


2021-2022 EMPLOYEE CONTRACTS/RESIGNATIONS/NON-RENEWALS

<u>EMPLOYEE NAME</u>	<u>Contract Days</u>	<u>EMPLOYEE NAME</u>	<u>CONTRACT DAYS</u>	
ADAMS, LAINIE	190	HOLLIS, BRANDON	190	WILLARD, AMANDA 190
ADLER, MISTY	190	JAMES, JODY	190	WILLSON, LINDEN 180
ARMSTRONG, KAREN	190	JETTON, TONYA	190	WIPPLINGER, ALVIN 190
ASENCIO, RHONDA	190	JONES, AARON	230	YOUNG, ERVIN 230
AZZARITO, LUANNA	190	KEDROWSKI, SUSAN	190	YOUNG, LAURA 180
BENSON, CYNTHIA	190	KEHR, ANDREA	190	ZINCONE, NIKKOLE 190
BENTON, DEBBIE	190	KENNEDY, RAYMOND	180	ZUPAN, DEBORAH 230
BOWMAN, REGINA	190	KESSLER, AMY	190	
BRITTAIN, REBECCA	190	KLATT-KLINGERMAN, KERREY	190	
BRUNDIDGE, CLAYTON	180	LE, MAI	190	
BURNS, PATRICIA	190	LEACH, MARY	190	
BUSCH, SARAH	190	LEE, CARRIE	180	<u>RESIGNATIONS</u>
CARPENTER, RACHEL	220	LEFFINGWELL, ADRIAN	190	Mary Gilmore
CARTER, KIMBERLY	190	LEWIS, CRYSTAL	190	Marissa Roberts
CASSADY, KRISTINA	190	LEWIS, PAMELA	230	Carly Schelbmeir
CERNA, LAVONA	190	MAINER, LACEY	190	Mara Guzzi
COLVIN, SANDI	190	MARTENS, TIMOTHY	190	Ann Wenzel
CRAIG, VICTOR	230	MARTINEZ, CAROLINE	190	David Kersey
CULBREATH, MARISSA	190	MARTINEZ-PEREZ, JESUS	190	Alice Albright
CURINGTON, BRENDAN	230	MCGAUGH, KENDRA	210	Crystal Arena
DALE, JAMIE	190	MCWILLIAMS, CRYSTAL	190	
DAVIS, CHAD	190	MCWILLIAMS, JOHN	190	
DAVIS, HEATHER	230	MILLER, JOAN	230	
DEARING, TYLER	190	MILLIGAN, KATHERYN	180	<u>NON-RENEWALS</u>
DEMUTH, BARBARA	190	MORGAN, MARIBEL	180	Vivian Hinton
FARLER-HOYT, JOHNNATHAN	230	MYRICK, DAVID	190	Richard Burrows
FARMER, JAKE	190	PETERSON, SYDNEY	190	
FISHBACK, MARY	190	PRICE, JOY	190	
FREDERKING, AUSTIN	190	RACHER, SHEENA	190	
FRIES, ANGELICA	230	RIFFE, SHEILA	230	
FUNDERBURG, REBECCA	190	ROZZANA, MEGAN	190	
GARICA, SABRINA	190	RYAN, JONGIM	190	
GARRISON-SPALTER, GLORIA	190	SALLINGS, PATRICK	190	
GENTRY, MARY	190	SAYLOR, HEATHER	190	
GIBBONS, HOLLY	190	SAYLOR, WILL	190	
GLADDEN, LORI	190	SCHUSTER, REBEKAH	190	
GREEN, JAMES	190	SCOTT, JEANA BETH	230	
GULLEY, LATOYA	190	SCOTT, PAULA	190	
HALE, LACEE	190	SEILER, MONICA	190	
HANNA, ALLISON	190	SHIELDS, MARK	190	
HANNA, TREVOR	190	SHOVER, AMANDA	200	
HARDIN, JACALYN	190	SINGLETON, DAVID	190	
HARRAL, ROY	180	SKELTON, DAVID	220	
HARRAL, TERRI	230	STEELE, MICHELLE	190	
HATFIELD, CAROLINE	190	TAYLOR, JOEL	190	
HAYNES, JORDAN	190	THOMAS, TARRYN	210	
HEFFERNAN, PERI	190	WATSON, AMY	190	
HOBBS-TABER, JAMES	190	WELCH, LILY	190	
		WEYER, CHARLES	180	

Nike Price

 7-13-21



ARKANSAS DEPARTMENT OF EDUCATION

ARADOTHS ARKANSAS ACADEMY JOBS

Attachment #6
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JOB OVERVIEW			
JOB TITLE	Special Education Teacher - High School		
JOB NO. / ID		PREPARED BY	Beth Scott
DATE LISTED	June 1, 2021	CLOSING DATE	
JOB LOCATION	AAA School District	CONTRACT DAYS WEEKLY HOURS	Full Time
DIVISION / DEPARTMENT	Special Education	REPORTS TO	Special Education Director
POSITION DETAILS			
JOB PURPOSE	Provide instruction to students at the co-taught or resource room level in special education programming. Organize activities and experiences designed to help fulfill individual potential for intellectual, emotional, physical, and social growth. Develop or modify lessons and other instructional materials to student ability levels.		
RESPONSIBILITIES	Under the direction of the Special Education Director, the Special Education Teacher develops and provides instruction to meet the unique needs of students with disabilities; evaluates and assess student progress against instructional objectives; follows state mandated due process procedures and functions as IEP Manager to assigned students.		
WORKING ENVIRONMENT/ PHYSICAL DEMANDS	Must demonstrate skills to effectively communicate and interact with students, the department team, faculty/staff, and parents as defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position may also entail walking, bending, standing, stooping, and possible physical interventions in order to maintain a safe learning environment.		
TEAM COLLABORATORS	Special education team members and regular education teachers		
SUPERVISION EXERCISED	Supervise over paraprofessionals or teaching assistants		
QUALIFICATIONS			
PREFERRED EXPERIENCE REQUIREMENTS	<ul style="list-style-type: none"> Knowledge of current special education topics and methodologies Experience working with children with a wide range of disabilities Ability to create IEPs and manage due process state and federal procedures Patient, resourceful, initiating, and resilient personality Excellent personal communication skills 		
MINIMUM EDUCATION REQUIREMENTS	Bachelor's Degree or higher from an accredited college or university with emphasis in special education. Currently accepted into the Special Education Program and seeking a special education degree in an accredited program. Arkansas Teacher certification with Special Education Endorsement.		
PREFERRED EDUCATION REQUIREMENTS	Highly qualified per Arkansas requirements as a special education teacher. Master's Degree in Special Education		

REQUIRED SKILLS	<ul style="list-style-type: none"> • Strong working knowledge of IDEA requirements • An ability to support and guide students • Well developed skills in written and oral communication • Organization and time-management skills • Experience working with the proposed age groups • Knowledge of public school environments to include charter schools and virtual learning • Experience using basic technology sources in a professional capacity 		
DUTIES	SEE NEXT PAGE		
REVIEWED BY: NAME & TITLE	HUMAN RESOURCES SCHOOL/DISTRICT DEPARTMENT/DIVISION BOARD OF DIRECTORS	DATE APPROVED	
		DATE PUBLISHED	

DUTIES

- Maintain confidentiality of information concerning colleagues, students, and parents
- Demonstrate high standards of professionalism and ethics
- Maintain a respectful environment and open communication with students
- Continually seek to motivate students for the learning task at hand
- Identify strengths and weaknesses in students
- Provide opportunity for productive communication with parents
- Support and assist building staff in maintaining order and appropriate behavior among students
- Provide reasonable care and safety of assigned students at any particular time
- Utilize instructional materials and educational resources in a competent and effective manner
- Utilize a variety of resources to enhance the teaching and learning process
- Modify curriculum based upon specialized needs of individual student
- Supervise, coordinate, and monitor paraprofessionals in their responsibilities and duties
- Provide appropriate appraisal for referred students including written program recommendations
- Consult and communicate with other staff members effectively
- Maintain student records necessary for continuous evaluation relating to the student's IEP
- Meet with general education teachers to ensure that IEP requirements are being met
- Collaborate with coworkers to determine current performance and programming needs for students
- Attend all required professional development activities and meetings
- Participate in professional activities that enhance the mission of the school and district standards
- Seek continuing education or professional development which aligns to district goals
- Perform other duties as assigned

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. The District may add to, modify or delete any aspect of this job at any time as it deems advisable.

