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SCHOOL, HOME, AND COMMUNITY RELATIONS

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6.1—COMMUNICATION GOALS

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

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

1. Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;

2. Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations;

3. Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed;

4. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;

5. Maintain good relations with the news media and provide the media with pertinent news releases; and

6. Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

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

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

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

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Legal References: A.C.A. § 6-15-1005(c), (f)(1)(2)
A.C.A. § 6-16-603 (a) (3)
A.C.A. § 6-18-1003(2)
A.C.A. § 6-18-1005(a)(1)
*A.C.A. § 25-19-106
Standards for Accreditation: 3-B.1, 3-B.2, 3-B.2.1, 5-A.1
Arkansas Department of Education: Regulations Governing Gifted and Talented Program Approval Standards: 4.0; 10.03

Date Adopted: July 8, 2004
Last Revised: ~~November 17, 2005~~
July 23, 2018

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6.2—RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS

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

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

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

Date Adopted: August 8, 2004
Last Revised: November 17, 2005

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6.3—PUBLIC GIFTS AND DONATIONS TO THE SCHOOLS

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

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

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

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

The Board authorizes the superintendent, or the superintendent's designee, to act as the District's official representative for all school-affiliated online fund raisers.[1]

Note: [1] This is optional language, but is highly recommended if you wish to allow online fund raising as a tool. The intent behind the language, combined with the recommended optional language from Policy 6.6—FUND RAISING, is to provide a standard contact person for any online fund raisers to aid the community in determining if the online fund raiser is official and to help prevent community burnout by having too many school related fund raisers in a given period.

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

Date Adopted: August 8, 2004
Last Revised: ~~November 17, 2005~~
July 31, 2017

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6.4—VOLUNTEERS

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

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

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

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

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

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

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

Background Checks for Volunteers

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

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

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for **2** years[1]; a background check renewal must be applied for and a clear background

check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

> Option A: The Application for an initial background check may be made through the District administrative office. The District may charge the potential volunteer the same fee charged by the State of Arkansas for performing the check. For a volunteer who has passed his/her previous background check, the District will incur the fee charged by the State of Arkansas for performing a renewal background check.[2]

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration: the circumstance or circumstances surrounding the act or omission that lead to the conviction, Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission; the length of time that has passed without reoffending; and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required for those individuals who are required to be or who seek to become Registered Volunteers, as defined in A.C.A. § 6-22-102 et seq.[3] In addition to volunteers wishing to participate in the registered volunteers program, clear background checks are required for:[4]

1. School volunteers who wish to accompany students on overnight school trips. [3]
2. School volunteers who wish to volunteer to work one-on-one or in small groups of five (5) or fewer students, such as a tutor or a mentor. [3]

In addition, special volunteer identification will be issued and worn prominently when performing their volunteer duties; no person may serve as a volunteer without wearing the provided identification. [3]

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three (3) years.

The District shall maintain the following information on volunteers:

a. The total number, location, and duties of all volunteers;
b. The total number of annual hours of service provided by volunteers; and
c. Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers will be made aware that the Arkansas Department of Human Services (DHS) considers volunteers for school districts to be mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.[7]

Notes: A model resolution to permit a board member or a board member's spouse to act as a registered volunteer may be found on our Policy Resources Page at http://arsba.org/policy-resources.

With the exception of volunteers in the registered volunteers program, background checks for public school volunteers are **not** required by law, but a mechanism exists to provide schools with the results of background checks if the school chooses by policy to require background checks for all or some categories of school volunteers. There are two options offered for payment of the background checks and several options offered concerning the trigger for requiring a background check. In each instance choose the one that most closely aligns with the concerns of the Board and district administration. The potential adverse effects on volunteerism of requiring the background checks can be minimized by either (or both) adopting Option 2 for the payment of the background check, or only requiring background checks of those volunteers who will exercise direct, unsupervised access to students or who will be granted supervisory responsibility over students.

[7] This paragraph was included because it was brought to our attention that, while volunteers are not specifically listed in A.C.A. § 12-18-402 as a mandated reporter, the policy handbook for the DHS considers volunteers to be included in the "school officials" section of mandated reporters.

