

Springdale School District
Springdale, Arkansas

2021-2022

Student Handbook

Adopted by the Springdale School Board



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SCHOOLS

ELEMENTARY SCHOOLS

Early Childhood Center (Pre-K)	750-8889	Mrs. Brandy Wolfenbarger, Principal
Fadil Bayyari Elementary School	750-8760	Ms. Mary Mullican, Principal
Linda Childers-Knapp Elementary School	750-8850	Mrs. Cindy Covington, Principal
Elmdale Elementary School	750-8859	Mrs. Michele Hutton, Principal
Gene George Elementary School	750-8710	Mr. Justin Swope, Principal
Harp Elementary School	750-8740	Mrs. Allison Strange, Principal
Harvey Jones Elementary School	750-8865	Ms. Jill Jackson, Principal
Hunt Elementary School	750-8775	Mrs. Michelle Doshier, Principal
Monitor Elementary School	750-8749	Mrs. Andi Acuff, Principal
Jim D. Rollins Elementary School	750-8721	Dr. Annette Thompson, Principal
Parson Hills Elementary School	750-8877	Mrs. Heather Cooper, Principal
Willis Shaw Elementary School	750-8898	Mrs. Shelly Bewley, Principal
T.G. Smith Elementary School	750-8846	Mrs. Kim Simco, Principal
Sonora Elementary School	750-8820	Dr. Regina Stewman, Principal
Turnbow Elementary School	750-8785	Mrs. Stacey Ferguson, Principal
John Tyson Elementary School	750-8862	Mrs. Shelly Poage, Principal
Walker Elementary School	750-8874	Mrs. Lynn Ryan, Principal
Westwood Elementary School	750-8871	Mrs. Kimberly Crumby, Principal
Bernice Young Elementary School	750-8770	Mrs. Christy Norwood, Principal

SECONDARY SCHOOLS

Springdale High School	750-8832	Mr. Jason Jones, Principal
Springdale Har-Ber High School	750-8777	Dr. Paul Griep, Principal
Archer Learning Center	750-8721	Dr. Coby Davis, Principal
School of Innovation	750-8780	Mrs. Kelly Boortz, Principal
Central Junior High School	750-8854	Dr. Todd Loftin, Principal
Lakeside Junior High School	750-8885	Dr. Michael Shepherd, Principal
George Junior High School	750-8750	Dr. Jeff Flanigan, Principal
Southwest Junior High School	750-8849	Mrs. Audra Lindley, Principal
Hellstern Middle School	750-8725	Dr. Allison Byford, Principal
J.O. Kelly Middle School	750-8730	Mr. Jonathan Buchanan, Principal
Sonora Middle School	750-8821	Mrs. Chelsea Jennings, Principal
Helen Tyson Middle School	750-8720	Mr. Patrick Scott, Principal

SPRINGDALE SCHOOL BOARD

July 2021 Structure

President Mrs. Michelle Cook
Vice President Mr. Randy Hutchinson
Secretary/Treasurer Mr. Nick Emerson
Mr. Clinton Bell
Mrs. Debbie Creek
Mr. Kevin Ownbey
Mr. Eddie Ramos

DISTRICT ADMINISTRATION

Dr. Jared Cleveland, Superintendent
Mr. Kelly Hayes, Deputy Superintendent
Dr. Marcia Smith, Associate Superintendent for Curriculum, Instruction, and Innovation
Mrs. Melissa Fink, Assistant Superintendent for Teaching, Learning, and Innovation, PreK-7
Mrs. Shannon Tisher, Assistant Superintendent for Teaching, Learning, and Innovation, 8-12
Mrs. Kendra Clay, General Counsel

The complete Springdale School Board Policy Manual may be accessed at: <http://www.sdale.org>

NOTICE OF NONDISCRIMINATION STATEMENT OF ASSURANCE

- I. This notice is for students, parents, employees, patrons, and applicants for employment.
- II. The purpose of this notice is to provide a statement of assurance that the Springdale School District does not discriminate against any individual or group of people on the basis of race, color, national origin, age, gender, or disability.
 - A. This notice assures that no person shall be excluded from the participation in, be denied the benefits of, or be subjected to discrimination of any kind under any policy, procedure, program, activity or any educational opportunity.
 - B. Also, the Springdale School District is an equal opportunity employer. It is the policy of the District to recruit, hire, and promote persons in all job classifications without any discrimination on the basis of all areas specified in this notice.
- III. This statement is an assurance that the Springdale School District is in compliance with the following federal statutes and regulations:
 - A. Title IX of the Education Amendments of 1972
 - B. Title VI of the Civil Rights Act of 1964
 - C. Section 504 of the Rehabilitation Act of 1973
 - D. Age Discrimination Act of 1975
 - E. Title II of the Americans with Disabilities Act
- IV. The District Coordinator for Compliance of Nondiscrimination is the General Counsel. This person may be contacted at 804 West Johnson Avenue, Springdale, Arkansas 72764 or by telephone number (479)750-8800.
- V. Any person having inquiries or concerns regarding compliance with this nondiscrimination policy should contact the District Coordinator. Unresolved issues may be appealed to the Superintendent and subsequently to the School Board.