The special education position is a new full time position that will ensure our students are getting the optimal individualized instruction needed to meet their goals and objectives. According to the Arkansas Department of Special Education ** the maximum caseloads by law is 1 teacher to 25 students. With our new position and our current number of students at the 7-12 campus, this will start each with a teacher to student ratio of 1 teacher to 22.3 students average. Adding this position will also allow the dyslexia interventionist to focus on the dyslexia population instead of previously being split to carry a special education caseload as well as the 504/dyslexia caseload.

Arkansas Arts Academy 2021-2022 Special Education Plan and Responsibilities

Elementary School	Special Education Teacher				Instructional Assistant	Speech Pathologist	Speech Pathologist	Dyslexia Interventionist	Occupational Therapist	Physical Therapist	Psychological Examiner
	Full Time				75%	80%	Full Time	Full Time	Contract	Contract	Contract
	Latoya Gulley				Laura Young	Sydney Peterson	To Be Filled	Jackie Hardin	Kyle Sarratt	Christine Sarratt	Wendy Lynch
	Resource Math Resource English				Assist Special Education Teacher	Speech / Language Therapy	Speech / Language Therapy	Dyslexia Instruction	Contract Therapy	Contract Therapy	Special Education Evaluations
	Funded				Funded	Funded	Funded	Funded	Contract Hours	Contract Hours	Contract Hours
	26 Students										

Secondary School	Special Education Teacher	Special Education Teacher	Special Education Teacher	Instructional Assistant	Speech Pathologist		Dyslexia Interventionist	Occupational Therapist	Physical Therapist	Psychological Examiner
	Full Time	Full Time	Full Time	25%	20%		Full Time	Contract	Contract	Contract
	Chad Davis	James Hobbs Taber	Mara Guzzi	Laura Young	Sydney Peterson		Lori Gladden	Kyle Sarratt	Christine Sarratt	Wendy Lynch
	Co-taught Math Co-taught English Co-taught History	Resource Math Indirect Math Co-taught Math	Resource English Indirect English Co-taught English	Assist Special Education Teacher	Speech / Language Therapy		Dyslexia Instruction	Contract Therapy	Contract Therapy	Special Education Evaluations
	Funded	Funded	New Position	Funded	Funded		Funded	Contract Hours	Contract Hours	Contract Hours
	21 Students	21 Students	22 Students							



ARKANSAS ARTS ACADEMY JOBS

Proposed Positions
Job Descriptions
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JOB OVERVIEW

JOB TITLE	Dean of Support Services		
JOB NO. / ID	566	Compensation	Up to \$70,000/year, Funded until 2024 from ESSER II & American Rescue Plan Act
DATE LISTED		CLOSING DATE	
JOB LOCATION	District	CONTRACT DAYS WEEKLY HOURS	230 (until 2024)
DIVISION / DEPARTMENT	K-12	REPORTS TO	Richard Burrows

POSITION DETAILS

JOB PURPOSE	Under the direction of the CEO, the Dean of Support Services will lead the implementation of the district's strategic arts education for K – 12 students and teachers in all academic and artistic endeavors.
RESPONSIBILITIES	<p>Establish and maintain a district office to provide information to administrators, teachers, parents and community groups as well as AAA alumni.</p> <p>Develop and manage a budget for support services initiatives, maintain records to track and monitor internal and external resources.</p> <p>Establish a cooperative relationship with school principals and vice-principals, the arts integration director, and the CEO to identify resources to implement the district plan.</p> <p>Assists the CEO in development and documentation funding proposals to external sources.</p> <p>Attends and participates in meetings for all K – 12 teams and represents the district at community events.</p> <p>Provides regular reports to the school board, administration, principals and faculty.</p> <p>Evaluates progress based on the benchmarks identified in the strategic plan for the district.</p> <p>Supervises internal and external program initiatives</p>
WORKING CONDITIONS	
TEAM COLLABORATORS	CEO, Principals, Assistant Principals, Teachers
SUPERVISION EXERCISED	None
DIRECT REPORTS	None

QUALIFICATIONS

MINIMUM EXPERIENCE REQUIREMENTS	Experience working with K-12 students
PREFERRED EXPERIENCE REQUIREMENTS	<p>Experience working with elementary and secondary staffs</p> <p>Demonstrated leadership in education</p> <p>Effective verbal and writing communication skills</p> <p>Ability to work cooperatively with colleagues, parents and community</p> <p>Strong organization skills</p>
MINIMUM EDUCATION REQUIREMENTS	A master's degree from an accredited institution of higher education. Teacher licensure in the State of Arkansas or equivalent.
PREFERRED EDUCATION REQUIREMENTS	A master's degree from an accredited institution of higher education. Teacher licensure in the State of Arkansas or equivalent.
REQUIRED SKILLS	<p>Experience working with elementary and secondary staffs</p> <p>Demonstrated leadership in education</p> <p>Effective verbal and writing communication skills</p> <p>Ability to work cooperatively with colleagues, parents and community</p> <p>Strong organization skills</p>
PHYSICAL REQUIREMENTS	None
DUTIES	SEE NEXT PAGE
REVIEWED BY: NAME & TITLE	<div>HUMAN RESOURCES</div> <div>SCHOOL/DISTRICT</div> <div>DEPARTMENT/DIVISION</div> <div>BOARD OF DIRECTORS</div>
	DATE APPROVED
	DATE PUBLISHED

DUTIES:

Program Management:

Provides support, leadership and quality information to teachers in creating curriculum, standards-based instruction and assessment/testing

Plans, coordinates and documents professional development in the arts and academics for administrators and teachers based on curricula, standards and assessment.

Coordinates teacher observations and evaluations with school principals.

Tracks the status of programs at school sites provided by the district and community.

Collaborates with the arts integration director in serving as a liaison between district, schools and community resources.

Schedules and manages the district performance/visual arts calendar

Ensures that performances/exhibition are well-prepared with teacher and staff support

Maintains complete and accurate alumnae records, post-secondary scholarships/attendance and internships

Community Communication:

Provides support, leadership and quality information regarding the extracurricular programs.

Works effectively in maintaining relationships with colleges and universities for the benefit of graduating students.

Candidates Will Demonstrate the Following Competencies:

1. Mission Aligned:
 - a. Believes deeply in and shows an affinity for the mission, goals and core values of the Arkansas Arts Academy
2. Student-focused:
 - a. Experienced working effectively with, building strong relationships with and prioritizing the needs of educationally disadvantaged or challenged students
3. Organizational Leadership:
 - a. Understand what makes schools succeed/fail, able to build strong classroom environment and positive contribution to school culture, drive classroom and school change, build strong relationships, and influence/develop others
4. Instructional leadership:
 - a. Strong teacher and leader, with a history of results, able to analyze instruction and help others improve their instruction.
5. People oriented:
 - a. Give and gain respect, show empathy, work effectively in teams, professional, and social situations. Must be able to work with diverse constituents.
6. Self-aware:

- a. Aware of their own strengths and weaknesses, work relentlessly to improve upon weaknesses, are open to feedback, able to accept responsibility for failures, show balance in confidence vs humility, and behave professionally.

