



PCSSD

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Support Services Goals

The Board regards the non-instructional operations of the District as essential to the primary function of the schools, education. Support services, therefore, will be designed to assist and maintain a sound educational program. To fulfill this function, it is the intention of the Board to:

1. Encourage through the Superintendent and staff the establishment of efficient and businesslike procedures for the management of buildings and grounds, offices, school vehicles, equipment and supplies, the food program and the District transportation system
2. Encourage the establishment of a thorough, effective, and economical maintenance program, including preventive maintenance, that will ensure a useful life of buildings, vehicles and equipment
3. Reflect the aspirations of the community in promoting high standards of safety for students and staff and environmentally healthful and pleasing facilities to support staff effort to provide good instruction
4. Adhere to generally accepted management principles and applicable laws and regulations when establishing policies in the area of support services

Environmental and Safety Program

Safe buildings, grounds and equipment will be maintained in order to prevent accidents or injury to the health of students, employees and other citizens from fire, natural disasters, mechanical and electrical malfunctions and other hazards. Buildings will be planned, equipped and maintained in accordance with appropriate local, state and federal safety regulations. Buildings will be provided with alarm systems, fire extinguishers and other such devices as the laws or regulations may prescribe. Supervision of students and other citizens using the buildings will be provided at all times. At least seven days prior to closing a school for Thanksgiving, Christmas, spring break or end of a school year, the Superintendent will notify the fire chief of each fire department providing fire protection to school buildings so that the buildings may be inspected prior to closing. After the inspection is made and a report issued to the Superintendent, the Superintendent will report actions taken or to be taken in response. The Superintendent is directed to develop and implement a safety program which will include, but not be limited to, compliance with and enforcement of all state and federal laws, rules and regulations.

Accident Reports

In order that proper measures may be taken to avoid recurrence of accidents, written reports will be submitted to the Superintendent on all accidents occurring on school premises or at a school sponsored activity, and any involving a student or staff member who may be elsewhere on school business. Reports will cover property damage as well as personal injury. The Superintendent will report serious accidents to the Board as soon as possible after their

occurrence. Periodic statistical reports on the number and types of accidents occurring in the schools will be made to the Board.

Safety Drills

The Board directs the administration to comply with regulations of the State Board of Education which require establishing and operating a School Fire Marshall Program. The Superintendent will issue administrative regulations that include procedures for:

1. Conducting fire drills
2. Inspecting buildings for fire hazards
3. Reporting results of drills and inspections
4. Correcting deficiencies revealed by inspections

Bomb Threats (Other Threatening Messages)

The Board recognizes its responsibility for the health and safety of students and employees and directs that school officials be prepared to act decisively and effectively to any message which is of a threatening nature. Procedures for dealing with threatening messages will include cooperation with law enforcement and medical and fire officials and training of school staffs to carry out their potential roles in an actual threatening situation. Safety will be the prime consideration in the procedures authorized for use. Every threat will receive immediate, total and serious attention by school officials. A decision to suspend school activities and evacuate the premises as a result of threat will rest with the building administrator in charge. Persons identified as having conveyed a message threatening students and employees will be prosecuted to the full extent of the law. Students identified as being involved in sending such messages will be suspended immediately, recommended for expulsion and referred to legal authorities.

- I. **Purpose:** To authorize procedures to be used in dealing with messages and discovery of situations threatening the health and safety of students and employees
- II. **Personnel affected:** All building administrators

General Planning

1. All school personnel assigned to telephone and mail duties will be informed of their expected roles should a threatening message arrive.
2. Students (as well as employees) performing telephone duties will be taught to secure the attention of an employee to notify the building administrator while continuing to engage the caller in conversation. (Any code arranged for this purpose will be separate from those used later for employees and any further action.)

3. Any threat received by telephone or mail will be directed immediately to the administrator in charge.
4. The District Security Office will preplan procedures with the nearest available law enforcement, fire department and emergency medical facility and notify the building administrators of the plan. The building administrator will establish procedures that will expedite action but minimize panic at the building level and in the community.
5. All school personnel will be advised of their appropriate roles in the event of an actual threatening situation.
6. Building administrators alerted by a protective agency that a threatening message has been delivered will follow the direction of the agency officials.
7. Evacuation plans and sites will be predetermined.

