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CERTIFIED PERSONNEL

3.1—CERTIFIED PERSONNEL SALARY SCHEDULE

2012/2013 School Year		
Experience	BA	MA
0	\$29,244.00	\$33,630.00
1	\$29,694.00	\$34,130.00
2	\$30,144.00	\$34,630.00
3	\$30,594.00	\$35,130.00
4	\$31,044.00	\$35,630.00
5	\$31,494.00	\$36,130.00
6	\$31,944.00	\$36,630.00
7	\$32,394.00	\$37,130.00
8	\$32,844.00	\$37,630.00
9	\$33,294.00	\$38,130.00
10	\$33,744.00	\$38,630.00
11	\$34,194.00	\$39,130.00
12	\$34,644.00	\$39,630.00
13	\$35,094.00	\$40,130.00
14	\$35,544.00	\$40,630.00
15	\$35,994.00	\$41,130.00

Principal, Director of Learning Services,
Director of Student Services and Federal
Coordinator will be figured by applying a 1.55
multiplier to the highest salary on the schedule.
Extended contracts will be figured by the day.
Approved:
7/23/2012

(Extra Responsibilities)

The following positions of responsibility will be paid above the base salary:

Sponsors and/or coaches must be responsible for driving their own buses for field trips, games, etc. or pay for the driver out of that club's account.

The salary for the following positions of responsibilities will be negotiable:

Superintendent

Employees performing the following positions of extra responsibility will be paid stipends as follows:

Athletic Director	\$1,000.00
Head Senior High Football Coach	\$2,000.00
Assistant Senior High Football Coaches	\$930.00
Head Junior High Football Coach	\$930.00
Assistant Junior High Football Coaches	\$930.00
Senior High Boys Basketball Coach	\$930.00
Senior High Girls Basketball Coach	\$930.00
Junior High Girls Basketball Coach	\$930.00
Junior High Girls Basketball Coach	\$930.00
Senior High Boys Track Coach	\$930.00
Junior High Boys Track Coach	\$930.00
*Head Girls Track Coach	\$930.00
*Head Softball Coach	\$930.00
*Head Baseball Coach	\$930.00
Band Director	\$1,860.00
Choral Music Director	\$1,860.00
TAP Mentor Teacher	\$5,000.00
TAP Master Teacher	\$10,000.00

Extra Duty

1. Duties assigned during the normal work day are considered as part of the contract. Such duties will be assigned by the principal. All duties should be equitable and professional, and all the staff will share and share alike.
2. Extra-curricular duties that fall outside the normal school day shall be paid according to the following schedule:

<u>Duties Assigned</u>	<u>Extra Pay</u>
Jr.-Sr. Student Council Sponsor	\$150.00 each
Annual Sponsor (period during day provided)	\$400.00
Jr.-Sr. Cheerleader Sponsor	\$ 500.00 each
Sr. Class Sponsor (2)	\$100.00 each
Jr. Class Sponsor (3)	\$150.00 each
Jr.-Sr. Beta Club Sponsor	\$100.00 each
Announcer for Football & Track	\$100.00

3. Gate workers will receive minimum wage per hour for working football or basketball games.
4. After school detention, homebound, and change of placement teachers will be at a contracted amount of \$15.00 per hour.

A teacher is eligible for placement on the master’s degree salary schedule when he/she has a master’s degree in an area that is considered relevant to the employee’s position. For the purposes of this policy, a master’s degree or higher is considered “relevant to the employee’s position” if it is related to education, guidance counseling, or the teacher’s content area and has been awarded for successful completion of a program at the master’s level or higher.

Teachers who have earned a master’s degree in an area that is considered relevant to the employee’s position as defined in this policy are responsible for reporting and supplying a transcript to the Central Office. The appropriate salary increase will be reflected in the next paycheck provided it is at least two weeks³ from the time the notice and documentation is delivered. All salary changes will be on a “go forward” basis, and no back pay will be awarded.

Teachers who have earned sufficient college hours toward a degree relevant to the teacher’s employment to warrant a salary change on the district’s salary schedule are responsible for reporting and supplying a transcript to Central Office. The appropriate salary increase will be reflected in the next paycheck provided it is at least two weeks³ from the time the notice and documentation is delivered. All salary changes will be on a “go forward” basis, and no back pay will be awarded.

Alternative Licensure Program, no prior teaching license

Each employee newly hired by the district to teach under the alternative licensure program (ALP) shall be placed on the salary schedule in the category based on his or her degree and experience. Employee's degrees which are not relevant to the ALP's position shall not apply when determining his/her placement on the salary schedule. An alternative licensed teacher shall be eligible for step increases with each successive year of employment, just as would a teacher possessing a traditional teaching license.

Licensed employee, seeking additional area or areas of licensure

Licensed employees who are working on an ALP to gain licensure in an additional area are entitled to placement on the salary schedule commensurate with their current license, level of education degree and years of experience.

If a teacher earns graduate hours that would result in advancement on the salary schedule, all transcripts must be in by September 1 to receive the pay increase for that year.

Pay Scheduled

Payday will be the last working day of the month

Cut-off for payroll will be 10 days prior to payday.

Legal References: A.C.A. § 6-17-201, 202, 2403
 A.C.A. § 6-20-2305(f)(4)

Date Adopted: July 23, 2012
Last Revised: July 23, 2012

3.2—CERTIFIED PERSONNEL EVALUATIONS

Supervision-Certified Personnel

The Board of Education is vested with the general administration and supervision of the School District. Actual supervision, administration and maintenance of the District is delegated to the Superintendent of Schools as the executive officer of the Board. At the discretion of the Superintendent, appropriate supervisory duties may be delegated to district staff members as required.

Evaluations of certified personnel shall be undertaken at least annually.

Evaluations shall be based on a combination of scheduled and informal observations. Additional and more frequent informal observations will be done should it be determined by the administration that the observations would be helpful in addressing performance problems.

Evaluations can be performed by Mentor teachers, Master teachers, principal and designated administrators.

The Augusta School District will use the TAP system for the evaluation rubric.

Legal Reference: A.C.A. § 6-17-1504

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.3—EVALUATION OF CERTIFIED PERSONNEL BY RELATIVES

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

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.4—CERTIFIED PERSONNEL REDUCTION IN FORCE

SECTION ONE

The School Board acknowledges its authority to conduct a reduction in force (RIF) when a decrease in enrollment or other reason(s) make such a reduction necessary or desirable. A RIF will be conducted when the need for a reduction in the work force exceeds the normal rate of attrition for that portion of the staff that is in excess of the needs of the district as determined by the superintendent.

In effecting a reduction in force, the primary goals of the school district shall be: what is in the best interests of the students; to maintain accreditation in compliance with the Standards of Accreditation for Arkansas Public Schools and/or the North Central Association; and the needs of the district. A reduction in force will be implemented when the superintendent determines it is advisable to do so and shall be effected through non-renewal, termination, or both. Any reduction in force will be conducted by evaluating the needs and long- and short-term goals of the school district, and by examining the staffing of the district in each licensure area and/or, if applicable, specific grade levels.

If a reduction in force becomes necessary in a licensure area or specific grade level(s), the RIF shall be conducted for each licensure area and/or specific grade level on the basis of each employee's points as determined by the schedule contained in this policy. The teacher with the fewest points will be laid off first. In the event of a tie between two or more employees, the teacher(s) shall be retained whose name(s) appear first in the board's minutes of the date of hire. There is no right or implied right for any teacher to "bump" or displace any other teacher.

Points

- Years of service in the district—1 point per year

All certified position years in the district count including non-continuous years.

Service in any position not requiring teacher licensure does not count toward years of service. Working fewer than 190 days in a school year shall not constitute a year.

- Graduate degree in any area of licensure in which the teacher will be ranked (only the highest level of points apply)
 - 1 point—Master's degree
 - 2 points—Master's degree plus thirty additional hours
 - 3 points—Educational specialist degree
 - 4 points—Doctoral degree
- National Board of Professional Teaching Standards certification—3 points
- Additional academic content areas of endorsement as identified by the state board—1 point per area
- Certification for teaching in a state board identified shortage area—2 points
- Multiple areas and/or grade levels of licensure as identified by the state board—1 point per additional area or grade level as applicable
- Arkansas Leadership Academy Principal's Institute—3 points
- Arkansas Leadership Academy Teacher Institute—2 points
- Previous year Value Added scores 4-5—3 points
- Previous year Value Added score 3—2 points

All points awarded must be verified by documents on file with the District by October 1 of the current school year. Each teacher's points shall be totaled with teachers ranked by the total points from highest to lowest. All teachers shall receive a listing of licensed personnel with corresponding point totals. Upon receipt of the list, each teacher has ten (10) working days within which to appeal his or her assignment of points with the superintendent whose decision shall be final.

A teacher with full licensure in a position shall prevail over a teacher with greater points but who is lacking full licensure in that subject area. "Full licensure" means a permanent, non-contingent license to teach in a subject area or grade level, in contrast with a license that is provisional, temporary, or conditional on the fulfillment of additional course work or passing exams or any other requirement of the Arkansas Department of Education, other than the attainment of professional development training.

Pursuant to any reduction in force brought about by consolidation or annexation and as a part of it, the salaries of all teachers will be brought into compliance, by a partial RIF if necessary, with the receiving district's salary schedule. Further adjustments will be made if length of contract or job assignments change. A Partial RIF may also be conducted in conjunction with any job reassignment whether or not it is conducted in relation to an annexation or consolidation.

If a teacher is non-renewed under this policy, he or she shall be offered an opportunity to fill a vacancy for which he or she is qualified for a period of up to two (2) years. The non-renewed teacher shall be recalled for a period of two (2) years in reverse order of the layoff to any position for which he or she is qualified. Notice of vacancies shall be by certified mail and the non-renewed teachers shall have 10 working days from the date that the notification is received in which to accept the offer of a position. A lack of response or a teacher's refusal of a position shall end the district's obligation to replace the laid-off teacher.

SECTION TWO

The employees of any school district which annexes to, or consolidates with, the Augusta School District will be subject to dismissal or retention at the discretion of the school board, on the recommendation of the superintendent, solely on the basis of need for such employees on the part of the Augusta School District, if any, at the time of the annexation or consolidation, or within ninety (90) days after the effective date of the annexation or consolidation. The need for any employee of the annexed or consolidated school district shall be determined solely by the superintendent and school board of the Augusta School District.

Such employees will not be considered as having any seniority within the Augusta School District and may not claim an entitlement under a reduction in force to any position held by a Augusta School District employee prior to, or at the time of, or prior to the expiration of ninety (90) days after the consolidation or annexation, if the notification provision below is undertaken by the superintendent.

The superintendent shall mail or have hand-delivered the notification to such employee of his intention to recommend non-renewal or termination pursuant to a reduction in force within ninety (90) days of the effective date of the annexation or consolidation in order to effect the provisions of this section of the Augusta School District's reduction-in-force policy. Any such employees who are non-renewed or terminated pursuant to Section Two are not subject to recall notwithstanding any language in any other section of this policy. Any such employees shall be paid at the rate for each person on the appropriate level on the salary schedule of the

annexed or consolidated district during those ninety (90) days and/or through the completion of the reduction-in-force process.

This subsection of the reduction-in-force policy shall not be interpreted to provide that the superintendent must wait ninety (90) days from the effective date of the annexation or consolidation in order to issue notification of his intention to recommend dismissal through reduction-in-force, but merely that the superintendent has that period of time in which to issue notification so as to be able to invoke the provisions of this section.

The intention of this section is to ensure that those Augusta School District employees who are employed prior to the annexation or consolidation shall not be displaced by employees of the annexed or consolidated district by application of the reduction-in-force policy.

Legal Reference: A.C.A. § 6-17-2407

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.5—CERTIFIED PERSONNEL CONTRACT — RETURN

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

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

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

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.6—CERTIFIED PERSONNEL EMPLOYEE TRAINING

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

The District shall develop and implement a plan for the professional development of its certified employees. The district's plan shall, in part, align district resources to address the professional development activities identified in each school's ACSIP. The plan 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 professional development activities' effectiveness in improving student performance and closing achievement gaps.

Each certified employee shall receive a minimum of sixty (60) hours of professional development annually to be fulfilled between June 1 and May 31. Professional development hours earned in excess of sixty (60) in the designated year cannot be carried over to the next year. Certified employees who are prevented from obtaining the required professional development 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 professional development shall be made up with professional development that is substantially similar to that which was missed. This time extension does not absolve the employee from also obtaining the following year's required 60 hours of professional development.

The goal of all professional development activities shall be improved student achievement and academic performance that results in individual, school-wide, and system-wide improvement designed to ensure that all students demonstrate proficiency on the state criterion-referenced assessments. The district's professional development plan shall demonstrate scientifically research-based best practice, and shall be based on student achievement data and in alignment with applicable ADE Rules and/or Arkansas code.

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

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

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 professional development activity they were required to attend, must make up the required hours in comparable activities which are to be pre-approved by the building principal.

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

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

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

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

Personnel who are likely to use automated external defibrillators shall receive the training required by Rule. Such training shall count toward the required annual hours of professional development.

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

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

Certified personnel may earn up to twelve (12) hours of professional development for time they are required to spend in their instructional classroom, office or media center prior to the first day of student/teacher interaction **provided** the time is spent in accordance with the state law and current ADE rules that deal with professional development. The hours may be earned through online professional development approved by the ADE provided the professional development relates to the district's ASCIP and the teacher's professional growth plan.

Teachers are eligible to receive fifteen (15) professional development hours for a college course that meets the criteria identified in law and the applicable ADE rules. The superintendent or designee shall determine if the

hours earned apply toward the required sixty (60). A maximum of thirty (30) hours may be applied toward the sixty (60) hours of professional development required annually.

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

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

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

Cross-Reference: Policy 5.4—STAFF DEVELOPMENT PROGRAM

Legal References: Arkansas State Board of Education: Standards of Accreditation 15.04
ADE Rules Governing Professional Development
A. C.A. § 6-10-122, 123
A.C.A. § 6-15-404(f)(2)
A.C.A. § 6-17-703
A.C.A. § 6-17-704
A.C.A. § 6-17-705
A.C.A. § 6-17-1202
A.C.A. § 6-15-1004(c)
A.C.A. § 6-15-1703
A.C.A. § 6-20-2303(14)

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.7—CERTIFIED PERSONNEL DRUG TESTING

Scope of Policy

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

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 the school nurse pursuant to the most recent guidelines issued by the United States Department of Health and Human Services for such facilities.

