead to disciplinary action being taken against the employee,

which could include termination or nonrenewal.

Testing for Cause

Drivers involved in an accident in which there is a loss of another person's life shall be tested for alcohol and controlled substances as soon as practicable following the accident. Drivers shall also be tested for alcohol within eight (8) hours and for controlled substances within thirty two (32) hours following an accident for which they receive a citation for a moving traffic violation if the accident involved: 1) bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident, or 2) one or more motor vehicles incurs disabling damage as a result of the accident requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.⁶

Refusal to Submit

Refusal to submit to an alcohol or controlled substance test means that the driver:

- Failed to appear for any test within a reasonable period of time as determined by the employer consistent with applicable Department of Transportation agency regulation;
- Failed to remain at the testing site until the testing process was completed;
- Failed to provide a urine specimen for any required drug test;
- Failed to provide a sufficient amount of urine without an adequate medical reason for the failure;
- Failed to undergo a medical examination as directed by the Medical Review Officer as part of the verification process for the previous listed reason;
- Failed or declined to submit to a second test that the employer or collector has directed the driver to take;
- Failed to cooperate with any of the testing process; and/or
- Adulterated or substituted a test result as reported by the Medical Review Officer.

School bus drivers should be aware that refusal to submit to a drug test when the test is requested based on a reasonable suspicion can constitute grounds for criminal prosecution.

Consequences for Violations

Drivers who engage in any conduct prohibited by this policy, who refuse to take a required drug or alcohol test, refuse to sign the request for information required by law, or who exceed the acceptable limits for the respective tests shall no longer be allowed to perform safety sensitive functions. Actions regarding their continued employment shall be taken in relation to their inability to perform these functions and could include termination or nonrenewal of their contract of employment.

Drivers who exhibit signs of violating the prohibitions of this policy relating to alcohol or controlled substances shall not be allowed to perform or continue to perform safety-sensitive functions if they exhibit those signs during, just preceding, or just after the period of the work day that the driver is required to be in compliance with the provisions of this policy. This action shall be based on specific, contemporaneous, articulable observations concerning the behavior, speech, or body odors of the driver. The Superintendent or designee or his/her designee shall require the driver to submit to reasonable suspicion tests for alcohol and controlled substances. The direction to submit to such tests must be made just before, just after, or during the time the driver is performing safety-sensitive functions. If circumstances prohibit the testing of the driver the Superintendent or designee or his/her designee shall

remove the driver from reporting for, or remaining on, duty for a minimum of twenty-four (24) hours from the time the observation was made triggering the driver's removal from duty.

If the results for an alcohol test administered to a driver is equal to or greater than 0.02, but less than 0.04, the driver shall be prohibited from performing safety-sensitive functions for a period no less than twenty-four (24) hours from the time the test was administered. Unless the loss of duty time triggers other employment consequence policies, no further other action against the driver is authorized by this policy for test results showing an alcohol concentration of less than 0.04.

Reporting Requirements

The District shall report the following information about an employee who performs safety-sensitive functions to the Clearinghouse by the close of the third (3rd) business day following the date the District obtained the information:¹⁰

1. An alcohol confirmation test result with an alcohol concentration of 0.04 or greater;
2. A negative return-to-duty test result;
3. A refusal to take an alcohol test;
4. A refusal to test determination; however, if the refusal to test determination is based on the employee's admission of adulteration or substitution of the specimen, the District shall only report the admissions made to the specimen collector; and
5. A report that the driver has successfully completed all follow-up tests as prescribed in the Substance Abuse Professional report.

The District shall report the following violations for an employee who performs safety-sensitive functions by the close of the third (3rd) business day following the date the District obtains actual knowledge of:¹¹

1. On-duty alcohol use;
2. Pre-duty alcohol use;
3. Alcohol use following an accident; and
4. Controlled substance use.

Legal References: A.C.A. § 6-19-108
 A.C.A. § 6-19-119
 A.C.A. 27-23-105
 A.C.A. § 27-23-201 et seq.
 A.C.A. § 27-51-1504
 49 C.F.R. § part 40
 49 C.F.R. § 382.101 – 605
 49 C.F.R. § 382.701 et seq.
 49 C.F.R. § 383.5
 49 C.F.R. § 390.5
 Arkansas Division of Academic Facilities and Transportation Rules Governing
 Maintenance and Operations of Arkansas Public School Buses and Physical
 Examinations of School Bus Drivers

Date Adopted: 04/30/18
Last Revised: March 2022

3.17—LICENSED PERSONNEL CODE OF CONDUCT

Definitions

“Insubordination” means the willful disregard of a supervisor's instructions or the refusal to obey a lawful order from a supervisor. Insubordination does not mean the refusal to follow an order from a supervisor that would violate Federal or state law; Federal regulations; state rules; or a court order.