Procedures

In the Event of Threat or Warning by Telephone

1. Receiver should engage caller as long as possible and try to remember, or note if possible, exact words used.
2. Receiver should unobtrusively attract attention of some other staff member who will then notify the building administrator.
3. Receiver should attempt to determine:
 1. Location of explosive, poison or other threat
 2. Time explosive is set to explode or other hazard to become active
 3. Visibility of threatening agent—open or disguised
 4. Type/size of explosive or kind of contamination agent used
 5. Name of caller and objective (an individual or all occupants of building)
 6. Sex of caller and estimated age
 7. (A Threatening Message Checklist will be completed.)
4. Building administrator will alert staff using code agreed upon and inform or direct information to the Superintendent's Office and the District's Security Office.
5. Building administrator will make decision on whether or not to evacuate premises or to issue other directive (turn off water, cease food service, warn building occupants not to touch anything unusual) in light of the individual circumstances involved in the situation.

In the Event of Actual Discovery The building administrator will:

1. Alert the staff to clear the area
2. Verify with teachers and supervisors that the area is clear
3. Direct that no one touch any unidentified objects or any suspected contaminated substance
4. Consult with police to determine when re-entry will be permitted
5. Proceed with investigation of the incident in cooperation with appropriate agencies

Bomb Threat Response Procedure

Person(s) receiving or discovering the threat will:

1. Record, document and preserve threat.
2. Report threat to school principal or principal’s immediate supervisor if the principal is not on site or unable to be reached.

Principal (or administrator functioning in place of the principal):

1. Notifies Police, Fire Department, school and central office staff as appropriate.
2. Establishes building office as command center (or single outdoor location if necessary once a safe zone is established.)
3. Determines response:
 1. Evacuate immediately or
 2. Initiate police search of building perimeter and then evacuate once perimeter determined to be free of threat.

IF SEARCHING FIRST:

1. Principal makes a building-wide announcement of a Level 6 threat. Teachers/staff should do a quick study of their own area to determine if anything is out of place. If anything looks suspicious, immediately report it to the principal.
2. Police will clear a safe zone for evacuation and advise principal.
3. Once safe zone is established, principal begins evacuation procedure to the safe zone in the quickest, shortest route possible.
4. Police search interior of building and notify principal when it is “clear.”
5. Students/staff return to building.

Threatening Message Checklist

_____ Date Time
_____ Person receiving call
_____ Phone number on which call received

Information given by caller:

Statement of threat (What?) _____ Where located?

Why was it placed? _____ When
is it to go off/take effect? _____

_____ What does it look
like? _____

_____ What type of explosive/contaminant? _____ Other information:

 _____ Voice characteristics _____ (loud, raspy, soft, high pitched, pleasant, deep) Mannerisms
 _____ (calm, angry, rational, irrational, deliberate, emotional, laughing) Speech
 _____ (slow, fast, distinct, distorted, nasal, stutter, slurred, lisp) Background noises
 (traffic, machines, animals, music, quiet, bells, sirens, voices, office machines) Caller's ID

 _____ (male, female, adult, juvenile, approximate age, your opinion) Language
 _____ (excellent, good, fair, poor, foul, slang) Accent
 _____ (local, foreign, ethnic)

School Closings and Cancellations

The Board delegates authority to the Superintendent to close any or all of the schools because of inclement weather or because of any other emergency. Notification will be given staff and the public of such closings under a plan of notification developed by the Superintendent. Prior notice of a closing will be given to the Board when time permits. The Superintendent will also have the authority to delay the opening of any or all schools, or to dismiss them early because of weather conditions and other emergencies.

I. Purpose: To set forth procedures to be used in opening and closing of schools in case of inclement weather or other emergency **II. Personnel affected:** All employees
 School Openings:

The Superintendent will contact all local television and radio stations by 6 a.m. and request that one of the following announcements be made:

1. There will be no school on that date
2. Schools will be open as usual

The Superintendent will contact all local television and radio stations and request that announcement of school closings be made one hour prior to the scheduled dismissal.