Definition

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.

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, knowledgeable of the driver's job responsibilities, who 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 non-renewal.

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.⁴

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.

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 non-renewal of their contract of employment.⁵

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, articulatable observations concerning the behavior, speech, or body odors of the driver. The Superintendent 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 his/her designee shall remove the driver from reporting for, or remaining on, duty for a minimum of 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 not less than 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.

Legal References: A.C.A. § 6-19-108
 A.C.A. § 27-23-201 et seq.
 49 C.F.R. § 382-101 – 605
 49 C.F.R. § part 40
 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: July 23, 2012

Last Revised: April 28, 2011

3.8—CERTIFIED PERSONNEL SICK LEAVE AND VACATION

Definitions

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

Sick Leave

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

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

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

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

Sick Leave and Family Medical Leave Act (FMLA) Leave

When an employee takes sick leave, the district shall determine if the leave qualifies for FMLA leave. The district may request additional information from the employee to help make the applicability determination. If the leave qualifies under the FMLA, the district will notify the employee, either orally or in writing, of the decision within two workdays. If the leave is intermittent as defined in this policy and the circumstances of the leave don't change, the district is only required to notify the employee once of the determination regarding the applicability of sick leave and/or FMLA leave. To the extent the employee has accrued paid leave, any leave taken that qualifies for FMLA leave shall be paid leave and charged against the employee's accrued leave.

Vacation

Each employee on per annum employment shall earn ten days vacation per year. This vacation does not apply to employees on nine, ten, or eleven months contracts.

Vacation is to be taken at some scheduled time, which must be approved by the superintendent. In case of termination of employment for any reason, the employee shall be paid for accumulated vacation leave. New employees shall not be eligible for annual leave until one full year of service has been completed.

Vacation days will accumulate up to 20 days.

Legal References: A.C.A. § 6-17-1201 et seq.
 29 USC §§ 2601 et seq.
 29 CFR 825.100 et seq.

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3.9—CERTIFIED PERSONNEL SICK LEAVE TRANSFER

In accordance with Act 791 of 1989 "An Act to Amend Arkansas Code 6-17-1208 to Authorize School Districts to Establish Sick Leave Pools or Banks; And For Other Purposes."

The Augusta School District shall allow its certified employees to establish authorization to transfer sick leave from one school employee to another. These sick leave days will become available in the event of long term illness or disability of any certified personnel or family member as defined by School Board Policy Illness.

Use of sick leave days shall be permitted only after the individual has used all of his/her accumulated sick leave. The individual will then submit a written request to the superintendent accompanied by a physician's statement specifying the extent of the injuries or illness and the approximate length of absence from school duties.

A. Utilization

1. Used only after participating employee's accumulated sick days have been exhausted.
2. Used only for long term illness or disability.
3. Shall not be required to replace the sick leave days.
4. Each request will be made to the superintendent's office along with the physician's statement.
5. Alleged misuse of the sick leave may warrant the employee being required to repay the money by the end of that fiscal year.
6. If a member is incapacitated, the PPC may transact necessary sick leave action.
7. Donations are confidential and must be submitted on the proper form.

Spousal Donations

District employees who are husband and wife are eligible to utilize each other's sick leave. Written permission must be received for each day of donated sick leave. If the employees are paid at different rates of pay, the lesser rate of pay shall be used for the purpose of the donated sick leave days.

Legal Reference: A.C.A. § 6-17-1208

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3.10—CERTIFIED PERSONNEL SCHEDULE AND PLANNING TIME

Time Schedules

Opening of School Term

Employees are notified as to the time at which they shall report for the year's work. Unless specific notice is given them, all instructional employees are expected to attend the workshop meetings, which are regularly scheduled in advance of the opening of school.

Close of School Term

At the close of the school year, all employees shall complete their work, their records, and all their requirements before leaving. No teacher is to leave until authorized by the principal, in writing, certifying that all requirements have been met.

Daily Schedule

1. Normal working hours for all instructional personnel will be from 15 minutes prior to the ringing of the first bell. Dismissal will be 15 minutes after the final bell or at the building principal's discretion.
2. Teachers assigned early morning duty will report by 7:30 a.m.
3. Teachers will be required to check in and out at school and also when they leave the campus during the regular school day.
4. The board considers it part of a teacher's and administrator's professional responsibility to attend such staff meetings as may be required for the proper functioning of the schools, to serve on committees involved in curriculum development and textbook selection, and to participate in parent-teacher organizations and functions.

School administrators will seek to give sufficient notice of staff meetings, hold them to reasonable frequency and length, and make committee assignments equitably. Teachers are asked to set aside Mondays after school for teacher's meetings. Special teacher's meetings will be called when necessary.

Rainy Days or Bad Weather

Each principal will arrange to take care of pupils arriving early on rainy days or in bad weather. Pupils should be permitted to come into the building only under supervision. Likewise, children who wait for their parents in the afternoon should be supervised.

Planning Time

A master schedule shall be created by the building level principal or designee indicating when each teacher's planning period and scheduled lunch period will be. All teachers shall have thirty-minute, uninterrupted, duty-free lunch periods for a minimum of eighty (80) percent of the contract days on which both students and teachers are present. Planning time is for the purpose of scheduling conferences, instructional planning, and preparation. Each teacher will have the ability to schedule these activities during his/her designated planning time. Teachers may not leave campus during their planning time without prior permission from their building level supervisor.

The planning time shall be in increments of not less than forty (40) minutes and shall occur during the student instructional day unless a teacher requests, in writing, to have his/her planning time occur outside of the student instructional day. For the purposes of this policy, the student instructional day means the time that students are required to be present at school.

Legal Reference: ACA § 6-17-114 (a)(d)

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3.11—CERTIFIED PERSONNEL PERSONAL AND PROFESSIONAL LEAVE

Personal Leave

For the district to function efficiently and have the necessary personnel present to effect a high achieving learning environment, employee absences need to be kept to a minimum. The district acknowledges that there are times during the school year when employees have personal business that needs to be addressed during the school day. Each full-time employee shall receive two (2) days of personal leave per contract year. Unused personal days shall roll over into sick days.

Employees shall take personal leave or leave without pay for those absences which are not due to attendance at school functions which are related to their job duties and do not qualify for other types of leave (for sick leave see Policy 3.9, for professional leave see below).

School functions, for the purposes of this policy, means:

1. Athletic or academic events related to the school district; and
2. Meetings and conferences related to education.

For employees other than the superintendent, the determination of what activities meet the definition of a school function shall be made by the employee's immediate supervisor or designee. For the superintendent, the school board of directors shall determine what activities meet the definition of a school function. In no instance shall paid leave in excess of allotted vacation days and/or personal days be granted to an employee who is absent from work while receiving remuneration from another source as compensation for the reason for their absence.

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

Employees who fail to report to work when their request for a personal day has been denied or who have exhausted their allotted personal days, shall lose their daily rate of pay for the day(s) missed (leave without pay). While there are instances where personal circumstances necessitate an employee's absence beyond the allotted days of sick and/or personal leave, any employee who requires leave without pay must receive advance permission (except in medical emergencies) from their immediate supervisor. Failure to report to work without having received permission to be absent is grounds for discipline, up to and including termination.

Unused personal leave does not accumulate from one contract year to the next and is rolled into sick days.

Personal leave may not be taken the day before or the day after a holiday.

Professional Leave

“Professional Leave” is leave granted for the purpose of enabling an employee to participate in professional activities (e.g., teacher workshops or serving on professional committees) which can serve to improve the school district's instructional program or enhances the employee's ability to perform his duties. Professional

leave will also be granted when a school district employee is subpoenaed for a matter arising out of the employee's employment with the school district. Any employee seeking professional leave must make a written request to his immediate supervisor, setting forth the information necessary for the supervisor to make an informed decision. The supervisor's decision is subject to review and overruling by the superintendent. Budgeting concerns and the potential benefit for the district's students will be taken into consideration in reviewing a request for professional leave.

Applications for professional leave should be made as soon as possible following the employee's discerning a need for such leave, but, in any case, no less than two five (5) working days before the requested leave is to begin, if possible.

If the employee does not receive or does not accept remuneration for their participation in the professional leave activity and a substitute is needed for the employee, the district shall pay the full cost of the substitute. If the employee receives and accepts remuneration for their participation in the professional leave activity (e.g. scholastic audits or praxis assessments), the employee shall forfeit his/her daily rate of pay from the district for the time the employee misses. The cost of a substitute, if one is needed, shall be paid by the district.

Legal Reference: A.C.A. § 6-17-211

Date Adopted: July 23, 2012

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3.12—CERTIFIED PERSONNEL RESPONSIBILITIES IN DEALING WITH SEX OFFENDERS ON CAMPUS

Individuals who have been convicted of certain sex crimes must register with law enforcement as sex offenders. Arkansas law places restrictions on sex offenders with a Level 1 sex offender having the least restrictions (lowest likelihood of committing another sex crime), and Level 4 sex offenders having the most restrictions (highest likelihood of committing another sex crime).

While Levels 1 and 2 place no restrictions prohibiting the individual’s presence on a school campus, Levels 3 and 4 have specific prohibitions. These are specified in Policy 6.10—SEX OFFENDERS ON CAMPUS (MEGAN’S LAW) and it is the responsibility of district staff to know and understand the policy and, to the extent requested, aid school administrators in enforcing the restrictions placed on campus access to Level 3 and Level 4 sex offenders.

It is the intention of the board of directors that district staff not stigmatize students whose parents or guardians are sex offenders while taking necessary steps to safeguard the school community and comply with state law. Each school’s administration should establish procedures so attention is not drawn to the accommodations necessary for registered sex offender parents or guardians.

Cross Reference: **6.10—SEX OFFENDERS ON CAMPUS (MEGAN’S LAW)**

Legal References: A.C.A. § 12-12-913 (g) (2)
 Arkansas Department of Education Guidelines for “Megan’s Law”
 A.C.A. § 5-14-132

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3.13—CERTIFIED PERSONNEL PUBLIC OFFICE

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

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

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

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

Legal Reference: A.C.A. § 6-17-115

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3.14—CERTIFIED PERSONNEL JURY DUTY

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

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

Legal Reference: A.C.A. § 16-31-106

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3.15—CERTIFIED PERSONNEL LEAVE — INJURY FROM ASSAULT

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

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

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

Legal Reference: A.C.A. § 6-17-1209

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3.16—CERTIFIED PERSONNEL REIMBURSEMENT FOR PURCHASE OF SUPPLIES

Prekindergarten through sixth grade teachers shall be allotted the amount required by law per student enrolled in the teacher's class to be used for the purchase of classroom supplies and class activities. The amount shall be credited to an account from which the teacher shall be reimbursed for his/her covered purchases to the extent funds are available in the account. For the purposes of this policy, pre-kindergarten through sixth grade teachers shall be eligible for the allotted supply reimbursement for those students enrolled in the teacher's class for more than 50% of the school day at the end of the first three months of the school year.

Teachers may purchase materials and supplies using their own funds and apply for reimbursement by submitting itemized receipts. Receipts for supplies and materials purchased on school accounts must be submitted with payment request within five (5) business days from transaction. Supplies and materials purchased with school funds, or for which the teacher is reimbursed with school funds, are school property, and should remain on school property.

Unused allotments shall not be carried over from one fiscal year to the next.

Legal Reference: A.C.A. § 6-21-303(b)(1)

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.17—INSULT OR ABUSE OF CERTIFIED PERSONNEL

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

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

Legal Reference: A.C.A. § 6-17-106

Date Adopted: July 23, 2012

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3.18—CERTIFIED PERSONNEL OUTSIDE EMPLOYMENT

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

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

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

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

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.19—CERTIFIED PERSONNEL EMPLOYMENT

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

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

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

Any positions or job openings, being either certified or classified, that require over 30 days of consecutive days of employment, will be posted in school buildings.

When positions become vacant, presently-employed members of this school district will, if qualified, receive due consideration. As personnel positions become officially open, the vacancies are to be posted on the hall bulletin board in the central office building of each school. Employees as well as general public are welcome to inspect bulletin boards at any time during office hours. A position is not officially vacant until the person holding that position submits a written resignation to the Superintendent. A position is not officially filled until the Superintendent recommends a person, and the Board approves that person to fill that position.

Legal References: A.C.A. § 80-213; 80-509; 80-1234

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3.20—CERTIFIED PERSONNEL REIMBURSEMENT OF TRAVEL EXPENSES

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

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

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

***General Policies on Travel**

1. The board of education, recognizing the necessity for school personnel to make trips on school business, hereby establishes the following policies with respect to school travel.
 - a. Travel funds shall be set up in the budget to pay for authorized trips of administrators, teacher, and other personnel.
 - b. All travel by school personnel must be approved by the superintendent of schools
 - c. Pay for substitute teachers replacing teacher away on school business will be paid by the district. It shall be the responsibility of the superintendent to determine what constitutes school business.
 - d. The board of education shall approve in advance:
 1. All out-of-state travel
 2. All travel expenses in excess of travel funds set up in the budget, or for which no funds have been included in the budget.
 - e. The superintendent shall have authority to approve all other travel subject to the following conditions:
 1. Approval must be given before trip is made
 2. Funds must be available in the budget to pay for the trip.
2. Travel Procedures – Any school personnel desiring to make a trip on school business shall follow the procedures outlined below:
 - a. File a written application, using the official form, with the principal or other administrator in charge one week in advance of the date of the trip. The principal or director will either deny the request or recommend approval of the request to the superintendent (except that he may not approve travel in excess of the budgeted travel funds).

- b. File an expense statement with the principal or director showing actual expenses immediately after making a trip. Use form provided. Attach as much evidence as possible, such as hotel receipts, etc. List out-of-pocket expenditures if any. The principal shall forward the expense statement to the superintendent who shall authorize the bookkeeper to make payment. The bookkeeper shall then make payment and charge the expense to the proper account.
3. Travel Regulations
- a. School business shall be interpreted to mean travel that is directly connected with the local school program. In case of questionable trips an arrangement may be made whereby a teacher or professional organization will pay the cost of substitute teachers or other expenses as mutually agreed upon.
 - b. Travel reimbursement may not exceed the following:
 - 1. The amount originally approved
 - 2. Actual expenses
 - 3. Meal reimbursements will be at a maximum rate of \$30.00 per day for overnight trips . Itemized receipts must be submitted with expense forms.**
 - 4. Mileage rate is \$.425 per mile.***
 - c. The superintendent will give final approval on all travel after it has been tentatively approved by the principal.
 - d. Travel under Federal Programs shall be handled in the same manner as outlined herein.
 - e. Documentation of travel is required before reimbursements are made.