7. Adaptable:

- a. Manage uncertainty; demonstrate resilience, resolve, and flexibility in the face of changes.

8. Critical thinker and decision-maker:

- a. Analyze information and organize thinking to solve problems and make decisions that are aligned with an extraordinary goal.

9. Communication:

- a. Speak and write effectively. Inspire through communication.

10. Personal organization:

- a. Prioritize and multi-task effectively. Punctual, prepared, detail oriented. Exhibit strong organizational and time management skills.
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ARKANSAS ARTS ACADEMY JOBS

JOB OVERVIEW			
JOB TITLE	Social Worker		
JOB NO. / ID	536	Compensation	Up to \$45,000
DATE LISTED	05/17/2021	CLOSING DATE	
JOB LOCATION	K-12	CONTRACT DAYS WEEKLY HOURS	210
DIVISION / DEPARTMENT	District	REPORTS TO	Richard Burrows, CEO
POSITION DETAILS			
JOB PURPOSE	Provides a problem solving service to children and their families. Serves as a member of diagnostic teams and member of educational planning and placement committees and provides biological, psychological, and sociological assessment information.		
RESPONSIBILITIES	Provides counseling and help to students, parents, families and school staff to address the psychological and social well-being of the students, from elementary to high school age. The social worker will also work with outside support services or agencies to assist those students who need help in their personal lives.		
WORKING CONDITIONS	Maybe assigned to multiple schools and travel around the school district to see students.		
TEAM COLLABORATORS	Parents/guardians, teachers, school administrators, health professionals, community members and organizations.		
SUPERVISION EXERCISED	None		
DIRECT REPORTS	Principal of the school and CEO of the District		
QUALIFICATIONS			
MINIMUM EXPERIENCE REQUIREMENTS	Experience working with children		
PREFERRED EXPERIENCE REQUIREMENTS	Experience working with children in a social work environment		
MINIMUM EDUCATION REQUIREMENTS	Bachelor's degree in social work from a college or university that is accredited by the Council on Social Work Education.		
PREFERRED EDUCATION REQUIREMENTS	Licensed by the Arkansas social Work Licensing Board as an LSW (Licensed Social Worker). Must possess a valid vehicle operator's license.		
REQUIRED SKILLS	<ul style="list-style-type: none">Ability to read, analyze, and interpret general business periodicals, 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 students, parents, teachers, administrators, or the general public.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.		

- Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of instructions in verbal, mathematical or diagram form and deal with several abstract and concrete variables.
- Ability to apply knowledge of current research and theory to the social
- work program; ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clearly and concisely in written or oral communication.
- Must possess a valid vehicle operator's license.

PHYSICAL REQUIREMENTS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will regularly sit, walk, and stand, and will be expected to drive an automobile on occasion. Specific vision abilities required by this job include close vision.

DUTIES

SEE NEXT PAGE

REVIEWED BY: NAME & TITLE

HUMAN RESOURCES *th*
SCHOOL/DISTRICT
DEPARTMENT/DIVISION
BOARD OF DIRECTORS

DATE APPROVED

5-17-2021

DATE PUBLISHED

5-17-2021

ESSENTIAL DUTIES AND RESPONSIBILITIES.

- Performs casework service with individual students to correct personal, social or emotional maladjustment related to their educational and social progress.
- Serves as a member of the diagnostic team and educational planning and placement committees and provides biological, psychological and sociological assessment information related to planning for children with adjustment problems.
- Consults and collaborates with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's behavior.
- Performs casework service with parents as an integral part of the task of helping students in order to increase the parents' understanding of and their constructive participation in resolving their child's problems as well as to increase their knowledge and use of appropriate resources available.
- Makes home visits for the purpose of gathering helpful information on a student's background.
- Assists students directly toward adjustment to school.
- Works with parents or guardians to ensure that the student's basic needs (food, clothing, shelter, medical and emotional needs) are met.
- Conducts home visits as needed regarding issues such as illness of student, attendance, head lice, etc.
- Is familiar with and utilizes community resources to obtain basic needs for students. Assists families in filling out forms such as Caring and Sharing, AR Kids First, Medicaid, Food Stamps, Altrusa Club, etc.
- Serves as the designated court liaison for the school team. Meets with probation officers as needed and shares information with the school team.
- Maintains a confidential list of students served and documents the case management of students.
- Leads or assists in group meetings with students to target life skills needed for success.
- Attends faculty and departmental meetings as required.
- Other duties may be assigned.



ARKANSAS ARTS ACADEMY JOBS

JOB OVERVIEW			
JOB TITLE	Learning Guides (Literacy, Math or Science)		
JOB NO. / ID	280 Literacy or 330 Science or 331 Math	Compensation	\$35.00/hour
DATE LISTED	05/17/2021	CLOSING DATE	
JOB LOCATION	K-12	CONTRACT DAYS WEEKLY HOURS	After-School
DIVISION / DEPARTMENT	District	REPORTS TO	Principals
POSITION DETAILS			
JOB PURPOSE	Learning Guides are responsible for helping students to understand different subjects. They assess, assist and encourage the students in the learning processes. These professionals also review materials used in classes, explain various topics, and answer all the doubts and questions of the student regarding that topic. Learning Guides use instructional and assessment data to drive their work.		
RESPONSIBILITIES	Learning Guides assist students with homework, projects, test preparation, papers, research and other academic tasks. Working with students to help them understand key concepts, especially those learned in the classroom. Work with students may be short or long term depending on need.		
WORKING CONDITIONS	Learning Guides may work in a classroom setting or private offices. They may work at the student's home, libraries and other quiet, well-lit and comfortable offices.		
TEAM COLLABORATORS	Parents, Teachers, Administrators		
SUPERVISION EXERCISED	None		
DIRECT REPORTS	Principal, Teacher and CEO		
QUALIFICATIONS			
MINIMUM EXPERIENCE REQUIREMENTS	Learning guides should have experience working with students.		
PREFERRED EXPERIENCE REQUIREMENTS	Learning guides should have experience working in a classroom such as a substitute teacher, teaching assistant, paraprofessional.		
MINIMUM EDUCATION REQUIREMENTS	High School Diploma and extensive knowledge in the subject matter.		
PREFERRED EDUCATION REQUIREMENTS	Bachelor's degree in Literacy, Mathematics or Science or a tutoring certification.		
REQUIRED SKILLS	Patience, Positivity, Empathy, Confidentiality, Technical knowledge, Active listening skills, Communication skills and Leadership.		
PHYSICAL REQUIREMENTS	Long periods of sitting or standing with a student for instruction, continued communication with the student.		