1. Central Office personnel will notify all school principals of the decision
2. The Transportation Department will contact bus drivers for their schools and inform them of the Superintendent's decision
3. In case of sudden severe weather or other emergency, principals will hold all students in the buildings
4. Bus drivers are directed when weather appears threatening to make every effort to have the latest weather news prior to beginning their morning routes
5. Bus drivers unable to secure weather news will call Transportation for current weather information prior to beginning their morning routes
6. Bus drivers will not start their runs and will call Transportation immediately if routes appear too dangerous to travel because of weather conditions or other emergencies

Licensed / Support Staff Inclement Weather

Purpose: To set forth procedures resulting in closure of schools/district offices due to inclement weather. Days missed will be made up for employees who have contracts that coincide with instructional contact days. To provide twelve month employees clarification of what is expected in the event school is canceled, the Pulaski County Special School District adopts the following policy.

1. There is a difference between classes being canceled and the school district being closed.
2. When classes are canceled all employees with contracts coinciding with instructional days are excused from reporting for school/work. The days will be made up.
3. Cancellation of classes does not excuse twelve month employees from reporting to work as scheduled.
4. The only time twelve month employees are excused from reporting on scheduled work days is when conditions require that the school district is closed.
5. Inability of a twelve month employee to report for work on classes canceled/school district open day will be treated the same as any other absence from work with regard to notice of absence, use of available leave time, and other issues related to missing work on a scheduled work day.
6. The superintendent has the sole discretion to decide whether to cancel classes and whether to close the school district. Announcements regarding cancellation of classes and closing the school district will be made on local radio and television stations and by using the Alert Now contact numbers. The announcement will make clear whether the decision is simply to cancel classes, or also to close the school district, or both. The superintendent shall use his best efforts to make and announce this decision prior to 6:00 am.

Buildings and Grounds Management

District properties will be maintained in good physical condition: safe, clean, sanitary and as comfortable and convenient as the facilities permit or the use requires. The overall care, custody, and safekeeping of all District property will be the responsibility of the Superintendent who will establish such procedures and employ such means as may be necessary to discharge responsibility. At the building level, the principal will be responsible for overseeing the school plant and for the proper care of school property by the staff and students.

Buildings and Grounds Security

School buildings and grounds constitute one of the greatest investments of the District's patrons. The Board directs the Superintendent to establish procedures to protect this investment, to the extent possible, against damages or losses of school property whether by theft, vandalism or misuse. The procedures will include preventive measures as well as clear steps for personnel and students to follow when school property has been taken or damaged.

Energy Conservation

The Board believes that measures should be taken to lower substantially the consumption of electricity, natural gas, gasoline and water. The Board directs the Superintendent to establish regulations for energy controls. The Board further directs the Superintendent to continually assess the consumption of energy and make recommendations for improved use of energy resources.

Materials and Equipment Receiving and Warehousing

The Board authorizes central purchasing, receiving, warehousing and distribution of supplies, equipment and materials common to the requirements of the schools and school operations. A warehouse will be operated as an adjunct of the Business Affairs Division to store and distribute supplies as requisitioned by principals and other authorized personnel. All materials needed for instruction, business, cafeterias and custodial operations of the schools will be ordered from the warehouse when available from that source. The Board directs the Superintendent to establish adequate rules, regulations and procedures for the operation and maintenance of the warehouse to ensure that the best interests of the District will be served.

Authorized Use of School-Owned Materials and Equipment

School furniture, equipment, machinery and instructional apparatus will be the responsibility of building principals and service unit administrators and will be used only for school purposes. The Board will permit school-owned property to be loaned to staff members when use of the property is directly related to their employment and to students when the property is to be used in activities sponsored by the school and supervised by staff members. Availability of

school-owned property for loan to individual staff members or students will be governed by the over-all needs of the educational program. The Superintendent will establish proper controls to assure a lender's responsibility for school-owned property and the return of the property in the same condition as when it was loaned.