NOTICE OF PARENT AND STUDENT RIGHTS Section 504 & the A.D.A. (Form 504-4)

- I. Parent and Student Rights (34 C.F.R. Part 104 (2008))
 - A. You have the right to be informed by the school district of your rights under Section 504 and the ADA. The district must provide you with written notice of your rights under Section 504. If you need further explanation of these rights, contact appropriate staff and they will assist you in understanding your rights.
 - B. Your child has the right to an appropriate education designed to meet his or her individual needs as adequately as the needs of non-disabled students are met.
 - C. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to disabled students.
 - D. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the district demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students.
 - E. Your child has a right to an evaluation prior to an initial 504/ADA placement and any subsequent significant changes in placement.
 - F. If eligible under 504/ADA, your child has a right to periodic reevaluations, generally every three years.
 - G. You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child.
 - H. You have the right to examine relevant records.
- II. Grievance Procedures and Due Process
 - A. If you wish to challenge the actions of the school's 504/ADA committee in regard to your child, you may ask for an opinion from one of the district's grade level 504 coordinators.
 - B. If you wish to file a complaint and/or continue your challenge regarding your child and 504 matters, you have a right to file a complaint with the district's 504/ADA coordinator, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

Springdale Public Schools
504 Coordinator
804 W. Johnson Avenue
Springdale, AR 72764
479-750-8800
www.sdale.org
 - C. You have the right to an impartial due process hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing. If you disagree with the decision of the hearing officer, you have a right to seek a review of that decision before a court of competent jurisdiction.
 - D. You also have a right to file a complaint with the Office for Civil Rights. The Office for Civil Rights for Arkansas is located at:

Kansas City Office
Office for Civil Rights
US Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
Telephone: 816-268-0550
Fax: 816-268-0559
Email: OCR.KansasCity@ed.gov

NOTICE OF PARENT AND STUDENT RIGHTS Section 504 Evaluation Procedures - Initial Placement

Parents submit a written request for specific related/nonacademic services. Parents submit written permission for the district to acquire an evaluation of the student regarding the services requested.

1. If applicable, parents submit a written report from a physician or other health related specialist which addresses the student's handicap and specific recommendations regarding the school's role in the treatment of the rehabilitation of the student's handicap. (Preferred, not required).
2. School officials (i.e. - teacher, counselor, special education designee, and principal) submit written statements regarding the educational barriers that exist for this handicapped student including a recommendation in support or nonsupport of the request.
3. Evaluation. Testing and other evaluation procedures must conform to the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, including, for example: aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background and adaptive behavior. Placement decisions must be made by a group of persons including persons knowledgeable about the child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities.
4. After the evaluation is completed a program review conference will be conducted. The attendees should include the assistant principal as chairperson, the 504 Coordinator (if needed), the principal, parents, and other personnel that should be knowledgeable about the resolution of the parent's request for services (i.e. - classroom teacher(s), physical therapist, occupational therapist, transportation services, etc.). It is recommended that notice of conference and scheduling should in best circumstances mirror that of SPED timelines (two-week (2) written notice) using the Notice of Conference form.

NOTICE OF PARENT AND STUDENT RIGHTS SECTION 504 Evaluation Procedures Assurance Checklist - Initial Placement

After the evaluation is completed a program review conference will be conducted. The attendees should include the assistant principal as chairperson, the 504 Coordinator (if needed), the principal, parents, and other personnel that should be knowledgeable about the resolution of the parent's request for services (i.e. - classroom teacher(s), physical therapist, occupational therapist, transportation services, etc.). It is recommended that notice of conference and scheduling should in best circumstances mirror that of SPED timelines (2-weeks written notice). When scheduling 504 conferences ensure all stakeholders have ample time to arrange for attendance. Use the Notice of Conference form (Form 504-2) provided.

ARKANSAS ACADEMIC CHALLENGE (LOTTERY) SCHOLARSHIP

The Arkansas Academic Challenge (Lottery) Scholarship is open to high school seniors and non-traditional students who are Arkansas residents. High school seniors must have an overall grade point average of at least a 2.50 in the Smart Core curriculum OR a composite of at least 19 on the ACT.