DUTIES	SEE NEXT PAGE		
REVIEWED BY: NAME & TITLE	HUMAN RESOURCES	DATE APPROVED	05/17/2021
	SCHOOL/DISTRICT		
	DEPARTMENT/DIVISION	DATE PUBLISHED	05/17/2021
	BOARD OF DIRECTORS		

Duties:

- Reviewing classroom or curricula topics and assignments
- Assisting students with homework, projects, test preparation, papers, research and other academic tasks
- Working with students to help them understand key concepts, especially those learned in the classroom
- Teaching skills to improve academic performance, including study strategies, note-taking skills and approaches to answering test questions
- Demonstrating academic best practices for specific subjects and assignments, including research and writing tactics
- Developing and distributing teaching materials to supplement classroom lessons, including study guides
- Conducting practice tests to track progress, identify areas of improvement and help set goals for exam preparation
- Providing students positive and constructive feedback
- Offering feedback on progress to students' parents and teachers where appropriate



Terri Harral <tharral@artsk12.org>

1 message

Fri, Jun 25, 2021 at 2:31 PM

Dean of Support Services: need a dedicated professional to coordinate alumna relations, graduation tracking, K-12 professional development coordination, district testing coordinator, after school and special events management, curriculum articulation, teacher coaching, teacher observation, work collaboratively with staff, parents and outside stakeholders

Social Workers: licensed social workers can do more and different things than counselors, including working with families in their homes and community, better attend to the mental, social and behavioral needs of K-12 students, especially after a year of disrupted education due to COVID.

Learning Guides: facilitators to support identified students in completing their "unfinished learning" due to COVID, improve student skills, get on grade level, and target support early

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Arkansas Arts Academy
K-6 Campus
2021-2022 Budget Requests

SALARIES/NEW POSITIONS

Description	Fund Code	Amount	Used by Whom
Increase K- 6 Secretary beginning salary to \$13.5/hr (230 days/8 hours) {\$20,175 → \$24,840} increase by \$0.10/hr each year	61120	+\$4665	Personnel and families
Increase K-6 Registrar beginning salary to \$13.5/hr (230 days/8hours) {\$20,175 → \$24,840} increase by \$0.10/hr each year	61120	+\$4665	Personnel and families
Hire 2 instructional aides and Increase Instructional Aide beginning salary to \$11.5/hr (180 days/7.5 hrs) {\$15,675 → \$16,387.50} increase by \$0.10/hr each year	61120 62120	+\$32775 +\$9177	Students and teachers
Hire 1 virtual K-6 Teacher	61110 62110	+37000 +10,360	Virtual students and families

Note: The following positions were modified this year due to the need to save money on the district budget and serve families during this pandemic:

- 5th Grade Teacher moved to 5th/6th virtual teacher
- Math Interventionist moved to 5th grade teacher
- 2nd Grade Teacher moved to K/1 virtual teacher
- 2nd Grade Teacher moved to 3rd/4th virtual teacher
- ESL Teacher moved to 2nd Grade Teacher
- Long-term sub was hired second semester for 2nd Grade Teacher

****All grade levels need to have 4 full-time dedicated teachers. A math interventionist and ESL teacher are also needed to return to the full intervention program model.****

FACILITIES

Description	Fund Code	Amount	Used by Whom
Remove and replace carpet	64310	varies	Teachers and Students
HVAC Replacement	64310	Awaiting report	Teachers and Staff
Building Maintenance (consumable)	64310	\$12,500	Teachers and staff

SUPPLIES/CONSUMABLE MATERIALS

Description	Fund Code	Amount	Used by Whom
Orchestra	63210	\$2000	Orchestra
Guitar	63210	\$1000	Guitar
Computer Science	63210	\$2000	Computer Science
General Music	63210	\$1000	General Music
Visual Art Department	63210	\$5000	Visual Art
Science	63210	\$2500	Classroom Teachers
Reading	63210	\$5000	Classroom Teachers
Social Studies	63210	\$2000	Classroom Teachers
Math	63210	\$5000	Classroom Teachers
Piano	63210	\$1000	Piano
Theatre	63210	\$2000	Theatre
Dance	63210	\$4700	Dance
Office Supplies	66100	\$10000	K-6 Staff
Counseling	66100	\$2000	Counseling
Arts Integration	63210	\$14000	K-6 Staff

EQUIPMENT

Description	Fund Code	Amount	Used by Whom
ORFF Instruments	63210	\$3000	General Music
Set Props/Theatre Furniture	67330	\$3000	Theater
Yamaha Connector Boxes	66500	\$1700	Piano
Robotics Kit	66500	\$3000	Computer Science
Ukuleles	63210	\$1500	Guitar
Library	66420	\$4500	Library
Camera	66500	\$500	Visual Art

Science Equipment	63210	\$2000	Classroom Teachers
Science of Reading Approved Curriculum	63210	\$32500	Classroom Teachers
PE/Health Equipment	63210	\$4500	PE Department
Math Curriculum	63210	\$21000	Classroom Teachers
Social Studies Curriculum	63210	\$12000	Classroom Teachers
Science Curriculum	63210	\$17000	Classroom Teachers
Class Set of VR	66500	\$13000	K-6 Staff

SERVICES/CONTRACTS

Description	Fund Code	Amount	Used by Whom
Lexia	66510	\$9000	Students
Mystery Science	66510	\$2000	Students
i-Ready	66510	\$25530	Students
Reading Eggs	66510	\$2000	Students
BrainPop	66510	\$3000	Students

This does not look at the use of Federal Funding or grants.

Position Purpose

Under the general supervision of the Director of Technology and Technology Coordinator to maintain the K6 campus computer equipment in operating condition, meeting the technology needs of the district; troubleshooting and repairing computer hardware and software, and resolving immediate computer operational problems.

Essential Performance Responsibilities

- On our K6 campus, perform computer hardware and software maintenance (Laptops, Chromebooks, iPads, Desktop computers, printers, scanners, and other daily use technology)
- Provides general technical support to K6 campus users of hardware and software.
- Maintains the K6 campus computer lab in good working order.
- Assists in record keeping regarding the functioning and inventory of the k6 campus computers and related equipment, repairs, etc.
- Assist in Maintain records and rosters of devices (on K6 campus)
- Aid Staff in General Hardware and Software applications, (learning and working those that are specific to the K6 campus in greater detail)
- Maintain and work Tickets that are assigned through Help Desk
- Coordinates computer and network-related repair requests with the Technology Coordinator and Technology Director

Additional Duties:

Performs other related tasks as assigned.

Equipment:

Uses personal computers, laptops, chromebooks, iPads, scanners and printers, and related equipment.

Travel Requirements:

Travel to and between school district locations to repair hardware, install software and assist end users.

Knowledge, Skills and Abilities

- Basic knowledge of computer hardware and software installation procedures.
- Knowledge of all school district personal computer and software applications.
- Ability to inspect, assess, troubleshoot and repair computer systems, hardware and software.
- Ability to work independently.
- Ability to communicate effectively with all levels of end-users.
- Ability to follow oral and/or written instructions.
- Ability to report work orally and/or in writing to a supervisor.
- Ability to establish and maintain cooperative working relationships with staff and others contacted in the course of work.

- Ability to carry out instructions furnished in written or oral form.
- Ability to add, subtract, multiply and divide, and perform complex arithmetic operations.
- Analytical, problem-solving and creative-thinking skills with respect to computer-related issues.

Physical and Mental Demands, Work Hazards:

Works in standard office and school building environments.

Qualifications Profile

Any combination of education and experience providing the required skill and knowledge for successful performance would be qualifying.



RE: Justification for Part Time Technical Coordinator

Charter Statement of Assurance

*provided to Kenneth
Johnson 7-16-21* 6/29/21

Charter School

Arkansas Arts Academy

Charter schools are subject to health and safety codes as established by the State Board of Education and local governmental entities in accordance with Arkansas Code Annotated § 6-23-401(b)(6), accessibility requirements under the Americans with Disabilities Act of 1990, 42 U.S.C. § 1201 et seq., and the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., and all other applicable federal and state health and safety laws.

Required inspections may be completed by either the charter school or the building owner. Appropriate documentation supporting each "Yes" or "No" response must be kept on file by the charter school and made available to the Arkansas Department of Education, Division of Public School Academic Facilities and Transportation. Tab between fields.