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

Date Adopted: August 4, 2004
Last Revised: May 19, 2014
July, 2016
~~July 31, 2017~~
July 23, 2018

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6.5—VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

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

Visitors, including parents, wishing to speak with students during the school day shall register first with the office.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.[1]

Note: [1] Visitors who are disruptive become "trespassers" as defined in A.C.A. § 6-21-606. As such, they lose their right to be on campus.

Cross References: For non-adult visitors see Policy 4.16—STUDENT VISITORS
For Level 3 and Level 4 sex offenders see Policy 6.10—SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

Legal References: A.C.A. § 6-21-606
A.C.A. § 6-21-607

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July 20, 2015

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6.6—FUND RAISING

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

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

Student participation in any fund raising activity shall:
1. Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
2. Not influence or affect the student's grade.

For purposes of this policy, "Door-to-door sales" means the selling of merchandise outside of the child's home and off the school grounds.

Secondary Schools

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

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

Elementary Schools (K-6)

Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are generally discouraged, but there shall be no more than one (1) such activity per school per school year.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fund raising programs:
1. Student participation in fund raising programs is voluntary;
2. Students who do not participate will not forfeit any school privileges;
3. Students may not participate in fund raising programs without written parental permission returned to school authorities;
4. An elementary student who sells fund raising merchandise door to door must be accompanied by a parent or an adult; and
5. Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

Online Fund Raisers[1]

All school-affiliated online fund raisers must be approved by the superintendent, or the superintendent's designee. The superintendent, or the superintendent's designee, shall act as the point of contact for all school-affiliated online fund raisers. An employee may be disciplined, up to and including termination, if the employee establishes:

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a. A school-affiliated online fund raiser without the permission of the superintendent, or the superintendent's designee; or
b. The employee as the point of contact for a school-affiliated fund raiser instead of the superintendent, or the superintendent's designee.

For purposes of this policy, a "school-affiliated online fund raiser" includes, but is not limited to, a fund raiser intended to raise funds for a particular teacher's classroom, grade, student club or organization, or athletic team.

Note: [1] This is optional language, but language covering online fund raisers is recommended. The intent behind the language is to provide a standard contact person for any online fund raisers to aid the community in determining if the online fund raiser is official and to help prevent community burnout by having too many school related fund raisers in a given period. If you would rather not allow staff to establish school-affiliated online fund raisers at all, replace the first paragraph in this section with the following: *Employees are prohibited from establishing school-affiliated online fund raisers. Employees who are discovered to have established a school-affiliated online fund raiser may be disciplined, up to and including termination.*

Legal References: A.C.A. § 6-18-1102
A.C.A. § 6-18-1104

Date Adopted: November 17, 2005
Last Revised: July 31, 2017

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6.7—COMPLAINTS

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

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

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

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

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury, in matters such as student suspensions initiated by the Superintendent, expulsions, and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Arkansas Department of Education (ADE) and authorized in the Elementary and Secondary Education Act[1] may be taken directly from a patron or by referral from ADE. If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified. The complaints shall be addressed in the following manner:

1. The complaint shall be referred to the federal programs director,[2] who shall assemble a team of at least two (2) people to investigate the complaint.

2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.

3. The team will interview the complainant and others as necessary to enable the team to make a determination of the validity of the complaint. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.

4. The investigation of complaints referred by the ADE shall be completed within thirty (30) calendar days of receipt of the complaint, unless a longer time period has been approved by the ADE.[3]
5. The investigation of complaints made directly to the district shall be completed within forty (40) calendar days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within

forty (40) calendar days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.[4]

6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain:
   a. A summary of the allegations of the complaint;
   b. A summary of the investigative actions taken by the team;
   c. A summary of the findings concerning each alleged violation or implied violation; and
   d. A statement of corrective actions needed to resolve the issues involved in each allegation and finding of the complaint.