Note: Students must complete the Smart Core curriculum in order to qualify for this scholarship.

All students applying for the Arkansas Academic Challenge (Lottery) Scholarship MUST submit the FAFSA (Free Application for Federal Student Aid) AND the Arkansas Academic Challenge (Lottery) application at www.adhe.edu. Application deadlines are June 1 and November 1

SCHOLARSHIP AND FINANCIAL AID RESOURCES

Free application for federal student aid: www.fafsa.ed.gov

Arkansas Department of Higher Education: www.adhe.edu

Arkansas Student Loan Authority: www.fundmyfuture.info

College Goal Sunday Arkansas: www.collegegoalsunday.org

Say Go College Week: www.SayGoCollege.com

SPRINGDALE SCHOOL DISTRICT GRADUATION REQUIREMENTS

In addition to the 22 units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional 2 units to graduate for a total of 24 units. The additional required units may be taken from any electives offered by the district. There are some distinctions between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

Pursuant to Ark. Code Ann. § 6-16-149, in order to receive a high school diploma, each student, unless exempted in accordance with the student's individualized education program, shall correctly answer 60% of test questions on the civics portion of the naturalization test used by the United States Citizenship and Immigration Services. Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate. All students shall receive credit in a course covering the Personal and Family Finance Standards.

SMART CORE CURRICULUM DIPLOMA

24 Units of Credit

English – 4 units

- *English 9th grade*
- *English 10th grade*
- *English 11th grade*
- *English 12th grade*

Mathematics – 4 units At least one unit must be taken in Grade 11 or Grade 12. Springdale School District requires students to take a math course every semester.

- *Algebra I**
- *Geometry**
- *Algebra II*
- *Fourth Math - Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics - Comparable concurrent credit college courses may be substituted where applicable.*

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.

Natural Science – 3 units

1. DESE approved biology – 1 credit;
2. DESE approved physical science – 1 credit; and
3. A third unit that is either:
 - a. An additional science credit approved by DESE; or
 - b. A computer science flex credit may be taken in the place of a third science credit with prior approval.

Social Studies – 3 units

- Civics - ½ unit
- World History - 1 unit
- U.S. History - 1 unit
- Economics or other social studies – ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

Each high school student shall be required to take at least one digital learning course for credit to graduate.

CORE CURRICULUM DIPLOMA - 24 units of credit

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

Mathematics – 4 units Springdale School District requires students to take a math course every semester.

- Algebra I
- Geometry
-

A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science – 3 units

1. DESE approved biology – 1 credit;
2. DESE approved physical science – 1 credit; and
3. A third unit that is either:
 - a. An additional science credit approved by DESE; or
 - b. A computer science flex credit may be taken in the place of a third science credit with prior approval.

Social Studies – 3 units

- Civics - ½ unit
- World History - 1 unit
- U.S. History - 1 unit
- Economics or other social studies – ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

(Comparable concurrent credit may be substituted where applicable.)

Each high school student shall be required to take at least one digital learning course for credit to graduate.

MINIMAL DIPLOMA - 22 units of credit

(Core Curriculum requirement with six rather than eight Career Focus units)

This option may be available to those students who during their senior year find that due to circumstances beyond their control are unable to meet the regular 24 unit graduation requirement. Students must follow appropriate application procedures and meet all criteria in order to be considered for a minimal diploma.

HONOR GRADUATE REQUIREMENTS

- a. Honor Graduate
 - i. Meet Smart Core Curriculum
 - ii. 3.50 GPA based on 8 semesters
 - iii. Completion of two (2) years of the same foreign language
- b. High Honor Graduate
 - i. Meet requirements of honor graduate
 - ii. Complete at least two (2) AP and/or IB units of credit
 1. Each semester of a concurrent credit course will count as 0.5 AP/IB class
- c. Highest Honor Graduate
 - i. Meet requirements of honor graduate
 - ii. Complete the IB curriculum or complete of at least six (6) AP units of credit
 1. Each semester of a concurrent credit course will count as 0.5 AP/IB class

GRADUATION REQUIREMENT FOR STUDENT WITH DISABILITIES

Students with disabilities are expected to meet requirements for graduation as set forth by the Springdale School District. The Individual Education Plan (IEP) committee shall establish a program of study that is compatible with each student's ability to perform. The committee may waive or substitute specific courses and may require specific courses when it is determined to be in the best interest of the student to do so.