I. Purpose: To establish procedures for the loan of school-owned property (furniture, equipment, instructional apparatus and machinery) to staff members and students **II.**

Personnel affected: Building principals and teachers and service unit administrators
Procedures for loan of materials to students

1. Each school principal will maintain a card checkout system for each item of property loaned. The checkout card will contain a description sufficient to permit positive identification, signature of the borrower and inclusive dates of the loan period.
2. When it has been determined by a teacher/principal that loan of District property is justified, a card will be issued to the student to be completed before he borrows the property.
3. If replacement cost of the property exceeds \$100.00, parental permission will be obtained. This will be done by having the parent sign the checkout card.
4. If replacement cost of the property is less than \$100.00, at the discretion of the teacher/principal, the student's signature may be sufficient.
5. After the card has been filled out and signed, the student will return it to the teacher who will issue the property.
6. The teacher issuing the property will be responsible for transmitting the card to the principal's office on the same day the loan is made.
7. Upon the return of the property, it will be the responsibility of the teacher who issued the property to notify the principal's office of its return and its operating condition.
8. The principal will make the proper notations on the checkout card and take any follow-up action required.
9. Students may not borrow school-owned property for their personal use.
10. School-owned property will not be loaned if the loan would limit the quality of classroom instruction.
11. The loan period will not exceed three (3) consecutive school days.

Procedures for loan of materials to staff members

1. Each school principal or service unit administrator will maintain a card checkout system for each item or property loaned.
2. A staff member wishing to use school-owned property off campus for purposes related to their employment will apply to the building principal or service unit supervisor and complete the checkout card.
3. Upon return of the property, it will be the responsibility of the principal or the service unit supervisor to note the condition of the property and take any follow-up action required.
4. Employees may not borrow school-owned property for purely personal use.

5. School-owned property will not be loaned if the loan would limit the quality of classroom instruction.
6. The loan period will not exceed three (3) consecutive school days.

Student Transportation Services

The Board will maintain a student transportation system as authorized by statute and in accordance with regulations of the State Board of Education. Students who meet eligibility requirements by means of residence as defined by the State Board will be permitted to use school bus transportation for the purpose of travel to and from school. Other students will be provided transportation to and from school as recommended by the Superintendent and as budgetary conditions permit.

I. Purpose: To establish regulations for routing buses to provide the best service for the greatest number of students and the most economical operation with distance and road conditions used as the major criteria. **II. Personnel affected:** Transportation personnel responsible for routing.

1. Elementary school bus routes originating outside a one (1) mile radius of the school to be served may be implemented by administration. All routes originating inside the one (1) mile radius must have Board approval.
2. Secondary school bus routes will originate at least two (2) or more route miles from the school to be served.
3. Elementary students living closer than a one (1) mile radius of school and secondary students living closer than two (2) route miles of school may be transported as seats are available along the regular route.

School Bus Safety Program

The safe transportation of District students to and from school is to be of primary concern to school officials in the administration of the school bus program. All state laws and regulations pertaining to the safe use of school buses will be observed by drivers, students and District personnel. The Director of Transportation, in cooperation with the principals, holds responsibility for developing and publishing safety rules to be followed by drivers and passengers, including rules of student conduct during transportation. At least twice during each school year, each student who is transported in a school bus will receive appropriate instruction in safe riding practices and will participate in emergency bus evacuation drills. The Superintendent will establish administrative regulations and procedures for enforcement of this policy.

Student Conduct on School Buses

The safety of students during their transportation to and from school and on school trips is a responsibility which they and their parents share with bus drivers and school officials. The Board directs that each student be informed of District expectations in regard to his conduct when he waits for and rides on a school bus. Bus conduct rules will be issued to each bus-riding student at the beginning of each school year and to all new students who enroll. The signature of the parents will be obtained as evidence that the rules have been received, and the verification will be filed in the school principal's office. The bus driver will have responsibility to maintain orderly behavior of students on school buses and will report misconduct to the school principal. The principal will have authority to suspend the riding privileges of the students who are disciplinary problems on the bus and to take further action in accordance with the student discipline code.

Special Use of School Buses

School bus services may be used for student field trips and activity purposes. However, such use must necessarily be limited since buses must be used, first, for regular school transportation. The Superintendent will develop and the Board will approve specific regulations relating to the use of buses for field trip purposes. The Superintendent will grant authority to the Director of Transportation to approve the use of school buses for specific trips subject to the approved regulations.

School-Owned Vehicles

The Board will provide the Superintendent with transportation and authorizes District expenditures or rental arrangements, all cost of maintenance, insurance, licenses and all other operating costs. Assignment and use of the vehicles will be in accordance with regulations.