“Sexual harassment” means conduct on the basis of sex that may not reach the definition of sexual harassment under Policy 3.26 but is nevertheless inappropriate within the education setting. Examples of sexual harassment include, but are not limited to:

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

Employee actions that meet the definitions within this policy are prohibited.

In recognition of the level of trust placed in District employees, the duty of care District employees have towards their charges, and the need for District employees to model appropriate behavior for their charges, the District has, and will continue to hold, its employees to a high standard of behavior. Employees whose actions are determined to be in violation of the provisions of this policy, another personnel policy, the Division of Elementary and Secondary Education Rules Governing the Code of Ethics for Arkansas Educators, or criminal conduct that statutorily prohibits employment by a school district may be recommended for discipline up to and including termination of the employee’s contract for employment. In addition to other forms of discipline, conduct in violation of the Rules may be reported to the Professional Licensure Standards Board.

Note: This policy is similar to Policy 8.45. If you change this policy, review Policy 8.45 at the same time to ensure applicable consistency between the two.

Legal References: A.C.A. § 6-17-301
 A.C.A. § 6-17-410
 A.C.A. § 6-17-411
 A.C.A. § 6-17-1501 et seq.
 DESE Rules Governing the Code of Ethics for Arkansas Educators

Date Adopted: March 2022

Last Revised:

3.40 – LICENSED PERSONNEL DUTIES AS MANDATED REPORTERS

It is the statutory duty of school district employees to:

- If the employee has reasonable cause to suspect child abuse or maltreatment, then the employee shall directly and personally report these suspicions to the Arkansas Child Abuse Hotline: by calling 1-800-482-5964; by calling the child maltreatment hotline at 1-800-482-5964 and submitting a report through fax to the child maltreatment hotline; or if the employee can demonstrate that the child maltreatment, neglect, or abuse is not an emergency, then the employee may notify the child maltreatment hotline through submission of a fax only. Failure to report suspected child abuse, maltreatment, or neglect through the Hotline can lead to criminal prosecution and individual civil liability of the person who has this duty. Notification of local or state law enforcement does not satisfy the duty to report; only notification by means of the Child Abuse Hotline discharges this duty.
- If the employee has a good faith belief that there is a serious and imminent threat to the public based on a threat made by an individual regarding violence in or targeted at a school that has been communicated to the employee in the ordinary course of his/her professional duties, then the employee shall make every attempt to immediately notify law enforcement of the serious and imminent threat to the public and have notified law enforcement within twenty-four (24) hours of learning of the serious and imminent threat to the public.

The duty of mandated reporters to report suspected child abuse or maltreatment or serious and imminent threats to the public is a direct and personal duty, and cannot be assigned or delegated to another person. There is no duty to investigate, confirm or substantiate statements a student may have made which form the basis of the reasonable cause to believe that the student may have been abused or subjected to maltreatment by another person or that form the basis of the serious and imminent threat to the public; however, a person with a duty to report may find it helpful to make a limited inquiry to assist in the formation of a belief that child abuse, maltreatment or neglect has occurred; that a serious and imminent threat to the public exists; or to rule out such a belief.

Employees and volunteers who notify the Child Abuse Hotline or who report serious and imminent threats to the public to law enforcement in good faith are immune from civil liability and criminal prosecution.

By law, no school district or school district employee may prohibit or restrict an employee or volunteer from directly reporting suspected child abuse, maltreatment, or a serious and imminent threat to the public, or require that any person notify or seek permission from any person before making a report to the Child Abuse Hotline or law enforcement.