Springdale School District is committed to providing a research based model of parent and family engagement. **Epstein's Framework of Six Types of Involvement** provides support and encouragement for family and community engagement in the school.

FAMILY AND COMMUNITY ENGAGEMENT PLAN

The district encourages and provides **Parenting skills** and opportunities for all families. The school's Parent Center offers and provides parenting support and specific topic information. The school provides information and various websites to assist parents in establishing home environments to support their children. Parents may request a copy of the detailed parent engagement plan or additional information by contacting *the building parent facilitator*.

We have implemented numerous forms of **Communication**. Bilingual liaisons, multi-language written documents and/or disability assistance are available at the school upon request. Parent/Teacher conferences are held at least twice a year, as well as a school web page and Facebook. Parents have access to email and an automated phone system that assists in providing information to parents. The school-parent compact includes the school's and staff members' responsibilities, parent activities, and ways in which both should communicate about student progress. All parents can access an *Informational Packet* with additional communication, conflict resolution, and information supporting the student and family.

All parents and individuals within the community are encouraged to **Volunteer** in the school. Parents will receive surveys for their input and volunteer ideas. Recruitment and organization meetings will be held explaining opportunities for volunteering and supporting the school. All parents are welcome to visit the school.

Student grade level expectations and class information will be provided to urge **Learning At Home**. We encourage parents to participate in academic opportunities such as math, science and/or reading nights/days to learn ways to support student learning at home. Ongoing home information will be provided throughout the year.

Our school's **Decision-Making** process includes parents and advisories committees, representing our ethnic make-up. The school will strive to work with all parents in their child's academic decision making, as well as promoting parent partnerships in school recommendations and procedures.

We strive to partner and **Collaborate with the Community** to strengthen school programs, student learning opportunities and provide access to resources for families. Parents and families will be continually informed of services such as tutoring, adult learning programs, health, recreational, community meetings, social support and other essential services.

CO-CURRICULAR AND INTERSCHOLASTIC PROGRAMS

- I. The Board believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. The Board believes that school citizenship, as reflected in student activities, is a measure of the achievement of important school goals.
- II. Although cognizant of the value of co-curricular and interscholastic programs, the Board believes the following points should be used by principals in determining whether or not elementary and secondary pupils may participate in such activities:
 1. That participation in the activities will not deprive the pupils of the instructional time needed to successfully complete academic coursework.
 2. That a student's behavior and attendance to, during, and from school will be determining factors in terms of participation in student activities.
 3. That all due care will be taken to ensure that co-curricular and extracurricular programs do not interfere with the instructional school day.
 4. That student's and/or organizations' activities may be curtailed or modified due to those activities' infringements on the instructional time needed by students to perform their academic work to satisfaction.

Eligibility requirements for the secondary schools in the District conform to the Arkansas Activities Association as listed in the current official handbook. The principal of each school is responsible for applying these rules.

HOMEWORK/INDEPENDENT STUDY SKILLS

- I. The educational philosophy of the Springdale Schools states "... the first obligation is to teach the fundamentals of reading, writing, mathematics, and communication skills." These fundamental skills often need to be reinforced through additional practice which students complete outside the instructional day.

- II. Homework activities, an extension of in-class instruction, are those activities and assignments that relate directly to classroom instruction and are designed to lead to mastery of the content being studied.
- III. The purpose of homework is as follows:
 - A. To introduce new material prior to direct instruction by the teacher, such as the reading of a chapter in the text with a stated purpose for reading.
 - B. To teach responsibility by setting expectations for the completion of independent practice by the student in a specified period of time.
 - C. To complete class assignments that were not completed during the instructional day.
 - D. To provide enrichment and extension of the curriculum so students can expand their knowledge base independently.
 - E. To reinforce new learning through independent or guided (parent support) practice.
- IV. Academic achievement is a joint responsibility among the teacher, the student and the parent. Homework is a joint responsibility between parent and student to ensure that the purpose of the homework is met. In the primary grades, parents should be an active partner being involved in guided practice activities and helping students work toward mastery of basic skills. In the upper elementary and the secondary schools parents should be supportive of the requirements for homework that is assigned.
- V. Parents can establish a supportive learning environment in the home that is conducive to completing homework by:
 - A. Showing a positive attitude toward the educational process
 - B. Taking an interest in their child's schoolwork
 - C. Establishing good study conditions
 - D. Monitoring their child's study habits
 - E. Providing support to their child's efforts
- VI. Parents are not required to provide, nor is homework intended to be, the initial instruction related to new learning.
- VII. The following statements are guidelines to teachers as they make decisions about homework:
 - A. Homework must be relevant to the instruction in the classroom
 - B. Homework should not be assigned for punitive reasons
 - C. Skills taught in the classroom should first be guided and practiced in the classroom under the teacher's supervision prior to homework being assigned
 - D. Homework assignments should be reasonable in length considering the age and grade of the students. (Suggestion: 10 minutes for kindergarten with incremental increases into the high school level of an average of approximately two hours per night. The exact amount of homework and time spent will vary depending on age and ability of the child and the coursework in which the child is enrolled.)