- I. **Purpose:** To establish guidelines for assignment and use of District-owned vehicles, other than buses, assigned to individual employees
- II. **Personnel affected:** Employees using school-owned vehicles

Assignment of Vehicles

Assignment of vehicles for use in conducting official business of the District may be made to:

1. Employees whose job responsibilities require a vehicle equipped with or designed to transport special tools and as assigned by the Director of the Transportation Department or appropriate department head
2. Employees required to use a school vehicle as assigned by the Director of the Transportation Department or appropriate department head

Use of Vehicles

Employees using District-owned vehicles will comply with the following regulations:

1. Possess the appropriate driver's license
2. Use vehicle equipped safety devices and insure that all passengers use available safety equipment
3. Transport no alcoholic beverages in the vehicle
4. Refrain from using alcohol or other drugs when vehicle is in use
5. Assume responsibility for regular servicing and maintenance of the vehicle
6. Assume all financial responsibility for traffic violations incurred while using the vehicle
7. Forward all credit and service tickets and tickets for purchased services to the Business Office as the charges occur
8. Report any accidents involving the vehicle to the appropriate law enforcement agency and to the Business Office
9. Use the services and fuel at the Transportation Department or other District operated stations as appropriate for day-to-day operations
10. Operate the vehicle in a safe and prudent manner
11. Follow Business Procedures Manual 10:11
12. District vehicles may not be used by employees to commute to and from work
13. Employees are required to maintain vehicle usage records for personal use of District vehicles in compliance with IRS regulations

Failure to abide by established regulations may result in loss of privilege to use a District owned vehicle or constitute cause for dismissal or other disciplinary measures deemed appropriate by the Superintendent.

Food Services

The Superintendent is authorized and directed to develop and implement efficient and effective food services for students and employees of the District. The Board will approve the types of food services provided and the costs to students and employees. Services will be provided on a nonprofit basis and, insofar as possible, they will be self-supporting, within reasonable limits consistent with the complexities involved in the program. Rules and regulations pertaining to health, sanitation, internal accounting procedures, and service of foods will be followed. All schools will meet all state and federal requirements necessary for participation in state and federal programs. School food service receipts will be used only to pay regular food services operating costs.

Use of Surplus Commodities

Use of government commodity foods for non-school functions or meals is prohibited.

Free and Reduced Price Food Services

The food service program will provide free or reduced price meals to all economically disadvantaged students as determined by the Director of Food Service. Criteria comprising eligibility standards and procedures for carrying out provisions of the program will be in accordance with the District's agreement to participate in the state/national school lunch program.

Copyright Compliance

It is the intent of the Pulaski County Special School District Board to adhere to the provisions of copyright laws. Though controversy continues regarding interpretation of copyright laws, this policy represents a sincere effort to operate legally and within the guidelines of the laws. The Board prohibits the copying of any material not specifically allowed by the law, fair-use, license agreement or permission of the copyright holder. Employees who willfully violate the copyright laws and District policies relative to these laws will be held responsible.

- I. **Purpose:** To provide guidelines so that all employees are aware of copyright laws, operating legally and within these guidelines and discouraged from violating the laws
- II. **Personnel affected:** All employees

1. Copyright Law Defined

The Copyright Law (P.L. 94-533) exists to protect the creative rights of individuals. This general revision of the copyright law of the United States, the first such revision since 1909, makes important changes in our copyright system and generally, not entirely, superseded the previous Federal copyright statute. The law limits what you may copy, how much you may copy, for what purposes you may copy and under what conditions you may copy a copyrighted work. Copyright, a form of protection provided by the laws of the United States (Title 17, U.S. Code) to the authors of "original works of authorship" including literary, dramatic, musical, artistic and certain other intellectual works, is available to both published and unpublished works. Authors and producers have specific rights under the law that cannot be denied, and yet, the law was designed to enable educators and students to have access to information and to reproduce copyrighted materials under clearly defined limitations for educational purposes.

2. "Fair Use" Defined

A new copyright law took effect in January 1978. Section 107 allows educators "fair use" based on four factors.

1. Purpose and character of use (instructional)
2. Nature of the work (various formats)
3. Amount of the work used (usually ten (10) percent limit)

4. Effect on potential market (sales)

Assuming the use is for classroom instruction; all four of these criteria need to be applied in judging whether or not there may be an infringement. Meeting only one of the criteria is not enough. The copying must reflect appropriate use of all of the four criteria. In other words, if a teacher reproduces some material for an “educational purpose” (criteria #1) this does not constitute fair use unless the other three criteria (nature, amount and effect) are also met.