Legal References: A.C.A. § 6-18-110
 A.C.A. § 12-18-107
 A.C.A. § 12-18-201 et seq.
 A.C.A. § 12-18-302
 A.C.A. § 12-18-402

Date Adopted: 4/30/18

Last Revised: March 2022

3.49-TEACHERS' REMOVAL OF STUDENT FROM CLASSROOM

Note and advisement: This policy is adopted by the Board of Directors in order to bring the District into compliance with ADE rules concerning student discipline, and to incorporate the provisions of A.C.A. § 6-18-511. However, teachers should be aware that federal law governing a student's Individual Education Program (IEP) or 504 plan, or status as an individual with a disability will supersede Arkansas law. In many cases, removing a student from a classroom due to behavioral problems, will violate a student's IEP, violate a student's 504 plan, or constitute discrimination against the student due to a disability that affects the student's ability to conform his or her behavior. Teachers have been successfully sued for IEP and 504 plan violations in other jurisdictions, and teachers need to understand that violating a student's rights is outside of the scope of his or her employment, and no insurance is available or provided by the school district for either legal defense or to pay a money judgment. Teachers who rely on this law and this policy to exclude a student with special needs or a disability are assuming a grave personal risk.

A teacher may remove a student from class whose behavior the teacher has documented to be repeatedly interfering with the teacher's ability to teach the students in the class or whose behavior is so unruly, disruptive or abusive that it interferes with the ability of the student's other classmates to learn. Students who have been removed from their classroom by a teacher shall be sent to the principal's or principal's designee's office for appropriate discipline.

The teacher's principal or the principal's designee may:

1. Place the student into another appropriate classroom;
2. Place the student into in school suspension;
3. Return the student to the class; or
4. Take other appropriate action consistent with the District's student discipline policies and state and federal law.

If a teacher removes a student from class two (2) times during any nine-week grading period, the principal or the principal's designee may not return the student to the teacher's class unless a conference has been held for the purpose of determining the cause of the problem and possible solutions. The conference is to be held with the following individuals present:

1. The principal or the principal's designee;
2. The teacher;
3. The school counselor;
4. The parents, guardians, or persons in loco parentis; and
5. The student, if appropriate.

However, the failure of the parents, guardians, or persons in loco parentis to attend the conference does not prevent any action from being taken as a result of the conference.

Legal References: A.C.A. § 6-18-511
Division of Elementary and Secondary Education Rules Governing the Student
Discipline and School Safety

Date Adopted: 04/30/2018
Last Revised: March 2022

DATE: March 8, 2021

TO: Superintendent Tish Knowles

FROM: Tiffany Williams - PPC Chair

SUBJECT: Changes to Section 6 Policies

We, the Personnel Policy Committee, recommend the following changes to Section 6 Policies.

Respectfully,

Tiffany Williams
PPC Chair

ACTION ITEM 8

Recommendation to approve resignation of Certified employee

Action Item #8

Recommendation to approve resignation of certified employee for 2022-23 SY

Background Information:

Corey Garrett, High School Teacher and Basketball Coach, has submitted a letter of resignation. He will not be returning next school year. His letter of resignation has been accepted by the Superintendent.

Attachment(s)

N/A

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner approve the certified employee resignation for SY 2022-23.

Commissioner's Decision:

Approve Recommendation

Deny Recommendation

Return item for more information

Signature



Date

4/22/2022

ACTION ITEM 9

Recommendation to approve retirement of Certified employee

Action Item #9

Recommendation to approve retirement of certified employee for 2022-23 SY

Background Information:

Barbara Smith, Elementary Teacher, has submitted a letter of retirement. She will not be returning next school year. Her letter of retirement has been accepted by the Superintendent.

Attachment(s)

N/A

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner approve the certified employee retirement for SY 2022-23.

Commissioner's Decision:

Approve Recommendation _____
Return item for more information _____

Deny Recommendation _____

Signature



Date

4/22/2022

ACTION ITEM 10

Recommendation to approve changes to the SY 2022-23 Calendar

Action Item #10

Recommendation to approve the SY
2022-23 Calendar

Background Information:

In the March Board Packet, a start date of August 22, 2022 was approved for SY 2022-23. Due to changes in legislation, the PPC has proposed the school start date and adjusted the calendar accordingly. Changes have been recommended to the Superintendent by the PPC.

Attachment(s)

Revised SY 2022-23 Calendar
PPC Recommendation Letter

Fiscal Impact/Debt Request

N/A

Superintendent's Recommendation:

It is recommended that the Commissioner approve the revised SY 2022-23 calendar.

Commissioner's Decision:

Approve Recommendation _____
Return item for more information _____

Deny Recommendation _____

Signature _____



Date _____

4/22/2022

DATE: April 11, 2021

TO: Superintendent Tish Knowles

FROM: Tiffany Williams - PPC Chair

SUBJECT: Changes to SY 2022-23 Calendar

We, the Personnel Policy Committee, recommend the following changes to the SY 2022-23 calendar based on changes in legislature.