STUDENT ATTENDANCE

- I. Philosophy and Intent:
 - A. The Springdale School District supports the philosophy that the instructional program is the vital part of a formal education. We further believe that it is necessary to require that students attend school a maximum number of days for instructional purposes during each school year. Parents are strongly discouraged from taking students out of schools for any reason other than family emergencies.
 - B. Students are required to maintain a level of attendance, which enables them to meet their responsibilities as learners and teachers to fulfill their obligations to the students.
 - C. Students and their parents/guardians hold the main responsibility for school attendance and for following the attendance policy. The Board asks for the cooperation of both students and parents/ guardians in these matters so that the student can receive the best education possible.
- II. Compulsory Attendance Law:
 - A. This attendance policy for all students uses the Arkansas Compulsory Attendance Law as a model and prescription, but is not limited to the law's minimum requirements.
 - B. Under such penalty for noncompliance as shall be set by law every parent, guardian, or other person residing within the state of Arkansas having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 shall enroll and send the child to a public, private, or parochial school or provide a home school for the child as described in 6-15-501 et. seq. unless the child qualifies for an exception as stated in 6-18-201 et. seq.
[Arkansas Code Annotated 6-18-201, 6-18-207, 6-18-208]
- III. Course Enrollment Outside of District
 - A. Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be used to satisfy the student attendance requirement even if the programs are not located at the public schools. Attendance in such alternative programs must be pre-approved by the school's administration. The district shall strive to assign students who have been dropped from a course of study or removed from a school work program job during the semester into another placement or course of study. In the instances where a subsequent placement is unable to be made, the district may grant a waiver for the student for the duration of the semester in which the placement is unable to be made. In rare instances, students may be granted waivers from the mandatory attendance requirement if they would experience proven financial hardships if required to attend a full day of school. For the purpose of this policy, proven financial hardships is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family. The superintendent shall have the authority to grant such a waiver, on a case-by-case basis, only when convinced the student meets the definition of proven financial hardships.

In any instance where a provision of a student's Individual Education Plan (IEP) conflicts with a portion(s) of this policy, the IEP shall prevail.
- IV. Student Dropout: (b) (1) Each public, private, or parochial school shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school.
 - A. (2)(A) Upon receipt of such notification, the Department of Finance and Administration shall notify the licensee by certified mail, return receipt requested, that his motor vehicle operator's license shall be suspended unless a hearing is requested *in writing* within thirty (30) days from the date of notice.
- V. Operation Stay in School Program:
 - A. As authorized by Ark. Code Ann. 6-18-221, the Springdale School District has entered into a cooperative agreement with the Springdale Police Department to implement within the district an "operation stay in school" program.
 - B. Ark. Code Ann. 6-18-221 states that any certified law enforcement officer may stop, question, and detain any unsupervised school-age student located off school premises during school hours and request the production of documentation excusing his presence from school.

- C. Upon the student's failure to produce sufficient documentation, the law enforcement officer may take the student into custody and return the student to his school or transport him to his parents.
- VI. Notification to Prosecuting Attorney:
- A. School officials will take the following action when a student's absences become excessive pursuant to Ark. Code Ann. 6-18-222:
 1. Notify the student's parent, guardian or person in loco parentis and the community truancy board when the student has accumulated unexcused absences equal to one-half (½) the total number of absences permitted per semester under the school district's student attendance policy.
 2. Before the student has accumulated the maximum number of unexcused absences allowed in the school district's student attendance policy, the student or a student's parent, guardian, or person in loco parentis may petition the school administration or the school district administration for special arrangements to address the student's unexcused absences.
 3. When a student exceeds the number of unexcused absences provided for in the district's student attendance policy or when a student has violated the conditions of an agreement granting special arrangements for attendance, the school district shall notify the prosecuting attorney and the community truancy board and the student's parent, guardian, or person in loco parentis shall be subject to a civil penalty through a family in needs of services (FINS) action in circuit court not to exceed five hundred (\$500) plus costs of court and any reasonable fees assessed by the court.
 4. Notify the student and parents that the student has violated this attendance policy by accumulating an excessive number of absences. Accumulating an excessive number of absences will be a basis for denial of credit, promotion or graduation.