Notes: [1] The ADE'–Rules Governing Federal Program Complaint Resolution 1.03 specifies the specific federal programs that are covered by this policy. Be sure the necessary staff are aware of the possible triggers for a complaint and of the existence of the documents offered by the ADE to deal with the resolution of the complaints.

[2] You may change this to reflect the title of the person you wish to be responsible for conducting the investigation.

[3] The ADE Rules Governing Federal Program Complaint Resolution establishes the thirty (30) day limit for complaints that are referred to the district by ADE

[4] The forty (40) day time limit is equivalent to the thirty (30) days allowed for complaints referred by the ADE because the ADE has up to ten (10) days to make the referral.

Legal Reference: ADE Rules Governing Federal Program Complaint Resolution

Date Adopted: June 25, 2007
Last Revised: January 28, 2019

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6.8—DISTRIBUTION OF PRINTED MATERIALS

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

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

Date Adopted: June 8, 2004
Last Revised: November 17, 2005

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6.9—MEDIA RELATIONS AND NEWS RELEASES

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

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

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

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

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Last Revised: May 19, 2014

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6.10—SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

The Lead Hill School District shall work with area law enforcement in a manner consistent with applicable state law and Arkansas Department of Education Regulations to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals to provide information concerning registered sex offenders. The decision regarding the school principals to be notified rests solely with law enforcement officials; law enforcement officials use a rating system to determine who needs to be notified, which is according to the sex offender's dangerousness to the community.

In turn, building principals should notify any employee who is regularly in a position to observe unauthorized persons on or near the school's property in the ordinary course of their employment. Employees notified could include any of the following: aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers' assistants, and teachers.

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

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

A parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity that is appropriate for a parent, guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances:

1. The offender is a student attending school in the district;
2. To attend a graduation or baccalaureate ceremony;
3. It is a non-student contact day according to the school calendar or no school-sponsored event is taking place on campus;
4. The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;
5. The offender is a parent or guardian of a student and enters the school campus where the student is enrolled to attend a scheduled parent-teacher conference **and** the offender is escorted to and from the conference by a designated school official or employee.

A Level 3, but not a Level 4, sex offender may attend a school sponsored event for which an admission fee is charged or tickets are sold or distributed if the sex offender:

- Is the parent or guardian of or is related by blood or marriage within the fourth (4th) degree of consanguinity[1] to a student enrolled in the public school;[2] and
- Notifies the administration of the school in writing at least twenty-four (24) hours before the start of the event that he or she will be attending the event.

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A Level 3 and Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above, must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

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

Notes: [1] The method to determine the degree of consanguinity may be found in A.C.A. § 28-9-212 and a consanguinity diagram has been posted at http://arsba.org/policy-resources.

[2] Our interpretation is that for a Level 3 sex offender to be admitted to a ticketed event that the Level 3 sex offender must be related to a student enrolled in the public school where the event is being hosted rather than related to a student enrolled in the visiting school

Legal References: Arkansas Department of Education Guidelines for "Megan's Law"
A.C.A. § 5-14-132
A.C.A. § 12-12-913 (g)(3)
A.C.A. § 28-9-212

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January 2018

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6.11— PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - DISTRICT

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

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

To ensure the continued improvement of the district's parent, family, and community engagement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

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Notes: If any school in your district receives Title I aid, Federal law requires you to have a district policy covering parent, family, and community engagement for the parents of students served under the program. Because your district is required to "develop jointly with, agree on, and distribute to parents of participating children a written parent, family, and community engagement policy," this model policy is designed to be a starting point to be used in the development of your final policy. 20 U.S.C. § 6318 requires the basics of the introduction and the last two paragraphs as well as items-#1 – 7 and #11. Items #8 – 10 are recommended options in the Federal law, but are not mandatory. A.C.A. §§ 6-15-1702, 1703, and 1704 require each district to develop a parental involvement plan (rather than a policy) in collaboration with parents. The statutes are very detailed, and full of "shalls" going far beyond the requirements of this policy required by 20 U.S.C. § 6318. Be sure to have the statutes and associated rules handy when working out the details of your district's parent, family, and community engagement plan.