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3.21—CERTIFIED PERSONNEL TOBACCO USE

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

Legal Reference: A.C.A. § 6-21-609

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.22—DRESS OF CERTIFIED EMPLOYEES

Employees shall ensure that their dress and appearance are professional and appropriate to their positions as determined by superintendent or designee.

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Last Revised: April 28, 2011

3.23—CERTIFIED PERSONNEL POLITICAL ACTIVITY

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

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

1. Using students for preparation or dissemination of campaign materials;
2. Distributing political materials;
3. Distributing or otherwise seeking signatures on petitions of any kind;
4. Posting political materials; and
5. Discussing political matters with students, in the classroom, in other than circumstances appropriate to the Frameworks and/or the curricular goals and objectives of the class.
6. A petition for any cause may not be circulated in any school building without the approval of the Superintendent.

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Last Revised: April 28, 2011

3.24—CERTIFIED PERSONNEL DEBTS

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

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

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

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

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3.25—CERTIFIED PERSONNEL GRIEVANCES

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

Definitions

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

Group Grievance: A grievance may be filed as a group grievance if it meets the following criteria: (meeting the criteria does not ensure that the subject of the grievance is, in fact, grievable)

1. More than one individual has interest in the matter; and
2. The group has a well-defined common interest in the facts and/or circumstances of the grievance; and
3. The group has designated an employee spokesperson to meet with administration and/or the board; and
4. All individuals within the group are requesting the same relief.

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

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

Working day: Any weekday other than a holiday whether or not the employee under the provisions of their contract is scheduled to work or whether they are currently under contract.

Process

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

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

Level Two (when appeal is to the building principal): Upon receipt of a Level Two Grievance Form, the building principal will have ten working days to schedule a conference with the employee filing the grievance. The principal shall offer the employee an opportunity to have a witness or representative who is not a member of the employee's immediate family present at their conference. After the conference, the principal will have ten working days in which to deliver a written response to the grievance to the employee. If the grievance is not advanced to Level Three within five working days the matter will be considered resolved and the employee shall have no further right with respect to said grievance.

Level Two (when appeal is to the superintendent): Upon receipt of a Level Two Grievance Form, the superintendent will have ten working days to schedule a conference with the employee filing the grievance. The superintendent shall offer the employee an opportunity to have a witness or representative who is not a member of the employee's immediate family present at their conference. After the conference, the superintendent will have ten working days in which to deliver a written response to the grievance to the employee.

Level Three: If the proper recipient of the Level Two Grievance was the building principal, and the employee remains unsatisfied with the written response to the grievance, the employee may advance the grievance to the superintendent by submitting a copy of the Level Two Grievance Form and the principal's reply to the superintendent within five working days of his/her receipt of the principal's reply. The superintendent will have ten working days to schedule a conference with the employee filing the grievance. The superintendent shall offer the employee an opportunity to have a witness or representative who is not a member of the employee's immediate family present at their conference. After the conference, the superintendent will have ten working days in which to deliver a written response to the grievance to the employee.

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

The school board will address the grievance at the next regular meeting of the school board, unless the employee agrees in writing to an alternate date for the hearing. After reviewing the Level Two Grievance Form and the superintendent's reply, the board will decide if the grievance, on its face, is grievable under district policy. If the grievance is presented as a "group grievance," the Board shall first determine if the composition of the group meets the definition of a "group grievance." If the Board determines that it is a group grievance, the Board shall then determine whether the matter raised is grievable. If the Board rules the composition of the group does not meet the definition of a group grievance, or the grievance, whether group or individual, is not grievable, the matter shall be considered closed. (Individuals within the disallowed group may choose to subsequently refile their grievance as an individual grievance beginning with Level One of the process.) If the Board rules the grievance to be grievable, they shall immediately commence a hearing on the grievance. All parties have the right to representation by a person of their own choosing who is not a member of the employee's immediate family at the appeal hearing before the Board of Directors. The employee shall have no less than 90 minutes to present his/her grievance, unless a shorter period is agreed to by the employee, and both parties shall have the opportunity to present and question witnesses. The hearing shall be open to the public unless the employee requests a private hearing. If the hearing is open, the parent or guardian of any student

under the age of eighteen years who gives testimony may elect to have the student's testimony given in closed session. At the conclusion of the hearing, if the hearing was closed, the Board of Directors may excuse all parties except board members and deliberate, by themselves, on the hearing. At the conclusion of an open hearing, board deliberations shall also be in open session unless the board is deliberating the employment, appointment, promotion, demotion, disciplining, or resignation of the employee. A decision on the grievance shall be announced no later than the next regular board meeting.

Records

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

Reprisals

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

Legal References: A.C.A. § 6-17-208, 210

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.25F—CERTIFIED PERSONNEL LEVEL TWO GRIEVANCE FORM

Name: _____

Date submitted to supervisor: _____

Personnel Policy grievance is based upon:

Grievance (be specific): _____

What would resolve your grievance? _____

Supervisor's Response

Date submitted to recipient: _____

Date Adopted: July 23, 2012
Last Revised: April 28, 2011

3.26—CERTIFIED PERSONNEL SEXUAL HARASSMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.27—CERTIFIED PERSONNEL SUPERVISION OF STUDENTS

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

Teachers shall assist in the supervision of the buildings and grounds during the lunch period, before school, in-between classes, and sponsor and assist certain groups in planned activities. Assignments of duties will be made by the principal of each school.

Teachers shall record pupils' grades in a class record book, and at proper intervals, on the grade sheets in the principal's office.

Any employee who leaves the school grounds during the school day for any reason shall follow the established check-out procedure.

No teacher, or any staff member, shall eat food of any kind, chew gum, or drink beverages of any kind in the classroom when students are present.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.28—CERTIFIED PERSONNEL COMPUTER USE POLICY

The Augusta School District provides computers and/or computer Internet access for many employees to assist employees in performing work related tasks. Employees are advised that they enjoy no expectation of privacy in any aspect of their computer use, including email, and that under Arkansas law both email and computer use records maintained by the district are subject to disclosure under the Freedom of Information Act. Consequently, no employee or student-related reprimands or other disciplinary communications should be made through email.

Passwords or security procedures are to be used as assigned, and confidentiality of student records is to be maintained at all times. Employees must not disable or bypass security procedures, compromise, attempt to compromise, or defeat the district's technology network security, alter data without authorization, disclose passwords to other staff members or students, or grant students access to any computer not designated for student use. It is the policy of this school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors. The designated District Technology Administrator or designee may authorize the disabling of the filter to enable access by an adult for a bona fide research or other lawful purpose.

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

Legal References: Children's Internet Protection Act; PL 106-554
 20 USC 6777
 47 USC 254(h)
 A.C.A. § 6-21-107
 A.C.A. § 6-21-111

Date Adopted: July 23, 2012
Last Revised: April 28, 2011

3.28F—CERTIFIED PERSONNEL EMPLOYEE INTERNET USE AGREEMENT

Name (Please Print) _____

School _____ Date _____

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

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

- r. attempting to gain access or gaining access to student records, grades, or files of students not under their jurisdiction;
- s. providing access to the District's Internet Access to unauthorized individuals; or
- t. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools;
- u. making unauthorized copies of computer software;
- v. personal use of computers during instructional time; or
- w. Installing software on district computers without prior approval of technology director or his/her designee.

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

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

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

Employee's Signature: _____ Date _____

Date Adopted: July 23, 2012
Last Revised: April 28, 2011

3.29—CERTIFIED PERSONNEL SCHOOL CALENDAR

The superintendent shall present to the PPC a school calendar which the board has adopted as a proposal. The superintendent, in developing the calendar, shall accept and consider recommendations from any staff member or group wishing to make calendar proposals. The PPC shall have the time prescribed by law and/or policy in which to make any suggested changes before the board may vote to adopt the calendar. By law, Spring Break is required to be on the 38th week of school.

The Augusta School District shall operate by the following calendar. (Insert school calendar here.)

Legal Reference: A.C.A. § 6-17-201

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.30—PARENT-TEACHER COMMUNICATION

The district recognizes the importance of communication between teachers and parents/legal guardians. To help promote positive communication, parent/teacher conferences shall be held once each semester. Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher.

Teachers are required to communicate during the school year with the parent(s) or legal guardian(s) of each of their students to discuss their academic progress. More frequent communication is required with the parent(s) or legal guardian(s) of students who are performing below grade level.

All parent/teacher conferences shall be scheduled at a time and place to best accommodate those participating in the conference. Each teacher shall document the participation or non-participation of parent(s)/legal guardian(s) for each scheduled conference.

If a student is to be retained at any grade level, notice of, and the reasons for retention shall be communicated promptly in a personal conference.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.31—DRUG FREE WORKPLACE - CERTIFIED PERSONNEL

The conduct of district staff plays a vital role in the social and behavioral development of our students. It is equally important that the staff have a safe, healthful, and professional environment in which to work. To help promote both interests, the district shall have a drug free workplace. It is, therefore, the district's policy that district employees are prohibited from the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances, illegal drugs, inhalants, alcohol, as well as inappropriate or illegal use of prescription drugs. Such actions are prohibited both while at work or in the performance of official duties while off district property; violations of this policy will subject the employee to discipline, up to and including termination.

To help promote a drug free workplace, the district shall establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace, the district's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance abuse programs, and the penalties that may be imposed upon employees for drug abuse violations.

Should any employee be found to have been under the influence of, or in illegal possession of, any illegal drug or controlled substance, whether or not engaged in any school or school-related activity, and the behavior of the employee, if under the influence, is such that it is inappropriate for a school employee in the opinion of the superintendent, the employee may be subject to discipline, up to and including termination. This policy also applies to those employees who are under the influence of alcohol while on campus or at school-sponsored functions, including athletic events.

An employee living on campus or on school owned property is permitted to possess alcohol in his/her residence. The employee is bound by the restrictions stated in this policy while at work or performing his/her official duties.

Possession, use or distribution of drug paraphernalia by any employee, whether or not engaged in school or school-related activities, may subject the employee to discipline, up to and including termination. Possession in one's vehicle or in an area subject to the employee's control will be considered to be possession as though the substance were on the employee's person.

It shall not be necessary for an employee to test at a level demonstrating intoxication by any substance in order to be subject to the terms of this policy. Any physical manifestation of being under the influence of a substance may subject an employee to the terms of this policy. Those physical manifestations include, but are not limited to: unsteadiness; slurred speech; dilated or constricted pupils; incoherent and/or irrational speech; or the presence of an odor associated with a prohibited substance on one's breath or clothing.

Should an employee desire to provide the District with the results of a blood, breath or urine analysis, such results will be taken into account by the District only if the sample is provided within a time range that could provide meaningful results and only by a testing agency chosen or approved by the District. The District shall not request that the employee be tested, and the expense for such voluntary testing shall be borne by the employee.

Any employee who is charged with a violation of any state or federal law relating to the possession, use or distribution of illegal drugs, other controlled substances or alcohol, or of drug paraphernalia, must notify his immediate supervisor within five (5) week days (i.e., Monday through Friday, inclusive, excluding holidays) of being so charged. The supervisor who is notified of such a charge shall notify the Superintendent immediately.

If the supervisor is not available to the employee, the employee shall notify the Superintendent within the five (5) day period.

Any employee so charged is subject to discipline, up to and including termination. However, the failure of an employee to notify his supervisor or the Superintendent of having been so charged shall result in that employee being recommended for termination by the Superintendent.

Any employee convicted of any criminal drug statute violation for an offense that occurred while at work or in the performance of official duties while off district property shall report the conviction within 5 calendar days to the superintendent. Within 10 days of receiving such notification, whether from the employee or any other source, the district shall notify federal granting agencies from which it receives funds of the conviction. Compliance with these requirements and prohibitions is mandatory and is a condition of employment.

Any employee convicted of any state or federal law relating to the possession, use or distribution of illegal drugs, other controlled substances, or of drug paraphernalia, shall be recommended for termination.

Any employee who must take prescription medication at the direction of the employee's physician, and who is impaired by the prescription medication such that he cannot properly perform his duties shall not report for duty. Any employee who reports for duty and is so impaired, as determined by his supervisor, will be sent home. The employee shall be given sick leave, if owed any. The District or employee will provide transportation for the employee, and the employee may not leave campus while operating any vehicle. It is the responsibility of the employee to contact his physician in order to adjust the medication, if possible, so that the employee may return to his job unimpaired. Should the employee attempt to return to work while impaired by prescription medications, for which the employee has a prescription, he will, again, be sent home and given sick leave, if owed any. Should the employee attempt to return to work while impaired by prescription medication a third time the employee may be subject to discipline, up to and including a recommendation of termination.

Any employee who possesses, uses, distributes or is under the influence of a prescription medication obtained by a means other than his own current prescription shall be treated as though he was in possession, possession with intent to deliver, or under the influence, etc. of an illegal substance. An illegal drug or other substance is one which is (a) not legally obtainable; or (b) one which is legally obtainable, but which has been obtained illegally. The District may require an employee to provide proof from his physician and/or pharmacist that the employee is lawfully able to receive such medication. Failure to provide such proof, to the satisfaction of the Superintendent, may result in discipline, up to and including a recommendation of termination.

Legal References: 41 USC § 702, 703, and 706

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.31F—DRUG FREE WORKPLACE POLICY ACKNOWLEDGEMENT

CERTIFICATION

I, hereby certify that I have been presented with a copy of the Augusta District’s drug-free workplace policy, that I have read the statement, and that I will abide by its terms as a condition of my employment with District.

Signature _____

Date _____

3.32—CERTIFIED PERSONNEL FAMILY MEDICAL LEAVE *

Definitions:

Covered active duty means

- (A) in the case of a member of a **regular** component of the Armed Forces, duty during deployment of the member with the armed forces to a foreign country; and
- (B) in the case of a member of a **reserve** component of the Armed Forces, duty during deployment of the member with the armed forces to a foreign country under a call to order to active duty under a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code.

Covered Service Member is

- (A) a member of the Armed Forces, including a member of the National Guard or Reserves, who is a undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- (B) a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

Eligible Employee: is an employee who has been employed by the district for at least twelve (12) months and for 1250 hours of service during the twelve (12) month period immediately preceding the commencement of the leave. Full time, licensed teachers are considered to have met the 1250 hour requirement for eligibility.