JEB Blended/Remote Learners

Discipline:

Students who learn in a digital learning model will be required to follow all school district policies while on campus. Digital students will also be required to follow all school district policies concerning acceptable use of devices and networks regardless of their designated physical location.

Attendance:

A student in a digital or remote environment who is not physically present on campus will be marked present if the student can demonstrate they are engaged in learning.

Engagement is defined as a student who logs in weekly to the district learning platform and submits assignments according to specified due dates. Adjustments may be made to meet an individual student based on their IEP, 504, LPAC, or other programmatic plans.

A student with extenuating circumstances who may require longer periods of time to submit assignments due to an emergency will need to coordinate attendance options with the building administrator for approval to ensure their attendance is not negatively impacted.

AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the district's Digital Learning Plan or AMI on engagement.

Grading:

Students will be subject to the grading policy as outlined in the student handbook and blended/remote/virtual learning agreement.

STUDENT ATTENDANCE – ELEMENTARY AND MIDDLE SCHOOLS

I. Parent Responsibilities

- A. It is the responsibility of the parent or guardian to see that the student is in attendance at school. The parent or guardian is to notify the **school office** when the student is absent
- B. For students who have a doctor or other professional appointments on a regular basis during the school day, parents or guardians should meet with the school principal, nurse, and/or counselor to develop a plan to address the child's needs. It is preferred that these regular appointments take place outside of the school day. If parents or guardians are unable to schedule these appointments outside of the school day, then it is preferred that the appointments be scheduled:
 1. at the beginning or end of the school day, and/or
 2. parents or guardians should stagger the time of such appointments so that they do not miss the same part of class each time.
- C. If for any reason a student must leave school during regular school hours, he or she should be signed out by a parent or guardian through the office. Students arriving at school late are to be signed in by a parent or guardian at the office. Excessive tardies and/or early checkouts may be referred to authorities.
- D. If possible, parents or guardians should provide documentation of reasons for student absences.

II. Excessive Absences

- A. Seven (7) absences per semester will be considered excessive in elementary and middle schools. It is at this point that school officials may notify authorities as determined by the principal. Absences for the following reasons will not be counted toward the seven (7) absences:
 1. School Business:
 - a) School sponsored field trips, assemblies, contests, or any other school activity as determined by the building principal.
 2. Medical:

- a) Student absences due to the directive of the student's medical doctor or doctor/dental appointments. Doctor/dental appointments must indicate the day and time the student was seen in the doctor/dental office. Appropriate documentation must be submitted to the attendance office.
- 3. Military:
 - a) Student absences due to military deployment on leave from active duty of a parent or legal guardian.
- 4. Legal:
 - a) Student absences due to court or legal appointments. Court/legal appointments must indicate the day and time the student as seen at court or at the attorney's office. Appropriate documentation from the court/legal office must be submitted to the attendance office.
- 5. Suspensions (In-School Suspensions [ISS], Out-of-School Suspension [OSS]):
 - a) Student absences due to administrative directive, used as a disciplinary sanction.
- 6. Exceptional Circumstances:
 - a) Student absences as due to exceptional circumstances as determined with prior approval of the building principal
 - B. Accumulating an excessive number of absences may be a basis of denial of promotion.
- III. Notification to Parents of Student Absences
 - A. The student's parents or guardians shall be notified as required by law and as necessary. As a minimum this notification shall occur when the student has accumulated three (3), five (5), and six (6) absences per semester. Notice may be by telephonic contact or by mail with the student's parents or guardian.