3. Printed Materials

1. Permitted

1. Single copies at the request of an individual teacher of
 1. a chapter of a book
 2. an article from a magazine or newspaper
 3. a short story, short essay or short poem whether or not from a collective work
 4. a chart, graph, diagram, drawing, cartoon or picture from a book, magazine or newspaper
2. Multiple copies at the request of a teacher for classroom use (not to exceed one copy per pupil in a course) of
 1. a complete poem if less than 250 words
 2. an excerpt from a longer poem, but not to exceed 250 words
 3. a complete article, story or essay of less than 2,500 words
 4. an excerpt from a larger printed work not to exceed ten (10) percent of the whole or 1,000 words, whichever is less
 5. one chart, graph, diagram, cartoon or picture per book or magazine issueAll preceding copying must bear the copyright notice.

2. Prohibited

1. Copying more than one work or two excerpts from a single author during one class term
2. Copying more than three works from a collective work or periodical volume during one class term
3. More than nine sets of multiple copies for distribution to students in one class term
4. Copying used to create or replace or substitute for anthologies or collective works
5. Copying of “consumable” works such as workbooks, standardized tests, answer sheets, etc. Note: These prohibitions do not apply to current news magazines and newspapers.

4. Sheet and Recorded Music

1. Permitted

1. Emergency copies for an imminent performance are permitted, provided they are replacing purchased copies and replacement is planned.

2. Multiple copies (one per pupil) of excerpts not constituting an entire performance unit or more than ten (10) percent of the total work may be made for academic purposes other than performances.
 3. Purchased sheet music may be edited or simplified provided the character of the work is not distorted or lyrics added or altered.
 4. A single copy of a recorded performance by students may be retained by the institution or individual teacher for evaluation or rehearsal purposes.
 5. A single copy of recordings of copyrighted music owned by the institution for constructing exercises or examinations and retained for same.
2. Prohibited
1. Copying to replace or substitute for anthologies or collections
 2. Copying form works intended to be “consumable”
 3. Copying for purpose of performance except for “a. (1)” permitted
 4. Copying to substitute for purchase of music
 5. Copying without inclusion of copyright notice on the copy

Audiovisual Works

1. Permitted
 1. Creating a slide overhead transparency series from multiple sources as long as creations do not exceed ten (10) percent of photographs in one source (book, magazine, filmstrip, etc.) unless the source forbids photographic reproduction
 2. Creating a single overhead transparency from a single page of a “consumable” workbook
 3. Reproducing selected slides from a series if reproduction does not exceed ten (10) percent of total nor excerpting “the essence”
 4. Excerpting sections of a film for a local videotape (nor shown over cable) if excerpting does not exceed ten (10) percent of the total nor “the essence” of the work
 5. Stories or literary excerpts may be narrated on tape and duplicated as long as similar material is not available for sale
2. Prohibited
 1. Duplication of tapes unless reproduction rights were given at time of purchase
 2. Reproduction of musical works or conversion to another format (e.g., record to tape)
 3. to tape)
 4. Reproduction of commercial “ditto masters” individually or in sets (including multimedia kits), if available for sale separately
 5. Reproduction of any AV work in its entirety
 6. Conversion of one media format to another (e.g., film to videotape) unless permission is secured

6. Computer Software

1. Permitted

1. New copies created as an essential step in the utilization of the computer program in conjunction with a machine that is used in no other manner
2. New copies made for archival purposes only to be held in case the working copy is destroyed or no longer functions
2. Prohibited
 1. Creation of any new copies of copyrighted programs for any purpose other than the two permitted above
 2. Creation of new copies while using a disk-sharing system

7. Off-air Recording

1. Permitted
 1. A broadcast program may be recorded off-air simultaneously with transmission and retained by a nonprofit educational institution for 45 calendar days after date of recording.
 2. Off-air recordings may be used once by individual teachers for relevant classroom activities and once for necessary reinforcement during the first ten (10) consecutive school days after recording.
 3. After the first ten (10) days, recordings may be used up to the end of the 45-day retention period for teacher evaluation purposes only (e.g., to determine if the program should be purchased for the curriculum).
 4. Such recordings may be made only at the request of and used by individual teachers. No broadcast program may be recorded more than once for the same teacher.
 5. Such recordings need not be used in their entirety but may not be altered or edited and must include the copyright notice on the program as recorded.