Health Care Provider: is a doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the state in which the doctor practices. It also includes any other person determined by the U.S. Secretary of Labor to be capable of providing health care services.

Instructional Employee: is a teacher whose principal function is to teach and instruct students in a class, a small group, or an individual setting and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include administrators, counselors, librarians, psychologists, or curriculum specialists who are included under the broader definition of “eligible employee” (to the extent the employee has been employed for 12 months).

Next of Kin: used in respect to an individual, means the nearest blood relative of that individual.

Outpatient Status: used in respect to a covered service member, means the status of a member of the Armed Forces assigned to

- A) a military medical treatment facility as an outpatient; or
- B) a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients.

Qualifying Exigency: Issues that arise due to covered active duty or a call to covered active duty of an employee's spouse, son, daughter, or parent. Examples include issues involved with short-notice deployment, military events and related activities, childcare and school activities, the need for financial and legal

arrangements, counseling, rest and recuperation, post-deployment activities, and other activities as defined by federal regulations.

Parent: is the biological parent of an employee or an individual who stood in loco parentis to an employee when the employee was a son or a daughter.

Serious Health Condition: is an injury, illness, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider.

Serious Injury or Illness:

- (A) in the case of a member of the Armed Forces, including the National Guard or Reserves, it means an injury or illness incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating and
- (B) in the case of a veteran who was a member of the Armed Forces, including a member of the National Guard of Reserves, at any time during a period as a covered service member defined in this policy, it means a qualifying (as defined by the U.S Secretary of Labor) injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

Year: for leave **other than** to care for the serious injury or illness of a covered service member, the twelve (12) month period of eligibility shall begin on the first duty day of the school year.

Year: for leave to care for the serious injury or illness of a covered service member, the twelve (12) month period begins on the first day the eligible employee takes FMLA leave to care for a covered servicemember and ends 12 months after that date.

Policy

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

Leave Eligibility

The district will grant up to twelve (12) weeks of leave in a year in accordance with the Family Medical Leave Act of 1993 (FMLA) as amended to its eligible employees for one or more of the following reasons:

1. Because of the birth of a son or daughter of the employee and in order to care for such son or daughter;
2. Because of the placement of a son or daughter with the employee for adoption or foster care;
3. To care for the spouse, son, daughter, or parent, of the employee, if such spouse, son, daughter, or parent has a serious health condition; and

4. Because of a serious health condition that makes the employee unable to perform the functions of the position of such employee.
5. Because of any qualifying exigency arising out of the fact that the spouse, son, daughter, or parent of the employee is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces.
6. To care for a spouse, child, parent or next of kin who is a covered servicemember with a serious illness or injury.

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

An eligible employee who is the spouse, son, daughter, parent, or next of kin of a **covered service member** shall be entitled to a total of 26 weeks of leave during one 12-month period to care for the service member who has a serious injury or illness as defined in this policy. An eligible employee who cares for such a covered service member is limited for reasons 1 through 5 listed above to a total of 12 weeks of leave during a year as defined in this policy. For example, an eligible employee who cares for such a covered service member for 16 weeks during a 12 month period could only take a total of 10 weeks for reasons 1 through 5.

If husband and wife are both eligible employees employed by the district, the husband and wife are entitled to a total of 26 weeks of leave during one 12-month period to care for their spouse, son, daughter, parent, or next of kin who is a **covered service member** with a serious injury or illness as defined in this policy. A husband and wife who care for such a covered service member is limited for reasons 1 through 5 listed above to a total of 12 weeks of leave during a year as defined in this policy. For example, an eligible employee who cares for such a covered service member for 16 weeks during a 12 month period could only take a total of 10 weeks for reasons 1 through 5.

District Notice to Employees

The district shall post, in conspicuous places in each school within the district, where notices to employees and applicants for employment are customarily posted, a notice explaining the FMLA's provisions and providing information about the procedure for filing complaints with the Department of Labor.

Employee Notice to District

Foreseeable:

When the need for leave is foreseeable for reasons 1 through 4 or 6 listed above, the employee shall provide the district with not less than 30 days' notice, before the date the leave is to begin, of the employee's intention to take leave for the specified reason, except that if the date of the treatment requires leave to begin in less than 30 days, the employee shall provide such notice as is practicable. As soon as practicable means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case.

When the necessity for leave for reason 5 listed above is foreseeable, whether because the spouse, son, daughter, or parent of the employee is on covered active duty, or because of notification of an impending call or order to covered active duty, the employee shall provide such notice to the district as is reasonable and practicable regardless of how far in advance the leave is foreseeable.

When the need for leave is for reasons 3, 4, or 6 listed above, the employee shall make a reasonable effort to schedule the treatment so as not to disrupt unduly the operations of the district subject to the approval of the health care provider of the spouse, son, daughter, or parent of the employee.

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

Unforeseeable:

When the approximate timing of the need for leave is not foreseeable, an employee shall provide the district notice of the need for leave as soon as practicable given the facts and circumstances of the particular case. Ordinarily, the employee shall notify the district within two (2) working days of learning of the need for leave, except in extraordinary circumstances where such notice is not feasible. Notice may be provided in person, by telephone, telegraph, fax, or other electronic means.

Medical Certification

When the need for leave is for reasons 3, 4, or 6 listed above, the employee should provide a medical certification from a licensed, practicing health care provider supporting the need for leave at the time the notice for leave is given, but must provide certification at least fifteen (15) days prior to the date the leave is to begin. The certification shall include the date on which the serious health condition began, the probable duration of the condition, and the appropriate medical facts within the knowledge of the health care provider regarding the condition. Leave taken for reason 3 listed above, must include certification that the eligible employee is needed to care for the son, daughter, spouse, or parent and an estimate of the amount of time the employee is needed to provide the care. For reason 4 listed above, the certification must include a statement that the employee is unable to perform the required functions of his/her position.

If FMLA leave is to be taken on an intermittent or reduced work schedule basis for planned medical treatment, the certification shall include the dates on which such treatment is expected to be given and the duration of such treatment.

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

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

- a. The employee requests an extension of leave;
- b. Circumstances described by the previous certification have changed significantly; and/or
- c. The district receives information that casts doubt upon the continuing validity of the certification.

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

No second or third opinion on recertification may be required.

Sick Leave and Family Medical Leave Act (FMLA) Leave

When an employee takes sick leave, the district shall determine if the leave qualifies for FMLA leave. The district may request additional information from the employee to help make the applicability determination. If the leave qualifies under the FMLA, the district will notify the employee, either orally or in writing, of the decision within two workdays. If the leave is intermittent or on a reduced schedule as defined in this policy and the circumstances of the leave don't change, the district is only required to notify the employee once of the determination regarding the applicability of sick leave and/or FMLA leave. To the extent the employee has accrued paid leave, any leave taken that qualifies for FMLA leave shall be paid leave and charged against the employee's accrued leave.

Concurrent Leave

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

Workers Compensation: FMLA leave may run concurrently with a workers' compensation absence when the injury is one that meets the criteria for a serious health condition. To the extent that workers compensation benefits and FMLA leave run concurrently, the employee will not be charged for any paid leave accrued by the employee. If the health care provider treating the employee for the workers compensation injury certifies the employee is able to return to a "light duty job," but is unable to return to the employee's same or equivalent job, the employee may decline the district's offer of a "light duty job." As a result, the employee may lose his/her workers' compensation payments, but for the duration of the employee's FMLA leave, the employee will be paid for the leave to the extent that the employee has accrued applicable leave.

Health Insurance Coverage

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

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

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

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

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

Reporting Requirements During Leave

Employees shall inform the district every two weeks⁷ during FMLA leave of their current status and intent to return to work.

Return to Work

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

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

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

Intermittent or Reduced Schedule Leave

Eligible employees may only take intermittent or reduced schedule leave for reasons 1 and 2 listed above if the district agrees to permit such leave upon request of the employee.

Eligible employees may take intermittent or reduced schedule leave due to reasons 3, 4, and 6 listed above if they have

- (A) made a reasonable effort to schedule the treatment so as not to disrupt unduly the operations of the employer, subject to the approval of the health care provider of the employee or the health care provider of the son, daughter, spouse, or parent of the employee, as appropriate; and

(B) provided the employer with not less than 30 days' notice, before the date the leave is to begin, of the employee's intention to take leave under such subparagraph, except that if the date of the treatment requires leave to begin in less than 30 days, the employee shall provide such notice as is practicable.

Eligible employees requesting intermittent or reduced schedule leave that is foreseeable based on planned medical treatment may be transferred to an alternative position for which the employee is qualified with equivalent pay and benefits that better accommodates the employee's intermittent or reduced schedule leave.

If an eligible employee who meets the definition of an instructional employee requests intermittent or reduced schedule leave that is foreseeable based on planned medical treatment and the employee would be on leave for greater than 20 percent of the total number of working days in the period during which the leave would extend, the district may require the employee to elect either

- a. to take medical leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or
- b. to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified and that has equivalent pay and benefits and better accommodates recurring periods of leave than the regular employment position of the employee.

Leave taken by eligible instructional employees near the end of the academic term

Leave more than 5 weeks prior to end of term

If the eligible, instructional employee begins leave, due to reasons 1 through 6 listed above, more than 5 weeks prior to the end of the academic term, the district may require the employee to continue taking leave until the end of such term, if

- (A) the leave is of at least 3 weeks duration; and
- (B) the return to employment would occur during the 3-week period before the end of such term.

Leave less than 5 weeks prior to end of term

If the eligible, instructional employee begins leave, due to reasons 1, 2, 3, or 6 listed above, during the period that commences 5 weeks prior to the end of the academic term, the district may require the employee to continue taking leave until the end of such term, if

- (A) the leave is of greater than 2 weeks duration; and
- (B) the return to employment would occur during the 2-week period before the end of such term.

Leave less than 3 weeks prior to end of term

If the eligible, instructional employee begins leave, due to 1, 2, 3, or 6 listed above, during the period that commences 3 weeks prior to the end of the academic term and the duration of the leave is greater than 5 working days, the agency or school may require the employee to continue to take leave until the end of such term.

29 CFR 825.114 - What is a "serious health condition" entitling an employee to FMLA leave?

(a) For purposes of FMLA, "serious health condition" entitling an employee to FMLA leave means an illness, injury, impairment, or physical or mental condition that involves:

(1) Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity (for purposes of this section, defined to mean inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefor, or recovery therefrom), or any subsequent treatment in connection with such inpatient care; or

(2) Continuing treatment by a health care provider. A serious health condition involving continuing treatment by a health care provider includes any one or more of the following:

(i) A period of incapacity (i.e., inability to work, attend school or perform other regular daily activities due to the serious health condition, treatment therefor, or recovery therefrom) of more than three consecutive calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves:

(A) Treatment two or more times by a health care provider, by a nurse or physician's assistant under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or

(B) Treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider.

(ii) Any period of incapacity due to pregnancy, or for prenatal care.

(iii) Any period of incapacity or treatment for such incapacity due to a chronic serious health condition. A chronic serious health condition is one which:

(A) Requires periodic visits for treatment by a health care provider, or by a nurse or physician's assistant under direct supervision of a health care provider;

(B) Continues over an extended period of time (including recurring episodes of a single underlying condition); and

(C) May cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

(iv) A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider. Examples include Alzheimer's, a severe stroke, or the terminal stages of a disease.

(v) Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), kidney disease (dialysis).

(b) Treatment for purposes of paragraph (a) of this section includes (but is not limited to) examinations to determine if a serious health condition exists and evaluations of the condition. Treatment does not include routine physical examinations, eye examinations, or dental examinations. Under paragraph (a)(2)(i)(B), a regimen of continuing treatment includes, for example, a course of prescription medication (e.g., an antibiotic) or therapy requiring special equipment to resolve or alleviate the health condition (e.g., oxygen). A regimen of continuing treatment that includes the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a

health care provider, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

(c) Conditions for which cosmetic treatments are administered (such as most treatments for acne or plastic surgery) are not "serious health conditions" unless inpatient hospital care is required or unless complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave. Restorative dental or plastic surgery after an injury or removal of cancerous growths are serious health conditions provided all the other conditions of this regulation are met. Mental illness resulting from stress or allergies may be serious health conditions, but only if all the conditions of this section are met.

(d) Substance abuse may be a serious health condition if the conditions of this section are met. However, FMLA leave may only be taken for treatment for substance abuse by a health care provider or by a provider of health care services on referral by a health care provider. On the other hand, absence because of the employee's use of the substance, rather than for treatment, does not qualify for FMLA leave.

(e) Absences attributable to incapacity under paragraphs (a)(2) (ii) or (iii) qualify for FMLA leave even though the employee or the immediate family member does not receive treatment from a health care provider during the absence, and even if the absence does not last more than three days. For example, an employee with asthma may be unable to report for work due to the onset of an asthma attack or because the employee's health care provider has advised the employee to stay home when the pollen count exceeds a certain level. An employee who is pregnant may be unable to report to work because of severe morning sickness.

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

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.33—ASSIGNMENT OF EXTRA DUTIES FOR CERTIFIED PERSONNEL

From time to time extra duties may be assigned to certified personnel by the school principal or the Superintendent as circumstances dictate.

Legal Reference: A.C.A. § 6-17-201

Date Adopted: July 23, 2012
Last Revised: April 28, 2011

3.34—CERTIFIED PERSONNEL CELL PHONE USE

Use of cell phones or other electronic communication devices by employees during instructional time is strictly forbidden unless specifically approved in advance by the superintendent, building principal, or their designees.

In any instance where the district issues a cell phone or school computer to a school employee for use for school business purposes, the employee shall not use the equipment for personal use. Any employee who uses a school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including termination.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.35—CERTIFIED PERSONNEL BENEFITS

The Augusta School District provides its certified personnel benefits consisting of the following.

1. The priceless reward of helping shape the life and future of our children;
2. Health insurance assistance;
3. Paid dental insurance for employee;
4. Contribution to the Teacher Retirement System;
5. One sick leave day per calendar month worked;
6. Two Personal days; and
7. Personnel will have one (1) day of bereavement leave per year, which may be taken in hourly increments unless a substitute has to be hired for ½ day minimum. Funeral leave will not be accumulated.