AGENCY	SYSTEM	FREQUENCY	CODE SECTION OR REGULATION	RESPONSE REQUIRED	RESPONSIBLE PARTY
CHARTER SCHOOL	Fire Extinguishers	Monthly	AFPC, Vol. 1, Section 906.2, and NFPA 10	Yes	Charter School
	Asbestos Program	6 Months	US EPA AHERA Plan	N/A	N/A
		3 Years	US EPA AHERA Plan	N/A	N/A
FIRE MARSHAL	Fire Safety	6 Months	A.C.A. § 6-21-106	Yes	Charter School
	Fire Alarm	Annually	AFPC, Vol. 1, Table 901.6.1, and NFPA 72	Yes	Charter School
	Fire Sprinkler	Annually	AFPC, Vol. 1, Table 901.6.1, and NFPA 25	Yes	Charter School
	Fire Extinguisher	Annually	AFPC, Vol. 1, Section 906.2, and NFPA 10	Yes	Charter School
		6 Years	AFPC, Vol. 1, Section 906.2, and NFPA 10	Yes	Charter School
	Kitchen Suppression – Wet Chemical	6 Months	AFPC, Vol. 1, Section 904.5-904.5.1, and NFPA 17A	Yes	Charter School
	Kitchen Suppression – Dry Chemical	6 Months	AFPC, Vol. 1, Section 904.6-904.6.1, and NFPA 17	Yes	Charter School
HEALTH DEPARTMENT	Natural Gas	Annually	A.C.A. § 17-38-201(a)(6)(A)	Yes	Charter School
	Food Service	6 Months	Food Establishment Regulations, Section 8-401.10, page 137	Yes	Charter School
	Back-flow Prevention	Annually	Arkansas Plumbing Code (2006) 312.9	Yes	Charter School
LABOR DEPARTMENT	Hot Water Boilers	HP - Annually	A.C.A. § 20-23-203	Yes	Charter School
		LP External - Annually		Yes	Charter School
		LP Internal - 3 Years		Yes	Charter School
		Unfired Pressure Vessel - 2 Years		Yes	Charter School
	Elevator	Annually	A.C.A. § 20-24-112(a)(3)(A)(i)	Yes	Charter School
ARKANSAS DEPARTMENT OF ENVIRONMENTAL QUALITY	Sewage Treatment	Daily - Charter staff checks	ADEQ policy – NPDES 40-1-D-122.46	N/A	N/A
		5 Years		N/A	N/A
	Fuel & Oil Tanks	3 Years	APC&EC Regulation Title 40-D 280.35 - (1) Spill bucket testing, and (2) Overfill device testing. 280.36 Monthly walk through inspections, 280.43 and 280.44	N/A	N/A

Charter Statement of Assurance

6/29/21

Charter School

Arkansas Arts Academy

We, the undersigned Director and School Board Chair for the above-named charter school, assure the Arkansas Department of Education, Division of Public School Academic Facilities and Transportation that the charter school (**SELECT RESPONSE BELOW**)

☐
Yes

is in compliance with the above inspections pertaining to Arkansas public schools and the above inspections pertaining to commercial buildings in general

with Arkansas Code Annotated § 6-23-401 (b)(6) and have documentation on file to demonstrate compliance with the above health and safety codes as applicable; or


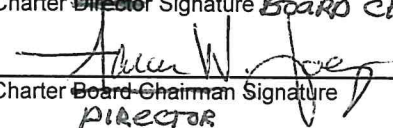
☐

is **NOT** in compliance with the above inspections pertaining to Arkansas public schools and the above inspections pertaining to commercial buildings in general

and will submit to the Arkansas Department of Education, Division of Public School Academic Facilities and Transportation within 30 days a report which provides details on plans and efforts to get its facilities compliant with applicable codes.

Charter school facilities lease agreement must specify party responsible (*lessee or owner*) for each system inspection, or charter school assumes responsibility.

The Statement of Assurance is due to the Arkansas Department of Education, Division of Public School Academic Facilities and Transportation each year by July 1.

	7-13-21
Charter Director Signature BOARD CHAIRMAN	Date
	7/16/21
Charter Board Chairman Signature DIRECTOR	Date

E-mail Charter Statement of Assurance to

Kenneth Johnson, Senior Project Administrator-Maintenance

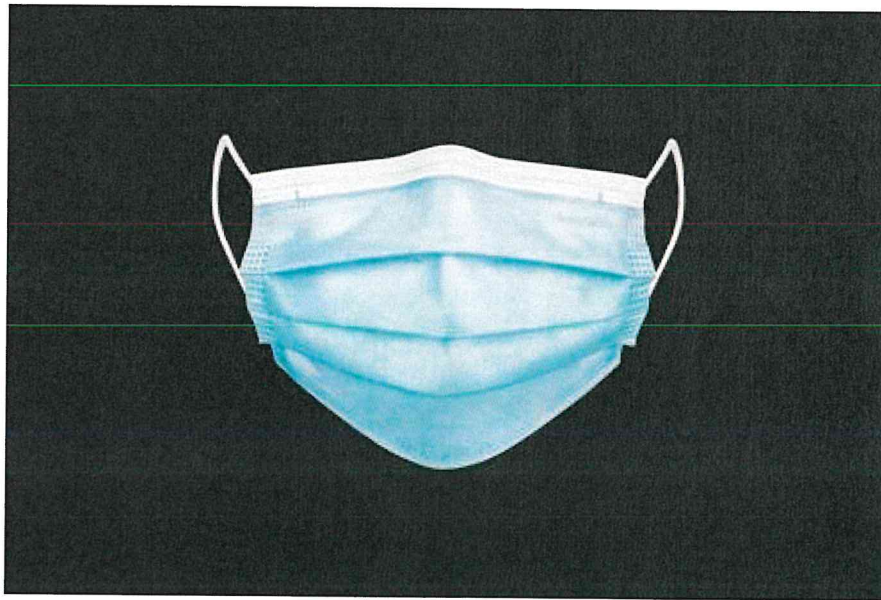
Kenneth.W.Johnson@ade.arkansas.gov

Pending School Board Approval - proposed effective date: **TBD**

To our learning community members,

SCHOOL, DISTRICT & VISITOR PROTOCOL:

In accordance with CDC guidance and Arkansas law, Arkansas Arts Academy no longer requires face coverings to be worn while on campus. Face coverings are optional for students, teachers, and visitors. We will continue to follow safety measures including social distancing when feasible, handwashing, avoiding large crowds and gatherings, encouraging students to cover coughs and sneezes, cleaning and disinfecting of high touch areas, and self-monitoring for any symptoms. Individuals twelve and older are encouraged to get vaccinated and those not vaccinated are encouraged to wear a mask. Even with the relaxation of COVID restrictions and the decrease in cases of COVID-19 in our community, we understand some people will continue to wear a mask. As a matter of privacy, you will never be asked to disclose your vaccination status. In the event you need to meet with a teacher or administrator, please know we will work to accommodate a meeting space that ensures you feel safe (i.e., masking for those present, virtual meeting, social distancing).



ARKANSAS
ARTS ACADEMY
Aspire. Achieve. Advance.

Attachment #11
page 1084
emailed to Marcelle
Camillo 7-16-21

**School Based Mental Health Services
Memorandum of Agreement
Ozark Guidance Center and Arkansas Arts Academy**

Overview:

The Arkansas Arts Academy recognizes the need for education, early intervention, and prevention in regards to student mental/emotional health issues. The following is a memorandum of agreement between the Arkansas Arts Academy (SD) and Ozark Guidance Center (OGC), an affiliate of Arisa Health, Inc., in regard to mental health services to be provided in the Arkansas Arts Academy. The terms of this agreement shall begin and be effective for the 2021-2022 school year. Review of the agreement will take place prior to the commencement of the 2022-2023 school year.