STUDENT ATTENDANCE: JUNIOR HIGH AND HIGH SCHOOLS

- I. Excessive Absences:
 - A. Nine (9) or more absences in a semester will be considered excessive.
 - B. Students who accumulate more than eight (8) absences in a class for the semester will not be eligible for credit in that class.
 - C. Denial of credit may affect promotion and/or graduation of the individual student.
 - D. The Benton or Washington County Juvenile Courts will be notified of all absences in which the student exceeds the eight (8) absence limit unless the student is participating in an attendance recovery program or an alternative program.
- II. Classification of Absences:
 - A. The following classification of absences will count toward the eight (8) day limit in which credit for the course will be denied:
 - 1. Regular School Absences: A regular school absence is defined as any time the student is not present in class excluding truanancies and the types of absences identified in Section II.B. of this policy. The student will be able to make up work missed due to his/her absence from school if the request for makeup is made by the student the day he/she returns to school. The teacher will determine the timeline for student make up.
 - 2. Truancy: A truancy is defined as anytime a student is absent from school without the knowledge of the parent/guardian. This may include anytime the student is not in his/her assigned class during the school day. Students are not eligible for make up for truanancies.
 - B. The following classification of absences will not count toward the eight (8) day limit in which credit for the course or promotion will be denied.
 - 1. Campus Activity: School sponsored field trips, assemblies, contests, or any other school activity as determined by the building principal.
 - 2. Medical: Student absences due to the directive of the student's medical doctor/dental appointments. Doctor/Dental appointments must indicate the day and time the student was seen in the doctor/dental office. Appropriate documentation from doctor/dental office must be submitted to the attendance office.
 - 3. Military: Student absences due to military deployment on leave from active duty of a parent or legal guardian.
 - 4. Legal: Student absences due to court or legal appointments. Court/legal appointments must indicate the day and time the student was seen at court or at the attorney's office. Appropriate documentation from the court/legal office must be submitted to the attendance office.
 - 5. Exceptional Circumstances: Student absences are due to exceptional circumstances as determined with prior approval of the building principal.
 - 6. Suspensions: (In-School Suspension [ISS], Out of School Suspension [OSS]): Student absences due to administrative directive, used as a disciplinary sanction.
 - a) Students who are assigned to In-School Suspension (ISS) will receive full credit for all make up work completed in ISS. Absences due to ISS will not count toward the eight (8) day limit.
 - b) Students who are suspended from school will receive a maximum of 50% credit for all make up work completed for the time they were suspended from school. The time frame for completing this work will be left to the discretion of the administrator. Absences due to out of school suspensions will not count toward the eight (8) day limit.
 - c) Students in grades 9-12 who are assigned to Springdale educational alternate program, Pursuing Unlimited Success Here (P.U.S.H.) in lieu of expulsion will receive 100% of credit earned while enrolled in P.U.S.H. P.U.S.H. attendance expectations mirror those of junior high schools and high schools.
- III. Notification to Parents of Student Absences:
 - A. The Springdale School District has established eight (8) absences per semester as the maximum number allowed per semester. The student's parent/guardian shall be notified when the student has accumulated excessive absences equal to one-half (1/2) the total number of absences permitted per semester. Notice shall be by telephone contact by the end of the school day in which the fourth absence occurred or by mail no later than the following school day.

- B. Before a student accumulates the maximum number of absences allowed per semester (8), the school administration may at the request of the student or parent/guardian enter an appeal into a formalized written agreement with the student and his/her parent or guardian. This agreement will include conditions of the agreement and the consequences for failing to fulfill the requirements of the agreement and will be signed by the student, parent/guardian, and a school administrator.
 - C. When a student is absent the ninth day in a specific class, the attendance office will notify the student and parent/guardian that the student has violated the attendance policy by accumulating an excessive number of absences. The letter will inform the student and parent/guardian:
 - of credit denial for the affected class(es)
 - the appeal process for credit to be reconsidered through an attendance recovery program
 - student options through an alternative learning program
 - Notification of the prosecuting attorney and the possibility of a fine not to exceed five hundred dollars (\$500) plus court costs.
 - name and phone number of person at SPS to contact for further information
- IV. Attendance Recovery:
- A. Students may make up the excessive absences through an attendance recovery program to regain credit status. A student wishing to make up his or her excessive absences through one of these programs may apply to do so through the attendance office. Such programs may consist of Saturday School, before school sessions, noon sessions, etc. Make up time will be hour for hour. The length of an instructional school day is six (6) hours. Transportation is not provided to and from attendance recovery programs. The assistant principal for attendance will determine eligibility and guidelines for makeup time.
 - B. Students who do not participate in an attendance recovery program must remain in the class in which credit is to be denied and do the assigned work for the remainder of the semester unless he or she elects and is admitted to an alternative learning program.
 - C. Students who accumulate more than eight (8) absences in a class for the semester and do not participate in an attendance recovery program will receive one of two grades for the semester:
 1. "NC" (no credit) if the student held a passing grade at the time of exceeding the maximum number of absences or,
 2. "F" if the student did not hold a passing grade at the time of exceeding the maximum number of absences.
- V. Financial Hardship as a Basis for Abbreviated Schedule of Classes:
- A. A high school student who would experience proven financial hardships if required to attend a full school day (360 minutes) may present his/her case to the school administration in a request for an abbreviated schedule of classes. (NOTE: financial hardship means harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothes, and shelter for the student of the student's family.