Legal Reference: A.C.A. § 6-17-201

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.36—CERTIFIED PERSONNEL DISMISSAL AND NON-RENEWAL

For procedures relating to the termination and non-renewal of teachers, please refer to the Arkansas Teacher Fair Dismissal Act A.C.A. §§ 6-17-1501 through 1510. The Act specifically is not made a part of this policy by this reference.

A copy of the Act is available for review in the office of the superintendent.

Legal Reference: A.C.A. § 6-17-201

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.37—ASSIGNMENT OF TEACHER AIDES

The assignment of teacher aides shall be made by the principal or his/her designee. Changes in the assignments may be made as necessary due to changes in the student population, teacher changes, and to best meet the educational needs of the students.

Legal Reference: A.C.A. § 6-17-201

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.38—CERTIFIED PERSONNEL RESPONSIBILITIES GOVERNING BULLYING

Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of bullying as defined in this policy, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal. The principal or his/her designee shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

District staff are required to help enforce implementation of the district's anti-bullying policy. The district's definition of bullying is included below. Students who bully another person are to be held accountable for their actions whether they occur on school equipment or property; off school property at a school-sponsored or school-approved function, activity, or event; or going to or from school or a school activity. Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously.

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

Definitions:

Attribute means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

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

Physical harm to a public school employee or student or damage to the public school employee's or student's property;

- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

Harassment means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

Substantial disruption means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Examples of "Bullying" may include but are not limited to a pattern of behavior involving one or more of the following:

- Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
- Pointed questions intended to embarrass or humiliate,
- Mocking, taunting or belittling,
- Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
- Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,
- Blackmail, extortion, demands for protection money or other involuntary donations or loans,
- Blocking access to school property or facilities,
- Deliberate physical contact or injury to person or property,
- Stealing or hiding books or belongings, and/or
- Threats of harm to student(s), possessions, or others.

*A school employee who has reported violations under the school district's policy shall be immune from any tort liability which may arise from the failure to remedy the reported incident.

Legal Reference: A.C.A. § 6-18-514

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.39— CERTIFIED PERSONNEL RECORDS AND REPORTS

The superintendent or his/her designee shall determine, by individual or by position, those records a teacher is responsible to keep and those reports he/she is required to maintain. It is a requirement of employment that all required records and reports be completed, submitted, or otherwise tendered, and be accepted by the principal or superintendent as complete and satisfactory, before the last month's pay will be released to the certified employee.

Legal Reference: A.C.A. § 6-17-104

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.40—CERTIFIED PERSONNEL DUTY TO REPORT CHILD ABUSE, MALTREATMENT OR NEGLECT

It is the statutory duty of certified school district employees who have reasonable cause to suspect child abuse or maltreatment to directly and personally report these suspicions to the Arkansas Child Abuse Hotline, by calling 1-800-482-5964. Failure to report suspected child abuse, maltreatment or neglect by calling 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.

The duty to report suspected child abuse or maltreatment 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; 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, or to rule out such a belief. Employees and volunteers who call the Child Abuse Hotline 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 or maltreatment, or require that any person notify or seek permission from any person before making a report to the Child Abuse Hotline.

Legal References:

- A.C.A. § 12-18-107
- A.C.A. § 12-18-201 et seq.
- A.C.A. § 12-18-402

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.41—CERTIFIED PERSONNEL VIDEO SURVEILLANCE

The board has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras. The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of privacy is reasonable and customary.

Signs shall be posted on district property and in or on district vehicles to notify students, staff, and visitors that video cameras may be in use. Violations of school personnel policies or laws caught by the cameras may result in disciplinary action.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording.

Videos containing evidence of a violation of district personnel policies and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or staff handbook; any release or viewing of such records shall be in accordance with current law.

Staff who vandalize, damage, defeat, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Video recordings may become a part of a staff member's personnel record.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.42—RELEASE OF STUDENT’S FREE AND REDUCED PRICE MEAL ELIGIBILITY INFORMATION

As part of the district’s participation in the National School Lunch Program and the School Breakfast Program, the district collects eligibility data from its students. The data’s confidentiality is very important and is governed by federal law. The district has made the determination to release student eligibility status or information as permitted by law. Federal law governs how eligibility data may be released and to whom. The district will take the following steps to ensure its confidentiality:

Some data may be released to government agencies or programs authorized by law to receive such data without parental consent, while other data may only be released after obtaining parental consent. In both instances, allowable information shall only be released on a need to know basis to individuals authorized to receive the data. The recipients shall sign an agreement with the district specifying the names or titles of the persons who may have access to the eligibility information. The agreement shall further specify the specific purpose(s) for which the data will be used and how the recipient(s) shall protect the data from further, unauthorized disclosures.

The superintendent shall designate the staff member(s) responsible for making eligibility determinations. Release of eligibility information to other district staff shall be limited to as few individuals as possible who shall have a specific need to know such information to perform their job responsibilities. Principals, counselors, teachers, and administrators shall not have routine access to eligibility information or status.

Each staff person with access to individual eligibility information shall be notified of their personal liability for its unauthorized disclosure and shall receive appropriate training on the laws governing the restrictions of such information.

Legal References: Commissioner’s Memos IA-05-018, FIN 09-041, and IA 99-011
 ADE Eligibility Manual for School Meals Revised July 2008
 7 CFR 210.1 – 210.31
 7 CFR 220.1 – 220.22
 42 USC 1758(b)(6)

Date Adopted: July 23, 2012
Last Revised: April 28, 2011

3.43—DUTY OF LICENSED EMPLOYEES TO MAINTAIN LICENSE IN GOOD STANDING

Any employees possessing a teaching license, regardless of whether holding such a license is a condition of employment in the employee's current job assignment, must at all times maintain such a license in good standing with the State Board of Education. Any employee who is reprimanded, has his or her license put under any period of probation, or has his or her license revoked by the State Board of Education pursuant to Arkansas State Board of Education Rules Governing the Code of Ethics for Arkansas Educators will face disciplinary action, up to and including termination or nonrenewal of his or her contract of employment.

Legal References: Rules Governing the Code of Ethics for Arkansas Educators;
 A.C.A. § 6-11-105
 A.C.A. § 6-17-401
 A.C.A. § 6-17-410
 A.C.A. § 6-17-422

Date Adopted: July 23, 2012
Last Revised: April 28, 2011

3.44—CERTIFIED PERSONNEL WORKPLACE INJURIES AND WORKERS' COMPENSATION

The district provides Workers' Compensation Insurance, as required by law. Employees who sustain **any** injury at work must immediately notify their immediate supervisor, or in the absence of their immediate supervisor notify the next person on the chain of command. An injured employee must fill out a Form N and the employee's supervisor will determine whether to report the claim or to file the paperwork if the injury requires neither medical treatment or lost work time. While many injuries will require no medical treatment or time lost at work, should the need for treatment arise later, it is important that there be a record that the injury occurred. All employees have a duty to provide information and make statements as requested for the purposes of the claim assessment and investigation.

For all work related injury, unless it is an emergency, you will contact your immediate supervisor and call the "Company Nurse" – 877-247-1451. They have nurses to answer the phone 24 hours a day 7 days a week. The nurse will ask questions concerning the injury. Each call will take about 10 minutes. The nurse will make recommendations about treatment of the injury. You will be given a Call ID number so be sure to have something to write with and on when you call. If it is recommended that you go to the doctor, you will need to provide the clinic or emergency room with the Call ID number. You will want to keep this number for several days in case there is further treatment required. A copy of the information, with the Call ID number, will be sent to the superintendent's office and the clinic. Injured persons will still need to come to the superintendent's office and fill out a Form "N" which must be filed with worker's comp. This is required even if you don't go to the doctor. This can be done after treatment. If the injury is an emergency, you should seek treatment immediately and then contact "Company Nurse."

"Company Nurse" is not to be used for personal injury or illness.

There are posters that have the phone number for the Company Nurse" placed in several locations in all the buildings. Stickers are placed near all phones. All of these will have our school's name and code. The nurse will ask for this information when you call to report an injury.

The Augusta Clinic and the Cotton Plant Clinic will be the Augusta School District's primary, worker's comp provider. The White County Hospital will be the emergency provider. The Form "N" has information concerning changing providers if the injured person wants to make a change. But anyone having a work related injury must use one of our providers first.

Please contact the superintendent's office if you have questions concerning this process. Failure to follow these guidelines could result in worker's comp refusing to pay the claim which would make you responsible for all bills related to the injury.

Workers' Compensation absences may be designated as FMLA absences when the criteria are met under FMLA for a serious health condition.

An employee who is absent from work due to a workplace injury or receiving temporary disability benefits due to a Workers' Compensation claim will utilize any sick leave accumulation he or she may have at the rate of 1/3 of a sick leave day for day of absence to bring the total amount of combined income up to 100% of usual

contracted pay, unless the employee gives the school district written notice to not use sick leave days in this manner. No employee may realize a net compensation gain from a combination of Workers' Compensation benefits and sick leave in excess of contracted pay. Sick leave days used for workplace injuries will not be restored to the employee.

Legal References: Ark. Workers Compensation Commission RULE 099.33 - MANAGED CARE
A.C.A. § 11-9-508(d)(5)(A)
A.C.A. § 11-9-514(a)(3)(A)(i)

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.45—TEACHER RETIREMENT INCENTIVE PLAN

Five thousand dollars (\$5,000.00) will be added to the salary for the last year of teaching service of all full-time certified employees who meet the following conditions:

1. An employee who becomes disabled and retires shall be eligible if the Arkansas Teacher Retirement System gives credit for twenty-eight (28) or more years of service without penalty.
2. An employee shall be eligible for full compensation after twenty-eight (28) or more years of teaching service, military service, or other services recognized by the Arkansas Teacher Retirement System.
3.
 - a. An active member who has twenty-five (25) or more years of credited service but has not attained age sixty (60) years and is not eligible for retirement under the provisions of the disability rule may voluntarily retire early upon his written application filed with the board.
 - b. Upon an active member's retirement as provided in this section, he shall receive, in lieu of any other system benefit, an early annuity which shall be a reduced percent of the incentive.
 - c. The percent shall be one hundred percent (100%) reduced by five-twelfths of one percent (5/12 of 1%) multiplied by the number of months by which the time of early retirement precedes the earlier of either completion of twenty-eight (28) years of credited service or attainment of age sixty (60) years.
4. An employee must have been employed by the Augusta School District a minimum of fifteen (15) consecutive years immediately prior to retirement to be eligible for compensation.
5. A letter of resignation stating date and intent must be accepted and approved by the Board of Education. Such letter can be submitted at any time during the final year of teaching service.
6. Any exceptions or issues concerning eligibility shall be resolved by the Augusta Board of Education.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.46—TEACHER HIRING AND ASSIGNMENT

The Board of Education shall employ personnel based upon the Superintendent's recommendations. As a minimum, all employment contracts shall comply with the form mandated by the State Board of Education.

1. The Board of Education shall be responsible for selecting and employing a Superintendent of Schools who meets all the qualifications established by law, the State Department of Education.
2. The Superintendent of Schools shall be employed on a one to three year contract, and election of the Superintendent shall take place at the January meeting of the Board of Education. The Superintendent will have 60 days to accept or reject the contract.

Contracts for principals will be considered at the February board meeting.

3. The Superintendent of Schools shall be responsible to the Board of Education in seeing that all certified personnel meet the qualifications established by law, the Board of Education, and involved accrediting agencies.
4. All certified personnel of this school district, except the Superintendent of Schools, shall be recommended by the Superintendent of Schools and approved by the Board of Education. If a candidate is not approved by the Board of Education, the Superintendent shall recommend another candidate.
5. Instructional personnel shall be recommended for reelection at the April meeting of the school board and notified immediately. Contracts will be issued in May so that increases from state and local aid may be filled in. Contracts shall recognize those requirements set forth by the state concerning the employment of school personnel. Contracts are to be signed and returned within on (1) calendar month of issue. If no termination notice is received to within 10 days after the last day of school, a teacher may consider himself/herself rehired. (Arkansas Statues - Section 80-1264.3)
6. Teacher contracts shall be for a minimum of one hundred ninety (190) . At least five (10) days shall be used for staff development and in-service training and at least two (2) days shall be used for parent/teacher conferences.
7. The elementary principals' contract shall be for twelve months.
8. The secondary principals' contract shall be for twelve months.

The Board of Education authorizes the superintendent to assign all certified personnel to their respective positions upon employment.

- A. Insofar as possible, teachers will be assigned to positions for which they are best qualified. Also, reasonable effort will be made to honor teacher's preference in making assignments. All assignments will be made by the superintendent upon consideration of recommendations made by the principal. Personnel may be assigned, reassigned, or transferred by the superintendent.

B. Teacher Assignment - Elementary School

1. Teachers shall be notified by July 1, if teaching positions are to be new or different from the previous year.
2. Teachers shall be notified within three working days of subsequent changes after July 1.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

3.47—GENERAL SECTION POLICIES

The Board of Education is required by law to establish personnel policies within the school district. Said policies shall be filed, along with an affidavit signed by the president of the Board, attesting compliance with State law requiring personnel policies, with the chairman of the State Board of Education.

All personnel policies adopted by the Board shall be furnished to each teacher or administrator employed for by the school district via school website. Teachers will be advised by memo of any amendments to the personnel policies shall also be given to all personnel within thirty (30) days of approval by the Board.

The personnel policies of each school district in effect at the time a teacher's contract is entered into or renewed shall be considered to be incorporated as terms of said contract and shall be binding upon both parties unless changed by mutual consent with a majority vote of the certified personnel.

Any amendments to personnel policies adopted during the term of such contract shall become effective the following July 1. Provided, such amendments may take place immediately with mutual consent with a majority vote of the certified personnel.

The Board shall provide for a Committee on Personnel Policies, as composed by law, to annually review the personnel policies of the Board to determine if additional policies or amendments to existing policies are needed.

The Board shall consider and adopt, reject, or refer back to the committee for further study and revisions any proposed policies or amendments that are submitted to the Board for consideration.

The District shall have a personnel policies committee consisting of no fewer that five (5) classroom teachers and no more than three (3) administrators, provided that the classroom teacher members shall be elected by a majority of the classroom teachers employed in the district by secret ballot in an election conducted by the teachers.