Arisa Health, Inc.:

Arisa Health, Inc. (Arisa) is a newly formed non-profit behavioral health organization providing comprehensive behavioral health services to the residents of 41 counties in Arkansas. Under the governance of its Board of Directors, Arisa maintains four Community Mental Health Center affiliates. The affiliates are: Counseling Associates, Inc., based in Conway; Mid-South Health Systems, Inc., based in Jonesboro; Professional Counseling Associates, Inc., based in North Little Rock; and Ozark Guidance Center, Inc., based in Springdale. The joining of these four organizations is the result of a recognized need for a new kind of organization that allows for greater intra-agency collaboration, sharing of resources and an enhanced ability to provide high quality behavioral health services to some of Arkansas' most vulnerable populations. Arisa employs 263 school based providers located in 401 schools throughout 82 school districts. Arisa collectively has a wealth of knowledge and expertise serving students in a school setting by rendering services to approximately 10,000 students within the school setting each year.

Responsibilities of Arkansas Arts Academy

- Arkansas Arts Academy will provide reasonable access to the school facilities for the OGC mental health providers in a space adequate for mental health services with clients and parents or legal guardian, allowing total confidentiality, assigned by the building Principal. The mental health provider will follow applicable Arkansas Arts Academy policies regarding access and codes of conduct.
- Arkansas Arts Academy will provide internet connection sufficient for Ozark Guidance mental health providers to conduct documentation on a daily basis.
- Arkansas Arts Academy will notify OGC of any necessary change in space provided for OGC mental health providers in a timely manner and will provide an alternate space if necessary.
- Arkansas Arts Academy will identify to OGC a primary contact with whom all communication between OGC and Arkansas Arts Academy will occur and with whom OGC and Arkansas Arts Academy shall attempt to resolve any disputes or issues.
- Arkansas Arts Academy will reasonably cooperate with OGC in the provision of mental health services to students of the district.

Responsibilities of Ozark Guidance Center

- OGC will employ the licensed mental health providers who work in the Arkansas Arts Academy (SD).
- OGC will provide malpractice insurance for the licensed mental health providers working in SD.
- OGC will provide professional oversight for the licensure, credentialing, continuing education and professional certification of the licensed mental health provider working in SD.
- OGC will provide the following services as medically needed at the discretion of the mental health provider: Individual Therapy, Group Therapy, Family Therapy, Psychoeducation, Crisis Psychotherapy, Behavioral Assistance, and other services provided by Mental Health Professionals and Qualified Behavioral Health Providers. All goals and objectives will be determined by student needs, staff availability and mental health provider's expertise/knowledge. Mental health providers will utilize medical necessity criteria for appropriateness of mental health services when assessing potential students for services.
- Medicaid, private insurance and direct pay will be billed by OGC consistently with third party payer, regulatory and OGC fee agreement and payment policies. OGC will also explore any other assistance programs available for qualifying families.
- OGC will provide case coordination services to include but not limited to the following: Management of PCP referrals, consultation, advocacy, and collaboration with community providers and resources based on student and family needs.
- OGC agrees to provide indirect services such as faculty in-service trainings, referrals, parent education, student team staffing, staff meetings, classroom consultation/observation, and support groups for students, etc. as needed or reasonably requested by SD staff.
- OGC mental health providers will participate in Individual Education Plan, English as a Second Language, Special Education, 504 or parent teacher conferences upon reasonable request. OGC will assist in assuring continuation of quality mental health services to students as they transition to their next grade level or another school in the district.
- OGC mental health providers will follow the reasonable and known expectations of the school principal, school counselor, and/or parents regarding when students may be pulled from class to receive services.
- Subject to any restrictions regarding privacy, OGC will maintain and provide statistics, demographic data, survey results or reports annually to the SD in matters relating to school based mental health. OGC can provide this information at other times in the year upon request of the SD.
- During the summer months, OGC staff will help to ensure that therapeutic gains are maintained by offering services at school, clinic, or home locations and/or through use of structured therapeutic programs. Transportation may be provided based on need.
- OGC mental health providers are mandated reporters by law and as such will report all suspected forms of child maltreatment.
- OGC will increase intensity of school based services, as may be authorized by the client's payor source, when the student is becoming at risk for an out of school placement due to behavioral health needs.

- OGC Therapeutic Day Treatment (TDT) program will develop a transition plan collaboratively with the SD when clients are returning to the school. This transition plan can be adjusted if needed by communicating any concerns to the TDT Program Coordinator.

General Provisions:

- Any modifications to this agreement must be mutually agreed upon and shall be made in writing. Any waiver of any provisions to this agreement must be in writing and signed by the party giving the waiver.
- SD maintains the right to refuse to permit any mental health provider to work in SD if the district determines it is not in the best interest of the district, its students or families.
- Both parties will abide by the privacy provisions of HIPAA and FERPA and the other provisions of any applicable laws.
- SD and OGC agree to use each of their good faith efforts to resolve any disputes or issues between SD and OGC. If those efforts do not resolve the dispute or issue, then SD and OGC agree to mediate the dispute or issue. If mediation becomes necessary between the SD and OGC, the OGC Vice President of Clinical Services will be the primary contact for resolving issues.
- OGC and the SD will work collaboratively to outline and regularly review the referral process. OGC will provide minimum of monthly updates to building principals and counselors in the form of a "Resource and Referral" meeting. This will allow for all parties to be updated at one time in a collaborative manner.

Signatures:

Arkansas Arts Academy:



Superintendent

7-13-21
Date

Ozark Guidance Center/ Arisa Health, Inc.:



Chief Clinical Officer

6/4/2021
Date



Vice President of Clinical Services

6/4/2021
Date


TUITION AGREEMENT

The Arkansas Arts Academy (Resident District) of Benton County hereby agrees to pay to Ozark Guidance Center/Therapeutic Day Treatment, an affiliate of Arisa Health, Inc. (Serving District) tuition in the amount of \$45.00 per pupil per day for providing educational services during the 2021-2022 school year.

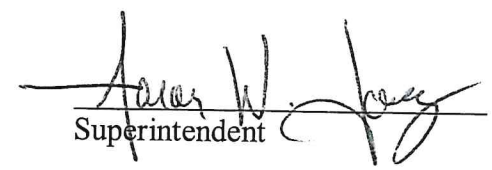
CONDITIONS* Tuition amount will be paid on a monthly basis upon receipt of a statement containing student names, admit date, school grade and total number of student enrollment days in the program for each month. The total days per student will not exceed 178. Ozark Guidance Center, Inc., will request school records, in writing, from the Director of Special Education. All parties will conform to state and federal regulations regarding special education. Ozark Guidance Center staff will work in conjunction with the Director of Special Education in coordinating educational planning for each student. All other services will be the responsibility of Ozark Guidance Center and the parent.

*The specifics of the agreement should be given here, i.e., the payment is per enrollment. ADA or ADM. for the current or previous year; how payment is to be made (annually, semi-annually, monthly, etc.); who pays transportation and/or any other costs; are attendance records to be furnished; and other pertinent information.