Respectfully,

Tiffany Williams
PPC Chair

Earle School District

2022-2023 School Calendar – Revised for Vote

JULY 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	PD	PD	PD	TW	13
14	▲	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	PTC	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	▼	15
16	H	▲	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	PD	29	30			

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	PD	24
25	H	H	H	H	H	31

Professional Development	August 9-11
1 st Day of School	August 15
Open House	August 17
Labor Day - No School	September 5
Parent Teacher Conference	September 14
No School	October 17
Fall Break	November 21-25
Professional Development	November 28
Professional Development/Flex Day	December 23
Winter Break	December 26-January 6
Professional Development	January 9
Classes Resume	January 10
Martin Luther King, Jr. Day - No School	January 16
Parent Teacher Conference	February 15
No School	February 20
Spring Break	March 20-24
Professional Development	March 27
No School	April 7
Professional Development	April 10
High School Graduation	May 20
Memorial Day - No School	May 29
Student's Last Day of School	June 1
Teacher Workday	June 2
<i>Nine Weeks Grading Periods</i>	
First Quarter Ends	October 14
Second Quarter Ends	December 22
Third Quarter Ends	March 28
Fourth Quarter Ends	June 1

JANUARY 2023						
S	M	T	W	Th	F	S
1	H	H	H	H	H	7
8	PD	▲	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	PTC	16	17	18
19	H	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	H	H	H	H	25
26	PD	▼	▲	30	31	

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	H	8
9	PD	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	30	31			

JUNE 2023						
S	M	T	W	Th	F	S
				▼	TW	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Days in 1 st Qtr	44	Days in 3 rd Qtr	48
Days in 2 nd Qtr	42	Days in 4 th Qtr	44
Days in 1 st Sem	86	Days in 2 nd Sem	92
Total Class Days	178		
Teacher Workdays	2		
Professional Development	8		
Conference Days	2		
Total Contract Days	190		

Inclement weather days will be made up in this order: June 2, June 5, June 6, June 7, and June 8.

The Superintendent and the Commissioner of Education shall have the authority to amend the calendar in the event of excessive days missed.

Early dismissal Wednesdays

Grading Period Begins ▲	Professional Development (PD)	Teacher Workdays (TW) – No Students
Grading Period Ends ▼	Holiday/Vacation (H) – No School	Parent Teacher Conferences (PTC)

Earle School District

2022-2023 School Calendar

JULY 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	PD	PD	PD	TW	13
14	▲	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	PTC	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	▼	15
16	H	▲	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	PD	29	30			

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	PD	24
25	H	H	H	H	H	31

Professional Development	August 9-11
1 st Day of School	August 15
Open House	August 17
Labor Day - No School	September 5
Parent Teacher Conference	September 14
No School	October 17
Fall Break	November 21-25
Professional Development	November 28
Professional Development/Flex Day	December 23
Winter Break	December 26-January 6
Professional Development	January 9
Classes Resume	January 10
Martin Luther King, Jr. Day - No School	January 16
Parent Teacher Conference	February 15
No School	February 20
Spring Break	March 20-24
Professional Development	March 27
No School	April 7
Professional Development	April 10
High School Graduation	May 20
Memorial Day - No School	May 29
Student's Last Day of School	June 1
Teacher Workday	June 2
Nine Weeks Grading Periods	
First Quarter Ends	October 14
Second Quarter Ends	December 22
Third Quarter Ends	March 28
Fourth Quarter Ends	June 1

Days in 1 st Qtr	44	Days in 3 rd Qtr	48
Days in 2 nd Qtr	42	Days in 4 th Qtr	44
Days in 1 st Sem	86	Days in 2 nd Sem	92
Total Class Days	178		
Teacher Workdays	2		
Professional Development	8		
Conference Days	2		
Total Contract Days	190		

Inclement weather days will be made up in this order: June 2, June 5, June 6, June 7, and June 8.

The Superintendent and the Commissioner of Education shall have the authority to amend the calendar in the event of excessive days missed.