8. Pre-recorded Videotapes

1. Permitted
 1. Teachers and pupils are exempt under Title 17, Section 110 to perform *copyrighted works in face-to-face instruction, with the following limitations:
 2. The performance is part of a systematic course of instruction and not for entertainment, recreation or cultural value.
 3. Attendance at performances is limited to the pupils enrolled in the course and to their teacher(s).
 4. The performance is given in a classroom or a similar place devoted to instruction, including libraries and gymnasiums, so long as the attendance limitation (b) is satisfied.
 5. The performance is given from a legitimately-made copy, which was not sold under a license or contract restricting school performances.
2. Prohibited
 1. See limitations.

*Pre-recorded videotapes (brought from home or rental stores)

The document below includes:

1. Request for Off-Air Video Taping
2. Request for Television Videotape Retention
3. Request for Principal Approval to Show Non-Cataloged Videotapes
4. Request to Show Rented Videotapes
5. Request for Permission to Copy Printed Materials
6. Notice for Video Recording / Playback Equipment
7. Notice for Computers
8. Notice for Plain Paper Copiers

Mail and Delivery Services

The Board authorizes a District interschool mail service to perform school-related purposes; to provide a central mailing service and to expedite the distribution of materials and professional communication among school and staff members. The interschool mail service will operate in accordance with regulations established by the Superintendent.

Data Management

The Superintendent will have the responsibility of establishing and maintaining a data collection, analysis, retrieval, and dissemination system which will process data and channel it in a timely and accurate manner in a form usable by the departments within the District. The management information systems will operate as a department of the Office of Business Affairs. The department will work closely with other departments in implementing other effective District uses of electronic data processing.

Property Insurance

All buildings occupied by the District for any purpose will be insured against loss by fire except when coverage required is not considered commensurate with cost. All furnishings and equipment owned by the District will also be insured against fire. Other hazards may be included in the insurance program as the Board may approve.

Facilities Planning

I. Purpose: To establish administrative procedures to be followed when opening, renovating or closing District school facilities II. Personnel affected: The Division of Support Services and Office of Desegregation

1. At the direction of the Superintendent, the Assistant Superintendent of Support Services will assume responsibility for all facilities planning within the District. Such planning will be coordinated with the Director of Desegregation and with city and county agencies and developers to insure awareness of trends in construction, land use, mobility of the population and other demographic information relevant to current and future facility needs. Full cooperation will be extended to public housing authorities who may seek to locate such projects in the District.
2. Construction or new schools, expansion of major renovations of existing schools and school closures will promote the goal of providing all students access to quality education in racially integrated schools. Biracial committees will be utilized for site selection, renovation planning and school closings. Principal factors to be considered in the committee decision making process are:
 1. Population projections for the area
 2. Availability of utility services
 3. Topographic or land use limitations
 4. Adequacy of the existing road net
 5. Economics of the facility plan
 6. Impact on the District's educational program
 7. Availability of similar educational facilities
 8. The racial composition of the school's attendance area
 9. Effect on the desegregation process, and compliance with court orders and Board Policy 7.21P1
3. A comprehensive facility plan will be developed as a component of the District's six-year long range plan. Where necessary such planning will include proposals for funding and staffing required facilities. This comprehensive plan will be implemented only with Board approval.

Communities of Learning

The Board believes that educators who are committed to professional integrity are essential to the education of our students. The board further believes that when educators focus on teaching and learning at all levels-district, school, and individual classroom - student achievement becomes the norm. In support of a teaching and learning focus, the board endorses communities of learning (Professional Learning Communities) with a goal of continuous improvement and growth for educators resulting in improved student learning. For these beliefs to influence the education process:

1. Teachers and administrators must organize and function as learning teams/professional learning communities that focus on teaching and learning for their specific school, classrooms, and students and
2. Teaching and learning must be student centered.