RESIDENT DISTRICT




President of the Board



Superintendent

SERVING DISTRICT

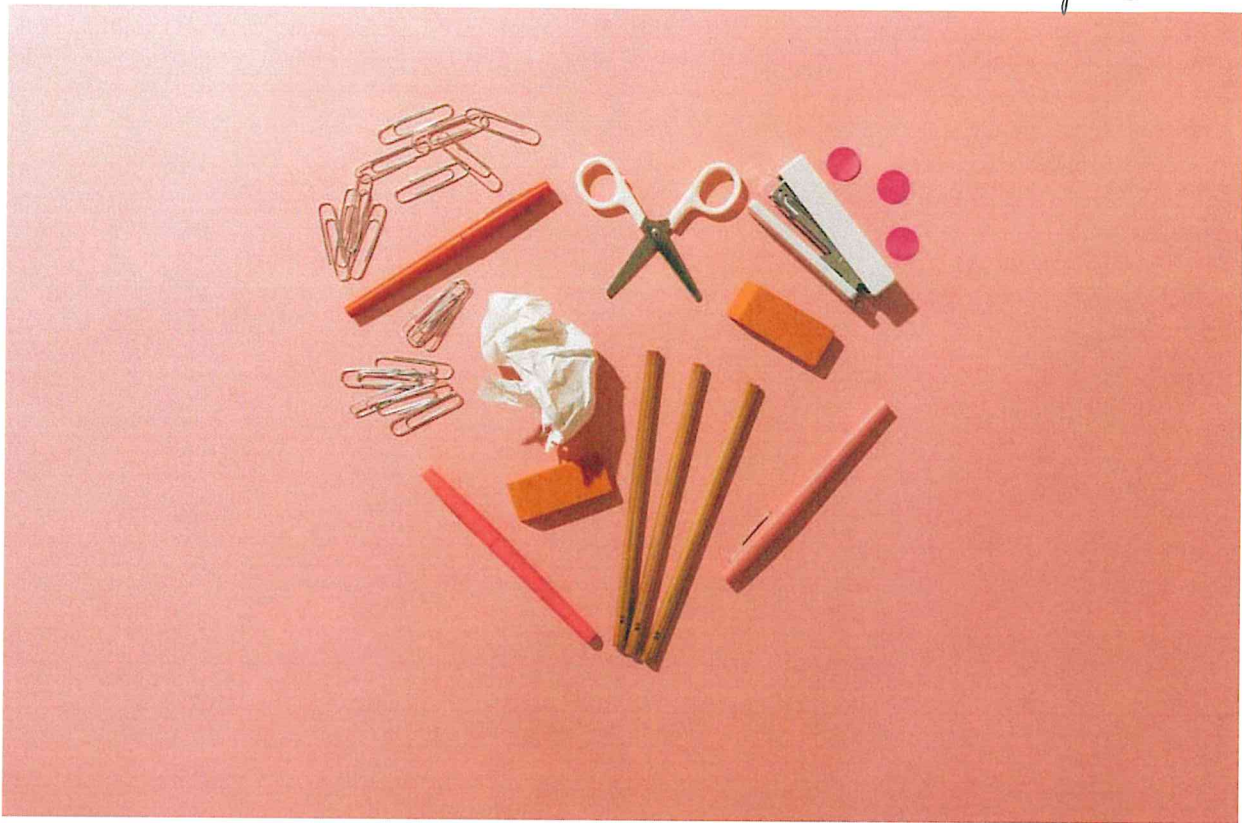


Chief Operating Officer

Approved: _____

Date: _____

Public School District or approved Special Education School. "District" may include "Educational Cooperatives" established pursuant to Ark. Code Ann. 6-13-902.



WORKPLACE DATING GUIDANCE AT ARKANSAS ARTS ACADEMY (Draft May 2021)

~~Human beings need to connect and find love, sometimes even amongst the people they work with. In the world of digital dating and changing norms, the workplace continue to be a site where like-minded people can meet and spend time together. Obviously, this occasionally leads to dating and love.~~

Guidance brief & purpose

This workplace dating document provides guidelines that employees should follow when they're romantically or sexually involved with a colleague. There are also set forth some standards for acceptable behavior when flirting with colleagues.

This is not an effort to place undue restrictions on employees who are dating each other, as everyone should be free to choose their partners. This guidance is provided to ~~make sure~~ that ensure such relationships won't cause awkwardness or problems in the workplace.

Scope

This guidance applies to all our employees regardless of gender, sexual orientation or other protected characteristics.

In the context of this guidance, "employee dating" includes consensual romantic relationships and sexual relations. Non-consensual relationships are explicitly prohibited.

Guidance elements

Before you date a colleague

Before you decide to date a colleague, please consider any problems or conflicts of interest that may arise. For example, if you're working with a colleague on an important project, a relationship between the two of you (or a possible breakup) could affect your work. Make sure you've thought about all parameters before making a decision.

Acceptable behavior

The workplace is still a professional setting, where employees are expected to treat each other with respect and avoid hindering other people's work. If you want to express your romantic interest in a colleague, don't do anything that may embarrass or expose them and always respect their time and choices. *[A good rule is to ask a colleague on a date only once. If they say 'no' or give an ambiguous answer, don't ask again.]*

If a colleague is persistent in flirting with you and becomes annoying or disturbs your work, ask them to stop and inform your manager *[if they continue]*. Please report them to HR if they make unwanted sexual advances. Sexual harassment is prohibited, including seemingly harmless actions. For example, an employee who keeps flirting when their colleague doesn't respond favorably is breaking the sexual harassment policy. In this case, they will face disciplinary action. For more details on what constitutes sexual harassment and how to report it, please refer to the AAA Employee Handbook.

When you begin dating a colleague

HR won't get involved in your private lives and will always be discreet. You don't need to tell us if you go on a few dates with a colleague or become involved for *[less than two months]*, as long as there's no disruption in the workplace or your own work. But if your relationship lasts longer than *[two months]*, please inform HR. We want to be aware of these relationships so we can better handle gossip or conflicts of interest.

Also, make sure to:

- Keep your personal issues and discussions out of the workplace.
- Be productive and focused as always. If you find that your work is affected by dating a colleague, seek counseling from your manager, HR or specialized mental health expert.

Acceptable behavior

We expect you to always behave appropriately and follow our Code of Conduct. This means you and your partner shouldn't behave in a way that:

- Hinders operations.
- Embarrasses your colleagues
- Distracts your colleagues from their duties

Examples of acceptable behavior are:

- Passing by your partner's office to talk to them for a short time.
- Discussing your joint vacation plans during breaks
- Coming to and leaving from work together

Examples of unacceptable behavior are:

- Arguing in the workplace.
- Kissing or touching inappropriately in front of colleagues or students
- Exchanging an excessive number of instant messages or calls during working hours
- Boasting about or discussing your relationship in your colleagues' presence

Employees who exhibit unacceptable behavior will face progressive discipline.

After you stop dating a colleague

If your relationship ends, maintain professionalism and ensure you won't disrupt the workplace. You mustn't badmouth your former partner, sabotage their work or reveal any intimate details. All these break our code of conduct about respect in the workplace and you will face disciplinary action. If your former partner behaves this way, report them to HR and an investigation will commence as soon as possible.

If you're facing emotional or psychological issues, ~~[You could ask whether your insurance provider covers any therapy sessions with an external mental health professional.]~~ please report this to HR for assistance.

Dating managers (effective as of July 1, 2021)

To avoid accusations of favoritism and abuse of authority, we strictly prohibit supervisors from dating their team members or those who report to their team members (directly or indirectly). If they do, they'll face disciplinary action up to and including termination.

- Staff who are from the level of building or district administrator and above are also forbidden from dating anyone who is below the same level, even if they're in another department.
- Staff who are below the level of building or district administrator may have a relationship with colleagues from other teams or departments, as long as that person is at the same level or within two levels below them. For example, a departmental chair can date a teacher from another department but they can't date an intern who's more than two levels below them in rank.