Early dismissal Wednesdays

JANUARY 2023						
S	M	T	W	Th	F	S
1	H	H	H	H	H	7
8	PD	▲	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	PTC	16	17	18
19	H	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	H	H	H	H	25
26	PD	▼	▲	30	31	

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	H	8
9	PD	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	30	31			

JUNE 2023						
S	M	T	W	Th	F	S
				▼	TW	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Grading Period Begins ▲	Professional Development (PD)	Teacher Workdays (TW) – No Students
Grading Period Ends ▼	Holiday/Vacation (H) – No School	Parent Teacher Conferences (PTC)

ACTION ITEM 11

Recommendation to approve proposed SY 22-23 Classified Salary Schedule

Action Item #11

Recommendation to approve proposed SY 22-23 Classified Salary Schedule

Background Information:

The proposed SY 22-23 Classified Salary Schedule has been reviewed and fits within the projected budget. The Fiscal Unit and the Superintendent agree on the proposed classified salary schedule.

Attachment(s)

Proposed SY 22-23 Classified Salary Schedule

PPC Letter of Recommendation

Fiscal Impact/Debt Request

Annual certified salary and benefits projected from state and local funds is \$496,855 and categorical/federal funds is \$176,168]. The total with benefits is \$854,740. This is an increase of \$24,275 from FY22.

Superintendent's Recommendation:

It is recommended that the Commissioner approve the proposed SY 22-23 Classified Salary Schedule as presented.

Commissioner's Decision:

Approve Recommendation

Deny Recommendation

Return item for more information

Signature John K. Date 4/22/2022

DATE: April 11, 2021

TO: Superintendent Tish Knowles

FROM: Tiffany Williams - PPC Chair

SUBJECT: Changes to SY 2022-23 Calendar

We, the Personnel Policy Committee, recommend the following changes to the SY 2022-23 calendar based on changes in legislature.

Respectfully,

Tiffany Williams
PPC Chair

**EARLE SCHOOL DISTRICT CLASSIFIED SALARY SCHEDULE
PROPOSED 2022-2023**

Clerical Positions

		Parapro	Administrative Assistant	Administrative Assistant	Administrative Assistant	Business Manager	Assistant Business Manager
YRS EXP	STEP	190 Days	190 Days	220 Days	240 Days	240 Days	240 Days
0	1	\$19,750	\$21,550	\$24,950	\$27,250	\$41,000	\$33,000
1	2	\$19,850	\$21,650	\$25,050	\$27,350	\$41,100	\$33,100
2	3	\$19,950	\$21,750	\$25,150	\$27,450	\$41,200	\$33,200
3	4	\$20,050	\$21,850	\$25,250	\$27,550	\$41,300	\$33,300
4	5	\$20,150	\$21,950	\$25,350	\$27,650	\$41,400	\$33,400
5	6	\$20,250	\$22,050	\$25,450	\$27,750	\$41,500	\$33,500
6	7	\$20,350	\$22,150	\$25,550	\$27,850	\$41,600	\$33,600
7	8	\$20,450	\$22,250	\$25,650	\$27,950	\$41,700	\$33,700
8	9	\$20,550	\$22,350	\$25,750	\$28,050	\$41,800	\$33,800
9	10	\$20,650	\$22,450	\$25,850	\$28,150	\$41,900	\$33,900
10	11	\$20,750	\$22,550	\$25,950	\$28,250	\$42,000	\$34,000
11	12	\$20,850	\$22,650	\$26,050	\$28,350	\$42,100	\$34,100
12	13	\$20,950	\$22,750	\$26,150	\$28,450	\$42,200	\$34,200
13	14	\$21,050	\$22,850	\$26,250	\$28,550	\$42,300	\$34,300
14	15	\$21,150	\$22,950	\$26,350	\$28,650	\$42,400	\$34,400
15	16	\$21,250	\$23,050	\$26,450	\$28,750	\$42,500	\$34,500
16	17	\$21,350	\$23,150	\$26,550	\$28,850	\$42,600	\$34,600
17	18	\$21,450	\$23,250	\$26,650	\$28,950	\$42,700	\$34,700
18	19	\$21,550	\$23,350	\$26,750	\$29,050	\$42,800	\$34,800
19	20	\$21,650	\$23,450	\$26,850	\$29,150	\$42,900	\$34,900
20	21	\$21,750	\$23,550	\$26,950	\$29,250	\$43,000	\$35,000
AA Degree		\$1,500	\$1,500	\$1,500	\$1,500	\$2,500	\$2,500
BA/BS Degree		\$3,000	\$3,000	\$3,000	\$3,000	\$5,000	\$5,000

**Amounts for Associates and Bachelors degrees will be added to salary amount on the chart. Additional degrees are not calculated by number of days worked.

EARLE SCHOOL DISTRICT CLASSIFIED SALARY SCHEDULE
PROPOSED 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