Selection procedures for Personnel Policy Committee:

1. In the first week of school, in a general faculty meeting nominations will be accepted from the faculty of each school.
- *2. An election will be by secret ballot--3 persons from the Elementary, 3 persons from the High School and 1 person from the Early Learning Center will be elected by the entire teaching personnel.
3. The top 3 candidates from each building will be elected.
4. If a vacancy occurs, then the candidate from that building with the next highest number of votes will be asked to serve. This process will be repeated if necessary.

The personnel policies committee shall organize itself in the first quarter of each school year, elect a chairman and secretary, and develop a calendar of meetings throughout the year to review the district's personnel policies.

Minutes of the meetings shall be promptly reported and distributed to members of the Board and posted in the buildings of the district. New policies or amendments to existing policies by the Board shall be submitted to the committee at least five working days before presentation to the Board.

The Board of Directors may adopt, reject, or refer back to the policies committee for further study any proposed policies or amendments to existing policies.

Any recommendations that are reviewed and approved by the board shall be hereafter dated in the policy book.

Legal References: A.C.A. § 80-1256 to 1260; Act 840 of 1979; Act 224 of 1983; Act 687 of 1987; Act 170 of 1991; Act 931 of 1997

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

JOB DESCRIPTIONS

AUGUSTA SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: ASSISTANT COACH

REPORTS TO: Head Coach

GOAL: Carry out the objectives of the sports program as outlined by the head coach. Instruct athletes in team and individual fundamentals, strategies, and physical training necessary for them to realize individual and team success.

QUALIFICATIONS: The District shall fill the position of assistant coach with a person who:

- Holds a current Arkansas Teaching certificate
- All Coach must submit to a criminal background check and hold a current first aid/CPR card.

RESPONSIBLE TO: The head coach in conjunction with the Athletic Director and Principal.

DUTIES AND RESPONSIBILITIES:

- Has thorough knowledge of District athletic policies/procedures and is responsible for the implementation of these policies.
- Understand the proper administrative line of command and refer all student's and parent's requests or grievances through the proper channels.
- Assists the head coach in the scheduling and providing transportation to all games and tournaments.
- Assists in the necessary preparation to hold practices and games in coordination with the head coach.
- Assists in the collection of necessary documentation to fulfill State and District requirements concerning physical exams, consent, and eligibility.
- Assists in the implementation of the program as outlined by the head coach.
- Is loyal and supportive even though philosophical differences may exist.
- Assist the head coach in the issuing, fitting, and monitoring the condition of the equipment used in the sport coached.
- Attend staff meetings for the purpose of planning and evaluating the program.
- Carry out scouting responsibilities as assigned by the head coach.
- Remain at practice or contest until all athletes have left the athletic area.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: ATHLETIC DIRECTOR**

REPORTS TO: Superintendent

GOAL: Provide for overall leadership and coordination among the various sports to facilitate programs that provide youngsters worthwhile learning experiences.

QUALIFICATIONS:

- Valid Arkansas Teacher Certification. Previous experience as a coach is required.
- Knowledge of the overall operation of athletic programs.
- First Aid certification required

The Director of Athletics provides administrative direction and oversight for all athletics staff, programs, facilities and activities. The director is responsible for ensuring compliance with all federal, state and district athletics regulations, administering departmental funds and accounts in a fiscally responsible manner and sustaining a culture of sportsmanship, professionalism and respect at all levels. The director also collaborates with administrative offices. Director is responsible for the media on publicity and reporting of athletic events and results. Frequent nights and week-end work and in-season travel required.

DUTIES AND RESPONSIBILITIES:

The responsibilities of the Director of Athletics shall include, but not necessarily be limited to, the following:

- To provide administrative direction and oversight for all athletics programs and activities and supervise the control, issuance and maintenance of recreational athletic equipment and facilities;
- To establish and maintain standards of dress, scholarship and conduct for team travel and training, and practice rules for all varsity athletes;
- coordinate academic and health eligibility of all student athletes
- To perform other duties as may be assigned by Superintendent

Additional Duties

- Responsible for assessing the school's athletic program.
- Responsible for administering all Arkansas High School Activities Association, school district and building rules and regulations. Frequent meetings may be called to facilitate a smooth operation of these rules and regulations with coaches.
- Work with the principal in making coaching assessments at their school.
- Communicate with the principal in regards to coaching performances.
- Responsible for conducting annual coaching performance assessments.
- Responsible for the scheduling of all athletic contests. These schedules should be cleared through the principal of their senior high school.
- Attend the athletic events of their school whenever possible and will work to cover all home events.
- Check on all transfer students to ensure their eligibility.
- Work with coaches and principals in problems of discipline concerning athletics. Will also maintain a file of all athletic suspensions and expulsions from teams in regard to giving each athlete "due process".

- Coordinate with the school and coaches to set up facilities for all activities.
- Responsible for the coordination and planning of athletic budgets. Will meet with coaches and insure that all sports have an equal opportunity to present their budgets.
- Work with the principal or their designee and head coach in planning athletic awards programs.
- Provide athletic insurance forms to all athletes.
- Review with their coaches the District Senior High Athletic Handbook (on the AHS website).
- Maintain records and inform their coaching staff of their current first aid status.
- In conjunction with the head coach will be responsible for keeping on file a current physical for each student athlete involved in athletics.
- In conjunction with the coaches will arrange transportation of all athletic teams.
- Responsible for improvement of facilities which shall be directed to the building principal and District athletic director for consideration and referral at their discretion.
- Coordinate the use of all school athletic facilities by groups outside the school with the respective building principal.
- Keep the release and participation information form on file for two years after the individual graduates.
- Responsible for contracting all game officials for home events.
- Act as a tournament manager for all league and tournament playoff activities that are assigned to your school.
- Maintain an active program that promotes sportsmanship and welcome the competing teams and guests.
- Act as a liaison between coaches and the athletic boosters club.
- Assist with or monitor the monthly calendar of school activities in conjunction with the principals, faculty and student body.
- Attend state, regional and national meetings whenever possible.
- Monitor ACT testing of athletes to ensure scores for college entry.
- Monitor SIP (Supplemental Instruction Program) and keep appropriate records
- Monitor athletic practice and keep records according to State law.
- Monitor GPA's of all student athletes.

Budget Responsibilities: Responsible for development and adherence to Athletics department budget.

Knowledge, Skills & Abilities: Effective communication skills required.

Comments:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: BAND DIRECTOR**

Reports To: Principal

EDUCATION/EXPERIENCE AND CERTIFICATES REQUIRED:

- Must meet all Arkansas Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.
- Bachelor's of Education degree (BAE) from a four-year college or university, OR Alternative Certification, including passing PRAXIS
- Thorough knowledge of musical instruments and band director practices and procedures.

POSITION SUMMARY:

This position is responsible for establishing and leading a successful high school Marching Band and Concert Band. This position shall set an example of an exceptional professional educator and be ever mindful that both Director and student represent the Augusta School District and are expected to conduct themselves in an exemplary manner.

This position shall not only be responsible for development of an entertaining marching and concert band but also, the promotion of self-discipline, character, teamwork, leadership, citizenship, responsibility, academic excellence and the molding of the leaders of tomorrow's society. The primary duties of this position will be to instruct and manage the high school instrumental music program; promote school spirit through musical performances; and encourage student participation.

Direct and manage the overall program of instrumental music and marching band for the district. Provide students with an opportunity to participate in extracurricular band activities and ensure compliance with all state and district requirements. Plan activities to achieve district, region, and state recognition.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

ESSENTIAL FUNCTIONS:

- Direct high school instrumental performers, including marching band, orchestra, concert band, soloists, and ensembles.
- Maintains and purchases instruments, music library, equipment and facilitates repair services when needed.
- Ensures proper conduct and discipline of all student members of the band.
- Apply and enforce student discipline in accordance student handbook
- Establish performance requirements, enforce academic requirements, and verify each student's eligibility to participate in band.
- Establishes and maintains rapport with students and encourages student participation.
- Motivates students to achieve maximum potential.
- Provides opportunities for and supports student involvement in the promotion of school spirit.

- Provide for band participation at extracurricular events, including concerts, football games, basketball games, pep rallies, parades
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities. Maintain current inventory of all fixed assets within department.
- Works collaboratively with staff, families, and community resources.
- Organizes and leads appropriate summer practices to prepare for school year activities and football season.
- Organizes and leads after school practice sessions
- Prepares an entertaining halftime show for football games consisting of marching and music that are consistent with community standards.
- Coordinates publicity for band activities, notifying proper staff member of all activities scheduled by the group.
- Coordinates the Friday night football program in conjunction with the High School Principal, Athletic Director and Cheerleader Sponsor including pre-game, post-game and game-time activities.
- Ensures band participation at athletic pep rallies.
- Ensures band participation at away football games.
- Ensures band performs the following at all home football games:
 - Star Spangled Banner
 - Half-time performance on the field
 - Band participation in bleachers during the game with a break during the third quarter
 - Any deviation must be approved by the Principal.
- Ensures band performs in appropriate high school music competitions
- Ensures band performs a winter music concert, spring music concert
- Ensures band performs in a minimum of 2 parades coordinated by the band director and approved by the High School Principal.
- Ensures student band members are uniformly dressed for all public appearances
- Prepare lessons that reflect accommodations for individual student differences. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
- Create an environment conducive to learning and appropriate for the physical, social, and emotional development of students
- Rides bus for away football games
- Arrange transportation, lodging, and meals for out-of-town events.
- Maintains a clean and organized band hall.
- Ensure that programs are cost-effective and funds are managed wisely.
- Compile budgets and cost estimates based on program needs.
- Maintains compliance with all rules and regulations of the Arkansas High School Activities Association
- Complies with and supports all school district regulations and policies.
- Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
- Maintain professional relationship with colleagues, students, parents, and community members.
- Performs any other duties assigned by Principal.

SPECIFIC QUALIFICATIONS REQUIRED:

- Public performances
- Band practice and activities

- Student conduct and discipline
- Band equipment & music library maintenance
- Student participation and morale
- Public relations
- Student welfare
- Student eligibility

PROFESSIONAL DEVELOPMENT

While the band director is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP director and other master teachers to enhance their skills and provide their teachers with only the best instructional interventions and strategies. Band directors are required to complete 60 hours of Professional development annually.

OTHER SKILLS/ABILITIES/KNOWLEDGE:

- Demonstrates flexibility, common sense, and good judgment.
- Demonstrates professionalism in attitude and behaviors.
- Demonstrates the ability to work independently with minimal supervision and/or assistance.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed and professional appearance.
- Must have a basic knowledge of computers.

LANGUAGE SKILLS:

- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of employees.
- Master teachers need to be excellent communicators with students and adults alike.
- Communicates and reflects the visions and decisions of the TAP Leadership Team.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the

essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: SCHOOL COUNSELOR**

Reports To: Principal

EDUCATION/EXPERIENCE AND CERTIFICATES REQUIRED:

- Must meet all Arkansas Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.
- Serves as a role model to all other instructional staff.
- Masters of Education degree (MAE) from a four-year college or university, including passing the PRAXIS.

POSITION SUMMARY:

The Counselor performs a wide variety of tasks to help assure the smooth, efficient operation of the school counseling program, including meeting and greeting students, parents, staff and the public. Answers questions or referrals; promotes positive public relations for the district and performs additional duties assigned by supervisor.

The counselor assists students, teachers, parents, and administrators. They play a significant part in improving student achievement. Counselors ensure equity and access to rigorous education for every student. They ensure student academic preparation that will lead to greater opportunity and increased academic achievement. Counselors advocate for students' academic, career, and personal/social needs and work to ensure these needs are addressed at every level of the school experience. Counselors believe, support and promote every student's goal to achieve success in school. Counselors work proactively with students to remove barriers to learning. Counselors are ideally situated to serve as advocates for every student in meeting high standards. Through their effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. This includes collecting and analyzing data to identify needed changes in the educational program. They will strive to increase the number of students completing school academically prepared to choose from a wide range of substantial post-secondary options, including college. Counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

ESSENTIAL FUNCTIONS:

- Type accurately and neatly a variety of materials such as letters, memoranda, bulletins, requisitions, claims, reports, statistical data (graphs, charts, etc.), evaluations, etc.
- Compose standard letters, memoranda or reports independently and accurately, with little instruction/direction.
- Respond to the public in a cordial, courteous manner.
- Assist parents by answering questions regarding registration, curriculum, credits, etc. Arrange interviews for new students with the Principal.
- Evaluate transcripts making sure all grading years are accounted for. Send copies to those who request them and student's chosen college.
- Send for records from previous schools and enter data into district system.
- Set up various files.
- Maintain withdrawal records and assist students with the process.

- Maintain accurate current rank in class, scholarship information.
- Perform related duties as required by the Principal.
- Implements counseling program to meet the needs of the students.
- Demonstrates positive interpersonal relationship with students.
- Demonstrates positive interpersonal relationships with educational staff.
- Demonstrates positive interpersonal relationships with parents/guardians.
- Encourages staff involvement to ensure the effective implementation of the guidance curriculum.
- Collaborates with parents, helps students establish goals and develop and use planning skills.
- Counsels individual students and groups of students with identified needs/concerns.
- Consults effectively with parents, teachers, administrators and other relevant individuals.
- Implements an effective referral process with administrators, teachers and other school personnel.
- Provides a comprehensive and balanced guidance program in collaboration with school staff.
- Provides support for other school programs.
- Uses school data to make decisions regarding student choice of classes, special programs and groups.
- Uses data from the counseling program to make decisions regarding revisions to the school counseling program.
- Develops appropriate interventions for students as needed and monitors their progress.
- Uses a master calendar to plan activities through the year.
- Promotes academic success of every student.
- Promotes equity and access for every student.
- Collaborates with teachers, parents and the community to promote academic success of students.
- Builds effective teams by encouraging collaboration among all school staff.
- Uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.
- Administer to students standardized tests as part of the school testing program
- Interpret standardized achievement test results to students and parents.
- School counselors shall spend at least seventy-five percent (75%) of work time each year providing direct counseling related to students.

PROFESSIONAL DEVELOPMENT

While the counselor is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP director to enhance their skills and provide students with the best service possible. Counselors are required to complete 60 hours of Professional development annually.

OTHER SKILLS/ABILITIES/KNOWLEDGE:

- Demonstrates flexibility, common sense, and good judgment.
- Possesses familiarity with State and District Assessments, along with formative assessments used by the district.
- Demonstrates professionalism in attitude and behaviors.
- Demonstrates the ability to work independently with minimal supervision and/or assistance.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.

- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed and professional appearance.
- Must have a basic knowledge of computers.