The US Department of Education has correctly opined that this policy (and policy 6.12) are of no use unless accompanied by an implementation plan. Consequently, the ADE's School Improvement office requires districts to have such a plan.

A.C.A. § 6-15-1704(a)(3) requires each school to place a parent-friendly summary of the parent, family, and community engagement plan as a supplement to the student handbook. The parent has to sign a receipt acknowledging receipt of the summary and return the signed form to the school where the student is enrolled.

Legal References: 20 U.S.C. § 6318
A.C.A. § 6-15-1702
A.C.A. § 6-15-1703
A.C.A. § 6-15-1704
Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement

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~~July 31, 2017~~
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6.12— PARENT, FAMILY, AND COMMUNITY ENGAGEMENT - SCHOOL

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

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

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

Lead Hill Schools shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents and families of participating students, to inform parents and families of the school's participation in Title I, its requirements regarding parental, family, and community engagement, and the parents right to be involved in the education of their child.

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Lead Hill Schools shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parental, family, and community engagement policy in order to help ensure their continued improvement.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Notes: If your school receives Title I assistance, Federal law requires you to have a school policy covering parental, family, and community engagement for the parents of students served under the program. Because your school is required to "develop jointly with, agree on, and distribute to parents of participating children a written parent, family, and community engagement policy," this model policy is designed to be a starting point to be used in the development of your final policy. 20 U.S.C. § 6318 requires the basics of the introduction and the last four paragraphs as well as items #1 – 6 and #10. Items #7 – 9 are recommended options in the Federal law, but are not mandatory. A.C.A. §§ 6-15-1702, 1703, and 1704 require each district to develop a parental involvement plan (rather than a policy) in collaboration with parents. The statutes are very detailed, and full of "shalls" going far beyond the requirements of this policy required by 20 U.S.C. § 6318. Be sure to have the statutes and associated rules handy when working out the details of your district's parental involvement plan.

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

The US Department of Education has correctly opined that this policy (and policy 6.11) are of no use unless accompanied by an implementation plan. Consequently, the ADE's School Improvement office requires schools to have such a plan.

A.C.A. § 6-15-1704(a)(3) requires each school to place a parent-friendly summary of the parent, family, and community engagement plan as a supplement to the student handbook. The parent has to sign a receipt acknowledging receipt of the summary and return the signed form to the school where the student is enrolled.

Legal References: 20 U.S.C. § 6318
A.C.A. § 6-15-1702
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SUPPORTING INFORMATION FOR 6.11 AND 6.12

This information is offered to assist you in developing your parental involvement policies/plans and is **not** to be included in your district's policy manual.

Parental Involvement Plan Checklist for A.C.A. § 6-15-1701-1705

Below is a list of questions that districts can use as a checklist. The purpose of the checklist is to assist school districts in creating a Parental Involvement Plan. Careful attention should be paid to A.C.A. §§ 6-15-1702, 1703, and 1704 as schools and school districts create their Parental Involvement Plans.

1. Who are the people who participated in creating the district's parental involvement plan? Suggestion: create a list of participants, and indicate whether each person is a parent, staff member or member of the community. In the case of parents, reference the parents' names and grade levels of their children, and the school(s) the children attend. Document the dates, times and places that the group met to create the district's parental involvement plan.

2. Do you have copies of each parent packet developed for the various ages and grades of children in the school district? Parent packets must be distributed at least annually. Suggestion: retain copies of each packet and document when and where the packet are distributed to parents.

- My school district uses _____ (number) different parents' packet for the following age groups (list).
- These are given to parents _____ (insert occasion(s) or time(s) of year distributed).
- Does each packet contain *at least* the following minimum content:

-description of school's parental involvement program

-state's recommended roles for parents, students, teachers and the school

-ways for parents to become involved in the school and their children's education

-lists activities planned throughout the year to encourage parental involvement

-survey which the parent is invited to complete and return to the school, regarding the parent's interest in volunteering at the school

-explains system in place to permit meaningful, 2-way communication with a child's teacher and principal. Example: space for teacher comments and parent notes to teacher in the required assignment notebook.