If you broke these rules by dating someone who's a direct report or below the acceptable level of seniority, it's in your best interest to disclose your relationship as you may face more severe disciplinary action when you're discovered.

Employees will not face demotion, victimization or loss of benefits. Staff may receive a reprimand depending on the circumstances. We may terminate those who repeatedly disregard this restriction.

When one of the former partners becomes a manager

If an employee gets promoted or transferred from another department, they may find themselves managing a colleague they used to date. In this case, either of the two should ~~let us know.~~ share this information with administration and/or HR so proper accommodations can be made.

When managing a former partner, you must be ~~extra~~ careful with how you behave towards them. You're not allowed to favor or retaliate against them. You should do everything possible to prove that you're treating every team member in a fair and professional way. Document every piece of information or incident necessary for performance reviews and ask for your manager or HR's advice if you need to discipline or reward your former partner.

Couples who are married or in a domestic partnership

The following guidelines address employees who are already married, have a domestic partner or other long-term relationship.

If you're the hiring member for your team, you're not allowed to consider your spouse or partner for hiring, promotion or leadership assignments. Doing so might raise questions of favoritism in the process. You are allowed to refer your partner to other teams or departments where you don't have any administrative authority.

If it is discovered that you hired your partner for your team, you will receive a reprimand and you'll have two choices:

- One ~~of you should~~ party transfers to another team or department. If you choose this option, HR will try to ensure that the transfer won't negatively affect your salary or benefits.
- One party resigns their position ~~of you should quit~~. This option will be the only solution if a transfer isn't possible (like in cases where there's no position relevant to your own in another department). ~~HR won't have a say in who will eventually quit, make this decision between yourselves.~~

Arkansas Arts Academy's commitment about romantic relationships in the workplace

Just as we expect employees to comply with this guidance, we have responsibilities that we're committed to fulfil. We will:

- Enforce these expectations equally to all employees, including HR and senior management
- Treat everyone equally when taking disciplinary action without discriminating against protected characteristics
- Prohibit victimization, violence and retaliation of any kind
- Examine each case separately and consider all aspects and perspectives before making decisions

~~Each~~All of us must follow our equal employment opportunity policy at all times. For example, HR must not penalize a homosexual couple differently than a heterosexual couple when they both have violated the employee relationships expectations in the same manner.

At any point, we ~~commit to~~will keep~~ing~~ our employees' freedom and individual rights in mind and follow the law.

ARKANSAS ARTS ACADEMY PUBLIC CHARTER DISTRICT

Employee and Board Code of Ethics

Adopted: pending

As employees and members of the board of directors of the Arkansas Arts Academy Public Charter District (District), our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within the District, and between the District and the community.

Core Principles:

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

Purpose:

Our Code of Ethics helps develop trust by describing what the public can expect from us, and what we can expect from each other and our District. It plays a central role in our District's commitment to help District personnel and board members achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

Application and Enforceability:

The Code of Ethics applies to all District personnel including Board Members. Provisions of this Code of Ethics are supported by standard law, regulations, and precedent agreements. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules, regulations, or agreements.

Making Ethical Decisions:

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code.

When making decisions:

- Evaluate the situation and identify the ethical issues.

- Follow the rules. Consult the Code of Ethics, law, and District rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the the Board of Directors for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

Commitments and Expectations:

To achieve our mission of educating students, we strive to create a District culture that fosters trust and focuses on excellence. Our goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations about how we will practice our commitment to excellence, integrity and responsibility in our everyday work.

A. Commitment to Excellence.

We are committed to being the best school district we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.

1. Set the example.

We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.

2. Create an environment of trust, respect and non-discrimination.

We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.

3. Provide honest, accurate and timely information.

We are committed to candor in our work relationships, providing other District personnel including supervisors, senior staff and Board members with accurate, reliable and timely information. We will not tolerate falsification or cheating.

4. Identify problems and help create solutions.

We are committed to identifying areas for improvement within our District, and suggesting and implementing solutions that make us more successful.

5. Keep policies, procedures and rules.

Our rules, policies and procedures are the foundation of trust and how our District conducts everyday business. They define our expectations and evaluation criteria. We are committed to following our Code of Ethics, laws, and District rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.

6. Report improper conduct.

When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our supervisor, the Ethics Officer or the Inspector General.

7. Keep colleagues safe from retaliation.

We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against employees who make good faith complaints.

B. District and Personal Integrity.

To maintain our integrity, we are committed to making decisions in the best interests of the District. We will avoid conflicts of interest and the appearance of impropriety.

8. Avoid conflicts of interest and improper outside income.

A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We are permitted to receive outside income as long as it does not create a conflict with our District work. We are committed to declining outside income that might be perceived as inconsistent, incompatible or in conflict with our official duties. We will not make decisions or use our position for personal benefit or to gain an improper advantage.

9. Decline gifts.

A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, use of facilities, investments, rebates or discounts not offered to the public, or forgiveness of debt from vendors, lobbyists, parents, students or others. We will not accept gifts or gratuities in excess of \$100 from a single source in a single year (aggregate retail value) or that give the appearance

that the gift improperly influenced our decisions regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.

10. Improper influence of family members and associates.

We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervision.

11. Maintain appropriate relationships with students.

We are committed to ensuring that employee-student relationships are positive, professional and non-exploitative. We will not tolerate improper employee-student relationships.

12. Keep procurement information confidential.

To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.

13. Keep the contracting process objective.

We are committed to making contract award recommendations in the best interest of the District. From the time an RFP, specification or other contract document is issued until the staff recommendation is made public (the contract's informative report is published by the Board Secretary), we will not have contact concerning the contract with contractors participating in the process or their representatives.

14. Future employment.

In order to prevent conflicts of interest, District personnel are not permitted to discuss the possibility of future employment with a person or organization that might benefit from their official decisions. Contractors are required by the District to disclose all personnel, consultants and sub-contractors who were employees of the District in the previous three years. The District will not contract with a contractor who compensates a former District employee to influence an action on a matter pending with the District if that employee, within the last twelve (12) months, held a District position in which the employee personally and substantially participated in that matter. The District will not contract with a contractor that employs a former

District employee who, while serving in a District position within the last two years, substantially participated in the development of the contract's RFP, requirements, specifications or in any other part of the contracting process. No former District official is permitted to lobby the District for one year after leaving the District. We are committed to avoiding discussions about future employment with people or organizations who can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.

15. Uphold District interests in hiring and promotion.

We are committed to hiring and promoting District personnel based on their qualifications and the job-criteria of the position, and will not tolerate improper practices.

C. Responsibility.

We are committed to holding each other responsible for our performance as a District and as individuals.

16. Proper use of public position.

We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.

17. Proper use of public resources.

Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that District facilities, equipment, supplies, mailing lists or other District resources are used for District purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse the District for significant costs of any limited personal use.

18. Leadership of District personnel and use of District time.

We are committed to ensuring that District personnel are tasked to perform only District work on District working-time. We will not direct or permit District personnel to perform personal services on District working time and will report such incidents to our supervisor, Ethics Officer or Inspector General.

19. Uphold confidentiality.

To achieve excellence, our District employees, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. We are committed to abiding by all laws and District policies concerning confidential information, including student records, personnel files, agreements, and District records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parent and closed Board of Education meetings.

20. Waivers.

The Superintendent/CEO or President of the Board of Directors or her/his designee upon a showing of good cause may waive an ethics prohibition in writing with notification to the Board of Directors.