MENTAL DEMANDS

Experiences frequent interruptions; may occasionally deal with distraught or difficult individuals; required to adapt to shifting priorities and to frequently re-channel work efforts.

LANGUAGE SKILLS:

- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of employees.
- Counselors need to be excellent communicators with students and adults alike.
- Communicates and reflects the visions and decisions of the TAP Leadership Team.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: DEAN OF STUDENTS**

Reports to: Building Principal

Job Objectives: Administers the student conduct code and monitors compulsory attendance requirements. Promotes an effective learning environment. Promotes close working relationships with parents, students, and staff. Keeps the principal informed about emerging issues.

The position of “Dean of Students” is for the purpose/s of overall student management and dealing with student attendance issues. Other administrative needs and processes may also be assigned.

Qualifications:

Valid Arkansas teacher certificate.

Responsibilities: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Manage student supervision issues and enforce school behavioral expectations.
- Counsel students and parents about school and district policies.
- Assists staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to staff in dealing with classroom management issues.
- Assist in developing programs to promote positive student behavior as well as intervention strategies.
- Coordinate alternative education placement for students.
- Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Upholds the district’s student conduct code.
- Monitors attendance and employment laws.
- Develops and/or updates administrative procedures to comply with legal mandates.
- Helps update and distribute student/parent and teacher handbooks.
- Upholds board policies and follows administrative procedures.
- Maintains visibility. Promotes a favorable image of the school district.
- Builds community partnerships that enhance district programs and services.
- Investigates student attendance and conduct concerns. Helps parents and students understand attendance and behavioral requirements.
- Prepares a warning letter outlining the consequences of continued truancy and/or misconduct.
- Counsels students to acknowledge and manage responsible personal conduct.
- Helps resolve problems that impede student learning and/or participation in school activities.
- Verifies legal residences.
- Reviews and interprets custody rulings. Assists the treasurer with billing and collection of tuition based on custody assignment.
- Investigates hardship, neglect, and suspected child abuse cases. Initiates referrals to community resources (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.).
- Serves as the primary contact for county authorities.

- Participates in parent conferences and IEP meetings as requested.
- Helps supervise student activities as directed (e.g., arrivals/departures, parking lots, lunch periods, hall duty, extracurricular programs, etc.).
- Prepares and maintains accurate records. Submits reports on time.
- Maintains district records for the maximum period mandated by law and/or board policy.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Takes precautions to ensure staff/student safety. Watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, etc.).
- Intervenes and works with staff to eliminate unacceptable behavior.
- Participates in professional growth opportunities.
- Accepts personal responsibility for decisions and conduct. Strives to develop rapport and serve as a positive role model for others.
- Performs other specific job-related duties as directed.

Abilities Required: The following characteristics and physical skills are important:

- Articulates a clear vision and provides leadership to advance the change process.
- Promotes a positive work environment and engenders staff enthusiasm.
- Skillfully manages individual, group, and organizational interactions.
- Averts problem situations and intervenes to resolve conflicts.
- Interprets information accurately and initiates effective responses.
- Effectively uses verbal, nonverbal, writing, and listening skills.
- Organizes tasks and manages time effectively.
- Completes paperwork accurately. Verifies and correctly enters data.
- Maintains an acceptable attendance record and is punctual.

Supervisory Responsibility: Under the direction of the principal: plans work assignments, provides instructions, performs TAP evaluations when necessary, and monitors assigned staff. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

Working Conditions: Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require operating and/or riding in a vehicle.
- Duties may require traveling to meetings and work assignments.
- Duties may require prolonged use of a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Exposure to adverse weather conditions and seasonal temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with disruptive and/or unruly individuals.

Performance Evaluation: Job performance is evaluated according to the policy provisions adopted by the Augusta School District Board of Education.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

AUGUSTA SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: DIRECTOR OF LEARNING SERVICES/GRANT MANAGEMENT

Reports To: Superintendent

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned by Superintendent as needed.*

- Monitors personnel policies and record keeping.
- Coordinates employee performance evaluation programs with TAP System.
- Assures that instructional staff members are properly licensed and highly qualified and monitors the annual accreditation report..
- Serves as the district equity coordinator.
- Serves as the district Federal program coordinator.
- Advises school administrators and other personnel on legal and other personnel matters.

SUPERVISORY RESPONSIBILITIES: Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing when necessary, overseeing training of employees; planning, assigning, and directing work; appraising performance through TAP or VAL-ED.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

- Master's degree in Educational Leadership/Administration.
- At least four years experience as a building-level administrator.

CERTIFICATES, LICENSES, REGISTRATIONS:

Arkansas Building Administrator license or District Administrator license.

LANGUAGE SKILLS:

- Ability to read, analyze, and interpret professional journals, technical procedures, or governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from groups of employees and the general public.

MATHEMATICAL SKILLS:

- Ability to work with mathematical concepts such as probability and statistical inference.
- Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

- Ability to define problems, collect data, establish facts, and draw valid conclusions.

- Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS AND ABILITIES:

- Ability to apply knowledge of current research and theory in specific field.
- Ability to establish and maintain effective working relationships with staff and the school community.
- Ability to speak clearly and concisely both in oral and written communication.
- Ability to perform duties with awareness of all district requirements and Board of Education policies.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: HEAD COACH**

REPORTS TO: Athletic Director and Principal

GOAL: Instruct athletes in the fundamental skills, strategy and physical training necessary for them to realize a degree of individual and team success. At the same time, the student shall receive instruction that will lead to the formulation of positive values, pride of accomplishment, acceptable social behavior, self-discipline and self-confidence.

QUALIFICATIONS: The District shall fill the position of head coach with a person who:

- Holds a current Arkansas teaching certificate.
- All coaches must submit to a criminal background check and hold a current first aid/CPR training.

DUTIES AND RESPONSIBILITIES:

- Develop a written philosophy statement and conduct a preseason meeting with parents and players to discuss acceptable player behavior, practice procedures, substance abuse policy and other guidelines that relate to program management.
- Determine the system of play. Establish goals and objectives.
- Have a thorough knowledge of all District and State Athletic Policies and be responsible for their implementation.
- Understand and follow the proper administrative line of command and refer all requests or grievances through proper channels.
- Establish a working relationship with the high school, junior high and elementary coaches.
- Continue professional growth by attending classes, clinics, workshops, and affiliations with professional organizations.
- Conduct oneself as a positive role model.
- Assist athletic director and principal in hiring assistant coaches.
- Train and inform staff, encourage professional growth by urging them to attend clinics and workshops.
- Delegate specific duties, supervise implementation, and at season's end, analyze staff effectiveness and evaluate all assistants.
- Report all rule violations or suspected violations to the school athletic director.
- Consult with the athletic director and principal, or his designee, in matters of purchasing equipment, scheduling, and coaching assignments.
- Work to develop positive athlete-teacher relationship. Initiate during the season grade check, conduct athletic study table, if necessary.
- Turn in rosters as directed to the athletic director.
- Develop a sports specific safety plan.
- Be responsible for the collection of equipment by the end of the season.
- Prepare travel rosters and itineraries prior to the 48 hours of departure.
- Remain at practice or contest until all athletes have left the athletic area.
- Inspect locker room with the visiting coach before and after the contest.
- Ride the team bus to and from practices or contest.
- Require appropriate behavior on road trips by supervising students in motels and restaurants.

- Promote and encourage fair play, good sportsmanship, and ethical standards of conduct both on and off the field.
- Forewarn all participants that involvement in physical confrontation could result in removal from game and/or suspension from subsequent games.
- Maintain a yearly inventory of all new and used equipment.
- Work with athletic director in developing a yearly budget.
- Refrain from criticizing officials publicly and never use profanity.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: LIBRARIAN**

Reports To: Principal

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must meet all Arkansas Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.

EDUCATION AND/OR EXPERIENCE:

Master's of Education degree from a four-year college or university OR Alternative Certification, including passing level on elementary subject matter assessment and professional knowledge assessments.

POSITION SUMMARY:

Maintain resources and provide support for faculty, staff, and students.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PRIMARY ROLES AND RESPONSIBILITIES:

- Teach informational literacy skills and strategies integrated with content learning and provide both technological and intellectual access in a climate that promotes literature and student learning.
- Lead in establishing an integrated library media program by collaborating with classroom teachers to use instructional design concepts in the planning and teaching of a standards-based curriculum.
- Grow as a professional who, through reflective practice, active involvement in professional organizations, and lifelong learning, uses daily the knowledge bases of library science, education, technology, and research.
- Advocate the ethical use of information by both modeling and teaching about equity, intellectual freedom, copyright, privacy, and confidentiality.
- Establish equitable policies and procedures, prepare and manage budgets, plan for and implement changes in facility, conduct inventory, write reports, supervise staff, and monitor all services of the library media center.
- Provide information and reference services to the school and its community and take responsibility for evaluating emerging technologies needed.
- Provide information access and delivery services such as the online public access catalog, circulation, networking and interlibrary loan of resources.
- Develop collection policies and coordinate the careful selection, acquisition, maintenance, and networking of materials and equipment, giving attention to the inclusion of diverse viewpoints and learning systems.
- Promote library media services through multiple venues, effective communications skills, media design and program development, thus consistently establishing a positive relationship within the

school and the community.

- Develop and find funding for special programs that are dynamic and accessible for diverse user groups and that serve the mission of the school.

ESSENTIAL FUNCTIONS:

- Effectively implements State Standards and District curriculum.
- Demonstrates knowledge of students and individualizes appropriately.
- Selects appropriate instructional goals.
- Utilizes all available resources to enhance instruction.
- Designs and implements coherent instruction.
- Effectively assesses student learning.
- Creates an environment of respect and rapport.
- Establishes a culture for learning.
- Effectively manages classroom procedures.
- Effectively manages student behavior.
- Optimizes physical space and resources for safety and usage.
- Communicates clearly and accurately with all audiences.
- Uses effective questioning and discussion techniques.
- Engages students in meaningful learning.
- Provides useful and timely feedback to students.
- Demonstrates flexibility and responsiveness.
- Reflects on teaching and varies techniques and approaches accordingly.
- Maintains accurate records.
- Communicates well with parents, students, staff and administrators.
- Contributes to the school and district.
- Grows and develops professionally.
- Completes required 60 hours professional development annually.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and district.
- Provides differentiated instruction for students of all abilities.
- Works cooperatively with all staff members.
- Uses effective motivational techniques.
- Places emphasis on both student achievement and well being.
- Must meet any additional specific job requirements as indicated by the principal,

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.
- Provides substitute coverage as assigned by the supervisor on an as needed basis.

SUPERVISORY RESPONSIBILITIES:

- Supervises and evaluates any assigned paraprofessionals or aides.

- Supervises students.
- Supervises any assigned parent volunteers or chaperones.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Desire to have high expectations of students, colleagues, administration and self.
- Ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Possesses familiarity with State and District Assessments, along with formative assessments used by the district.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed and professional appearance.
- Must have a basic knowledge of computers.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before students and staff.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: TAP- Master Teacher: K-12**

Reports To: Principal

EDUCATION/EXPERIENCE AND CERTIFICATES REQUIRED:

- Must meet all Arkansas Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.
- Serves as a role model to all other instructional staff.
- Bachelor's of Education degree (BAE) from a four-year college or university, OR Alternative Certification, including passing the PRAXIS.
- Portfolio and a classroom demonstration showing instructional excellence.
- Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instruction strategies.
- Master's degree in relevant academic discipline desired.
- Effective teaching experience as measured by performance evaluations, promotions and portfolio of work.
- Recommended by the principal, TAP director and master and mentor teachers.

POSITION SUMMARY:

The primary role is with the principal, to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provides demonstration lessons, coaching and team teaching to TAP (Teacher Advancement Program) career teachers. They also spend on average, two hours per day teaching students. Master teachers collaborate to determine and to develop the adoption of learning resources. They are partners with the principal in evaluating other teachers. Master teachers may also partner with the principal in sharing some of the responsibility of interacting with the parents.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

LEADERSHIP STANDARDS:

- Analyzes student data to identify student learning goals.
- Develops a school academic achievement plan.
- Creates a school assessment plan.
- Monitors goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs).
- Assesses teacher evaluation results.
- Maintains inter-rater reliability.
- Works additional days beyond the school year.

ESSENTIAL FUNCTIONS:

- Analyzes school-wide student data as the basis for developing a school plan.
- Develops the school plan, utilizing the TAP process.
- Oversees planning, facilitation and follow-up of cluster group meetings during Professional Growth Blocks.
- Team teaches with colleagues, demonstrates model lessons, and develops and helps implement curriculum.
- Observes and provides peer assistance and coaching toward meeting teachers' IGP goals.
- Contributes to the school and district.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and district.
- Must meet any additional specific job requirements as indicated by the school.
- Must meet any additional specific job requirements as indicated by the Principal and the Basic Role and Responsibilities TAP Guide for the Master Teacher.

SPECIFIC QUALIFICATIONS REQUIRED:

- Demonstrates expertise in content, curriculum development, student learning, data analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience.
- Analyzes student data that illustrates the teachers' ability to increase student achievement through utilizing specific instructional interventions.
- Demonstrates instructional expertise through model teaching, team teachings, video presentations and student achievement gains.
- Provides classroom demonstrations and external observations.
- Displays excellent communication skills and an understanding of how to facilitate growth in adults.

PROFESSIONAL DEVELOPMENT

While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP director and other master teachers to enhance their skills and provide their teachers with only the best instructional interventions and strategies. Master teachers are required to complete 60 hours of Professional development annually.

STAFF DEVELOPMENT RESPONSIBILITIES

- Leads the design and delivery of research-based professional development for cluster groups.
- Presents new learning in cluster supported with field-tested evidence of increased student achievement.
- Models new learning in cluster meetings and in classrooms, demonstrating how to effectively implement the skill developed in cluster.
- Provides access to materials and research-based instructional methods to cluster group members.
- Works closely with cluster team members to plan instruction and assessments.
- Guides and reviews cluster members' growth plans.