- list any other information your district includes in the parent packet as helpful to parents

3. What are the dates of the (minimum one per semester for K-6) planned parent-teacher conferences scheduled for this school year? Suggestion: retain a copy of the school calendar, with the conference dates circled.

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4. What other activities is each school planning that will encourage communication with parents? Example: Weekly newsletter from school to parents sent home with students. Suggestion: collect documentation that relates to all of these activities.

5. What are the titles of the parenting books, magazines, and other informative material related to responsible parenting obtained by the school funds permitting? Have you advertised to parents explaining the existence of this material, and how to borrow this material from the school? Suggestion: retain a copy of any advertising (advertising does not have to be in a commercial medium), and the dates and methods it was communicated to parents. Consider photographing a display of parenting material in your school's media center as further documentation.

6. Where are the district's parent centers? What services and information are available there?

7. What are the other activities planned by the schools and school district that will promote responsible parenting? Suggestion: retain documentation of activities and materials used.

8. What are the dates of the planned parental involvement events? Suggestion: retain copies of any materials distributed.

The meetings must include the following:

- parents are given a report on the state of the school
- parents are given an overview of what students will be learning
- student assessment is explained
- parents are told what to expect from their child's education
- parents are told what they can do to assist and make a difference in their child's education
- instruction is provided to parents on how to incorporate developmentally appropriate learning activities in the home environment such as role playing, the use of the ADE website as a parental tool, assisting in the planning and preparation of nutritional meals, or other at-home parental instruction strategies or curricula approved by the ADE.

9. What other activities are planned by each school in your school district and by the school district as a whole that will help parents assist in their children's education? Suggestion: retain documentation of all planned activities and materials used.

10. Verify that your school district has no policies which would discourage parents from appropriately visiting the school or visiting a child's classroom.

11. Is staff encouraged to utilize the returned surveys from the parent informational to create a volunteer resource book and make it available to school employees? Note that availability options listed on the survey must include the possibility of volunteering once a year as well as the option to perform volunteer work at

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home. Suggestion: retain a copy of your school district's volunteer resource book, which should list the interests and availability of school district volunteers.

12. What activities does each school in your school district engage in to welcome parents to the school?

13. Does your school/school district have a written process for resolving parental concerns, which includes how to define the problem, whom to approach first and how to develop solutions? The concern resolution process notice must be included in the student handbook.

14. What are the date(s) of the seminar or seminars held to inform parents of high school students about how to be involved in decisions affecting course selection, career planning and preparation for post-secondary education? Suggestion: retain any materials distributed to the parents at such seminars, as well as sign in sheets from the seminars and any material generated to invite parents to such seminars.

15. What are all the other activities that each school in your school district engages in to encourage parents to participate as full partners in the decisions that affect their child and family?

16. Has your district considered recruiting alumni from your district and encouraging them to form an alumni advisory committee? If so, what are the names of the members of the alumni advisory committee of each school in your school district? Suggestion: if there is such a group, note the dates that they met to provide advice and guidance for school improvement, and any suggestions they made to your school or school district.

17. Does your district have a Parent Teacher Association or Organization? If not, what steps has the district taken to enable such an organization to form which would foster parental and community involvement within your school community? Suggestion: if there is a PTA or PTO, document that the group exists. If no such group exists, document administrative efforts to encourage the formation of such a group or groups.

18. What other activities does each school engage in whereby the schools use community resources to strengthen school programs, family practices, and student learning?

19. What are the names of those certified staff members in each school designated by the principal to serve as Parent Facilitator? The responsibilities of the Parent Facilitator are to help organize meaningful training for staff and parents and to promote and encourage a welcoming atmosphere for parental involvement and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Suggestions: list the dates of all training sessions organized by each Parent Facilitator; state how the Parent Facilitator in each school has created a welcoming atmosphere; retain a copy of the school district's salary schedule with the stipend paid to Parent Facilitators circled.

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