The Board directs each school to establish and implement Professional Learning Communities (PLC). The local PLC should be organized by grade levels, teams (core or encore), departments, or any other configuration that focuses on teaching and learning. The purpose of the PLC is to address teaching and learning by analyzing pertinent data (i.e. formative and summative assessment, attendance, and discipline) and responding to the data analysis with appropriate actions (i.e. research, professional development, and implementation of best practices).

Organization of Instruction

(Structure) The District will endeavor to have schools of highest quality possible for all children in kindergarten through grade twelve. Except for special types of instruction, the instructional program will be arranged in units commonly designated as grades, each grade approximating the work of one year. The basic organization of the system will be kindergarten and five grades in elementary (K-5)(where applicable, Pre-Kindergarten and five grades (Pre-K-5), three grades in middle school (6-8), and four grades in senior high (9-12). Departures from this basic plan may be developed when special services or legal requirements dictate another type structure. In all instances Board approval of organizational structure is necessary.

Middle Schools

I. Purpose: To set forth the philosophy and establish parameters for middle schools II. Personnel affected: Building level administrators and staff Philosophy: The purpose and functions of middle school centers on the intellectual, social, emotional, moral, and physical developmental needs of young adolescents. Within a few years, young adolescents undergo rapid physical growth, changes in moral reasoning, the onset of abstract thinking and introduction to a range of social pressures. Simultaneously, the lifelong developmental tasks of forming a personal identity or self-concept, acquiring social skills, gaining autonomy, and developing character and a set of values are begun. Exemplary middle level programs foster appropriate programs, policies, and practices that foster the development of these tasks in positive ways. With this philosophy in mind, the Board has approved the middle school concept

as a means to address the specific needs of the students in grades six through eight (6-8) and foster continued high expectations for all students. The total environments at each middle school shall include the following parameters:

1. *Interdisciplinary Teaming*: The organizational structure of a core of teachers assigned to the same group of students. Teaming provides the structure to support two essential aspects of middle level education:
 1. a positive psychosocial environment that allows flexibility and variety and
 2. a structure to plan and deliver a curriculum that balances academic and human factors
2. Because teachers share the same students and have a common planning period, they are able to respond more quickly to the needs of individual students through collaboration, meeting jointly with parents, and designing thematic units. This fosters the transfer of ideas among disciplines and increases relevance.
3. *Flexible Scheduling*: An uninterrupted schedule of instructional time for core subjects which may vary in length on a daily basis. Offering a choice of time configurations, flexible scheduling benefits both students and teachers. Flexible scheduling can enhance interdisciplinary teaming by providing time for teachers to plan together during a common planning time and to develop various learning activities that vary the location of classes and routines. With flexible scheduling to facilitate involvement, students benefit from less fragmentation and more engagement in project-based learning and interdisciplinary activities, promoting skill application, interpersonal relations, and decision-making skills related to concrete relevant problems. The A/B block schedule can be utilized with modifications to allow for flexibility in the overall scheduling.
4. *Core Curriculum* is integrated via the interdisciplinary teams.
5. *504 Accommodations*
6. *Inclusion for special education students*
7. *Advisory programs*: Small groups of students assigned to a teacher, administrator, or other staff member for a regularly scheduled meeting to discuss topics of concern to students. The purpose of this program is the development of close, trusting relationships between students and adults and to increase engagement with learning and feelings of positive self-esteem and belonging.
8. *Exploratory curricular program*: This capitalizes on the innate curiosity of young adolescents, exposing them to a range of academic, vocational, and recreational subjects for career options, community service, enrichment, and enjoyment.
9. *Intramural/athletic program*: The focus on helping young adolescents set goals, which reflect their current interests and abilities. Benefits for young adolescents may include enhanced self-esteem and increased interest in sports.

In addition to the above parameters, all applicable federal, state, and District mandates, including the District's desegregation responsibilities, shall apply to the established middle schools.

Evaluation of Instructional Programs

Appropriate means for curriculum evaluation will be established and maintained. Elements of this evaluation may include:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, and tests administered by other agencies
2. Study of school achievement records
3. Study of students' high school and dropout records
4. Utilization of out-of-system services; participation in regional research studies; contracted evaluation services. When evaluation services are at cost to the District, they will be approved in advance by the Board.
5. Teacher and parent evaluation of pupil behaviors
6. State Department of Education specialists and services
7. Evaluation by the regional accrediting association
8. Evaluation by other agencies

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Board by the Superintendent.