CLUSTER AND GROUP PLANNING AND IMPLEMENTATION

- Develops long-range cluster plans.
- Maintains weekly cluster group meeting records and activities with other members of the leadership team.
- Oversees and leads, co-leads or attends selected cluster meetings weekly following the *STEPS for Effective Learning*.
- Provides appropriate follow-up in the classroom. (Observations/feedback, model teaching, demonstration lessons, and team teaching following every cluster meeting and in individual teacher mentoring situations.)
- Assesses all cluster groups' progress for the goals.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- Conducts classroom evaluations and conferencing for both formal and informal observations.
- Completes assigned TAP Evaluations including: Pre-Conference, Observation, Post-Conference with Reinforcement/Refinement Plan, follow-up and support.
- Oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom-based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.
- Advances career and mentor teachers' knowledge of state and district content standards and the TAP Rubric.
- Observes and guides mentor teachers' professional relationships and responsibilities to career teachers.
- Guides, supports and monitors the growth plans of career and mentor teachers.

OTHER SKILLS/ABILITIES/KNOWLEDGE:

- Demonstrates flexibility, common sense, and good judgment.
- Possesses familiarity with State and District Assessments, along with formative assessments used by the district.
- Demonstrates professionalism in attitude and behaviors.
- Demonstrates effective coaching techniques.
- Demonstrates the ability to work independently with minimal supervision and/or assistance.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed and professional appearance.
- Must have a basic knowledge of computers.

LANGUAGE SKILLS:

- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of employees.
- Master teachers need to be excellent communicators with students and adults alike.
- Communicates and reflects the visions and decisions of the TAP Leadership Team.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: TAP- MENTOR TEACHER: K-12**

Reports To: Principal/Master teacher

EDUCATION/EXPERIENCE AND CERTIFICATES REQUIRED:

- Must meet all Arkansas Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.
- Serves as a role model to all other instructional staff.
- Bachelor's of Education degree (BAE) from a four-year college or university, OR Alternative Certification, including passing the PRAXIS.
- Portfolio and a classroom demonstration showing instructional excellence.
- Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instruction strategies.
- Master's degree in relevant academic discipline desired.
- Effective teaching experience as measured by performance evaluations, promotions and portfolio of work.
- Recommended by the principal, TAP director and master and mentor teachers.

POSITION SUMMARY:

Mentor teachers are actively involved in enhancing/supporting the teaching experience of TAP (Teacher Advancement Program) career Teachers. Through the leadership team, they participate in analyzing student data and creating the academic achievement plan. With oversight and support from the master teacher, they lead cluster meetings, and as a result, mentor teachers also provide classroom-based follow-up and extensive feedback on the instructional practices of TAP career teachers, with the input and guidance of the master teacher. Mentor teachers are required to engage in professional development activities that are both self and team-directed. Duties below are in addition to those of a career teacher.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

LEADERSHIP STANDARDS:

- Analyzes student data to identify student learning goals.
- Creates a school academic achievement plan.
- Plans and facilitates group meetings during Professional Growth Plans (IGP's) and provides follow-up.
- Team teaches with colleagues, demonstrates model lesson, and develops and helps implement curriculum.
- Observes and provide peer assistance and coaching toward meeting teachers' IGP goals.
- Evaluates teacher performance using the *TAP Instructional Rubrics*.
- Participates in all TAP trainings and becomes a Certified TAP Evaluator.
- Works additional days beyond the school year.

- Demonstrates professionalism at all times.

ESSENTIAL FUNCTIONS:

- Analyzes student data to identify professional needs.
- Develops an academic achievement plan.
- Creates a school assessment plan.
- Monitors goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs).
- Assesses teacher evaluation results.
- Maintains inter-rater reliability.
- Contributes to the school and district.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and district.
- Must meet any additional specific job requirements as indicated by the school.
- Must meet any additional specific job requirements as indicated by the principal, master teacher and the Basic Role and Responsibilities TAP Guide for the Mentor Teacher.

SPECIFIC QUALIFICATIONS REQUIRED:

- Serves as a liaison between the master and TAP career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement.
- Uses release time to ensure all TAP career teachers are mentored.

PROFESSIONAL DEVELOPMENT

- Participates fully in TAP professional development at the regional, district and school level as scheduled.
- Develops a yearly plan/growth plan for new learning based on analysis of school improvement plans and goals, self assessment, and input from master teacher and administrator observations.
- Grows and develops professionally. Completes required 60 hours professional development annually.

STAFF DEVELOPMENT RESPONSIBILITIES

- Assists in the design and delivery of research-based professional development for cluster groups.
- Provides follow-up (e.g. modeling, team teaching, observations with feedback) that supports/models how to use the ideas and activities learned in cluster.
- Provides access to materials and research-based instructional methods to cluster groups and/or mentees.
- Works closely with cluster team members to plan instruction and assessments during cluster development time.

CLUSTER AND GROUP PLANNING AND IMPLEMENTATION

- Develops the long-range cluster plan with the master teacher.
- Develops the cluster group meeting agendas and activities with the master teacher.
- Follows the *STEPS for Effective Learning*.
- Leads or co-leads weekly cluster meetings and maintains the cluster group record.

- Provides appropriate follow-up in the classroom. (Observations/feedback, model teaching, demonstration lessons, and team teaching following every cluster meeting and in individual teacher mentoring situations.)

MENTORING:

- Provides opportunities/support for TAP career teachers/mentees through team planning and team teaching.
- Serves as a resource for curriculum, assessment, instructional and classroom management strategies and resources.
- Guides and coaches TAP career teachers/mentees in the development of their growth plans.
- Observes and coaches TAP career teachers/mentees to improve their instruction and align it with the TAP Rubric.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- Conducts classroom evaluations and conferencing for both formal and informal observations.
- Facilitates teachers in developing goals and acquiring instructional interventions with proven results.
- Responsible for enhancing teacher proficiency through classroom-based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs.
- Complete assigned TAP Evaluations including: Pre-conference, Observation, Post-conference with Reinforcement/Refinement Plan, follow-up and support.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates flexibility, common sense, and good judgment.
- Possesses familiarity with State and District Assessments, along with formative assessments used by the district.
- Demonstrates professionalism in attitude and behaviors.
- Demonstrates effective coaching techniques.
- Demonstrates the ability to work independently with minimal supervision and/or assistance.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed and professional appearance.
- Must have a basic knowledge of computers.

LANGUAGE SKILLS:

- Demonstrates the ability to write routine reports or correspondence.

- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.
- Demonstrates excellent instructor and communicator skills with an understanding of how to facilitate growth in adults.
- Communicates and reflects the visions and decisions of the TAP Leadership Team.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

**AUGUSTA SCHOOL DISTRICT
JOB DESCRIPTION
TITLE: TAP PRINCIPAL**

Reports to: Superintendent

Term of Contract: 12 months

CERTIFICATES, LICENSES AND REGISTRATIONS DESIRED:

- Must have a valid Arkansas Administrative Teaching Certificate.
- Must meet all Arkansas Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.

EDUCATION AND/OR EXPERIENCE:

- Master's Degree (M.A.) or higher from a four-year college or university.
- Minimum of three years teaching experience.
- Prior administrative experience.
- Experience in supervising and evaluating classroom instruction.

POSITION SUMMARY:

The principal in a TAP (Teacher Advancement Program) school must be a strong instructional leader, an expert administrator, and serve to create a vision of increased student achievement through the utilization of TAP. In order to do so, a TAP principal must demonstrate mastery in the following skills: developing an exemplary school instructional/academic improvement plan, communicating student progress and exhibiting instructional leadership with knowledge of both quality instructional practices and of curriculum. He or she must also be knowledgeable about the TAP processes and be able to utilize them to advance student achievement.

The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff and to communicate effectively with parents and community leaders. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and /or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

LEADERSHIP STANDARDS:

- Develops the school's academic improvement plan that :
 - Includes goals and interventions that are clear to all concerned constituents.
 - Is aligned to the school's vision and mission.
 - Has an assessment framework that provides regular updates on student progress.
- Effectively communicates student progress with parents, teachers and administration.
- Regular monitoring and communication of student progress to teachers through staff and cluster meetings.
- Regular reporting to parents regarding student progress.
- Regular celebration of significant gains (and other achievements) and has school, classroom, student and teacher awards and recognitions.
- Technology capability to communicate progress in exemplary models.
- Demonstrates knowledge of quality instructional practices by:
 - Developing exemplary models of instructional strategies that lead to increased student achievement and can be used easily when assisting teachers.
 - Conducting a teacher observation and post-observation conference that will lead to increased instructional proficiency.
- Demonstrates knowledge of district adopted curriculum by:
 - Fully understanding the scope of skills, knowledge and content that the curriculum provides.
 - Knowing the State Standards and how curriculum addresses the Standards.
- Overseeing the articulation of curriculum across grade levels and student sub-groups.
- Retains knowledge of teacher's level of proficiency in teaching the current curriculum.

ESSENTIAL FUNCTIONS:

- Serves as the head of the school leadership team, and in that capacity guides the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability.
- In collaboration with the leadership team, creates a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Evaluates each teacher at least once a year by using the TAP Instructional Rubrics.
- Monitors the teacher evaluation data management system to identify trends in teacher evaluation scores and maintains inter-rater reliability.
- Works in a collaborative and cooperative relationship with the TAP director to enhance the school's implementation.
- Effectively communicates student progress to all appropriate constituencies.
- Fosters relationships with community agencies and parents in support of the program.
- Identifies needs in teacher professional development and school curriculum, and gathers resources and solutions to address these needs.
- Lobbies state and federal representatives about securing sustainable funding for TAP.

- Advocates for the school, ensuring compliance with grant guidelines and district and state mandates to all stakeholders.
- Responds to underlying political, social, economic, legal and cultural contexts of the school in order to serve the community in order to address current and potential concerns.
- Responsible to address parental questions and concerns.
- Must be accessible throughout the workday for administrators.
- Must meet any additional specific job requirements as indicated by the Superintendent and the Basic Role and Responsibilities TAP Guide for the Principal.
- Attends all respective school extra-curricular events.
- Attends all home ballgames and takes responsibility for student behavior at these events.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the Associate Superintendent of Educational Services.

SUPERVISORY RESPONSIBILITIES:

- Manages supervisors who directly or indirectly supervise other teachers and staff. Is responsible for the overall direction, coordination, and evaluation of the school unit.
- Directly supervises non-supervisory employees.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Responsibilities include interviewing, hiring, and training employees; planning, assigning and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates knowledge of current research in educational curriculum, instruction, assessment and evaluation.
- Demonstrates the knowledge of students with disabilities and legal requirements.
- Demonstrates effective oral and written communication skills.
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detail-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.

- Must have a basic knowledge of computers.

LANGUAGE SKILLS:

- Demonstrates the ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Demonstrates the ability to write reports, business correspondence, and procedure manuals.
- Demonstrates the ability to effectively present information and respond to questions from parents, teachers, community, and the general public.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

*Other duties may be assigned by the Superintendent.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011

AUGUSTA SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: TAP- Career Teacher: K-12

Reports to: Principal/Master/Mentor teacher

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must meet all Arkansas Department of Education certification requirements.
- Must meet all NCLB (Highly Qualified) qualifications.

EDUCATION AND/OR EXPERIENCE:

Bachelor's of Education degree from a four-year college or university OR Alternative Certification, including passing level on elementary subject matter assessment and professional knowledge assessments.

POSITION SUMMARY:

The primary difference between the role of the career teacher in the TAP (Teacher Advancement Program) model and the role of the traditional teacher is that the career teacher routinely teams with more experienced master and mentor teachers. This team-teaching environment provides necessary support to the career teacher. This teaming also builds an induction program into the staffing system. The career teacher also collaborates on lesson planning and develops expertise in all areas of instruction by working directly with mentor and master teachers.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PRIMARY ROLES AND RESPONSIBILITIES:

- Attends Ongoing Applied Professional Growth Groups (clusters).
Meetings should occur at least once a week for one hour. During these meetings, career teachers are expected to attend and be prepared to participate in all aspects of the meeting.
- Collaborates in the classroom with master and mentor teachers.
In conjunction with cluster groups, career teachers will be paired with mentor and master teachers who will, in each teacher's own classroom, provide instructional support to increase teacher expertise, and hence, student achievement. This team-teaching environment will allow the master/mentor teacher to observe the career teacher regularly. Variations of this one-to-one pairing may occur, depending upon financial viability and the number of qualified teachers at the school site.
- Participates in TAP's Teacher Instructionally Focused Accountability System.
All teachers in TAP schools will be evaluated 4-6 times during the year by multiple evaluators using the *TAP Instructional Rubrics* as the measurement tool.

- With assistance from the master/mentor teachers, career teachers develop expertise through creating and maintaining an Individual Growth Plan (IGP).

In alignment with the teacher's refinement area (as identified during the TAP evaluation process) and his/her students' academic needs, the teacher will be asked, with ongoing support from the master/mentor teachers, to develop and maintain at TAP IGP.

- Career teachers work a 190 day contracted year.

ESSENTIAL FUNCTIONS:

- Effectively implements State Standards and District curriculum.
- Demonstrates knowledge of students and individualizes appropriately.
- Selects appropriate instructional goals.
- Utilizes all available resources to enhance instruction.
- Designs and implements coherent instruction.
- Effectively assesses student learning.
- Creates an environment of respect and rapport.
- Establishes a culture for learning.
- Effectively manages classroom procedures.
- Effectively manages student behavior.
- Optimizes physical space and resources for safety and usage.
- Communicates clearly and accurately with all audiences.
- Uses effective questioning and discussion techniques.
- Engages students in meaningful learning.
- Provides useful and timely feedback to students.
- Demonstrates flexibility and responsiveness.
- Reflects on teaching and varies techniques and approaches accordingly.
- Maintains accurate records.
- Communicates well with parents, students, staff and administrators.
- Contributes to the school and district.
- Grows and develops professionally. Completes required 60 hours professional development annually.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and district.
- Provides differentiated instruction for students of all abilities.
- Works cooperatively with all staff members.
- Uses effective motivational techniques.
- Places emphasis on both student achievement and well being.
- Must meet any additional specific job requirements as indicated by the principal, master or mentor teacher and the Basic Role and Responsibilities TAP Guide for the Mentor teacher.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.
- Provides substitute coverage as assigned by the supervisor on an as needed basis.

SUPERVISORY RESPONSIBILITIES:

- Supervises and evaluates any assigned paraprofessionals or aides.
- Supervises students.
- Supervises any assigned parent volunteers or chaperones.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Desire to have high expectations of students, colleagues, administration and self.
- Ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Possesses familiarity with State and District Assessments, along with formative assessments used by the district.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed and professional appearance.
- Must have a basic knowledge of computers.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before students and staff.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

Date Adopted: July 23, 2012

Last Revised: April 28, 2011