GRADING SYSTEMS

- I. GRADING:
- A. Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that reflect other educational objectives such as those contained in the learner outcomes and curriculum frameworks may also be given.
 - B. The report card is intended to communicate accurately about a student's performance level according to state and district expectations which are based on state academic standards. The intent of the reporting system is to:
 1. Communicate honest feedback to parents and students.
 2. Validate grades through multiple assessments/indicators.
- II. ELEMENTARY (K-5)
- All students in Kindergarten through fifth grades within the Springdale Public School District shall be evaluated using a standards-based grading system.
- In the Springdale standards-based report card system, each subject area is divided into a list of skills and knowledge by quarter that students are responsible for learning. Students receive an achievement mark of either 3, 2, or 1 for each standard. The achievement marks indicate a child's progress toward meeting specific Arkansas grade-level standards.
 - 3 indicates mastery of the standard
 - 2 indicates progressing toward the standard
 - 1 indicates needing significant support to meet the standard
 - Scores assigned to Kindergarten through fifth grade students for performance in a content area shall reflect only the extent to which a student progressed toward the grade level standards for that content area. Scores that reflect other areas that support learning, such as work habits, behavior, handwriting, and technology shall also be reflected on the standards-based report card.
- III. GRADES 6-12 Ark. Code Ann. 6-15-902)
- A. The following grading scale shall be used by all public schools in the state for all courses, except Advanced Placement and International Baccalaureate, offered:
- | GRADE POINT VALUE | | |
|--------------------------|----------------|-----|
| A—Excellent | A— 90 to 100 | A—4 |
| B—Above Average | B— 80 to 89 | B—3 |
| C—Average | C— 70-79 | C—2 |
| D—Below Average | D— 60-69 | D—1 |
| I—Incomplete | ----- | --- |
| F—Failing | F—59 and below | F—0 |
- IV. HIGH SCHOOL ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE
- A. Weighted credit shall be allowed for Advanced Placement courses and courses offered under the International Baccalaureate Diploma Program and ADE Approved Honors (transfer) courses if:

1. The student takes the entire Advanced Placement course or the entire course offered in the International Baccalaureate Diploma Program in a particular subject.
2. The student completes the applicable test offered by the College Board for Advanced Placement courses at the end of the Advanced Placement course, or the applicable test offered by the International Baccalaureate Organization (IBO) at the time prescribed by the IBO.
3. Quality points for AP and IB are contingent upon teacher training and course approval.

GRADE	GRADE POINT VALUE
A	5.0
B	4.0
C	3.0
D	2.0
F	0.0

V. DOCUMENTATION OF STUDENT PERFORMANCE K-5

- A. Evidence of student work will be collected and maintained for the current school year in order to determine student performance levels.

VI. GRADING SYSTEMS FOR STUDENTS WITH DISABILITIES

- A. The IEP (Individualized Education Program) committee will determine who is responsible for assigning grades. The work of a student may be modified in targeted deficit areas as identified on the IEP. Grades will be based on the degree of proficiency as demonstrated on modified work in specified areas. Grades may be determined by the regular classroom teacher, the special education teacher, or jointly. Communication with parents should indicate performance levels on modified areas as well as performance on grade level expectations.

VII. GRADING SYSTEM FOR ENGLISH LANGUAGE LEARNERS

- A. For English Language Learners in grades 6 through 12, an Alternative English Language Assessment Form will be used when the language acquisition skills are a barrier to meeting grade level expectations in a given core content area.
- B. For English Language Learners in Kindergarten through fifth grade, an Alternative Language Assessment Reporting form will be used to report language acquisition skills compared to expectations based on length of time the student has been in English-speaking schools.

PROMOTION AND RETENTION OF STUDENTS

I. GRADES K—8

- A. In general, children shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade.
- B. Due to the unique needs, physical, social, and mental development and characteristics of each child, the decision relative to the optimum educational placement of each student must be made on an individual basis.
- C. The principal will be held responsible for the classification of pupils assigned to his/her school. The following set of guidelines shall be used to assist the principal in making a final determination relative to retention of a student:
 1. Parents shall be notified when it is perceived that their child has a learning problem that could eventually lead to retention if it is not remedied. Parents should work cooperatively with school personnel to help their child overcome learning obstacles.
 2. The teacher shall employ various instructional strategies to give the student different avenues through which learning may occur.
 3. Input will be solicited from all appropriate school personnel who may have some information relative to the child's achievement levels, needs, capabilities, and other criteria that would assist in the decision.
 4. If the child is to be retained there should be alternatives available for the following year at that same grade level, such as teachers, materials, instructional methods and styles.
 5. The determination relative to retention of special education students shall be made by each child's IEP committee.
 6. When the child is not deficient in all academic areas consideration should be given to the child's ability to do the next grade's work with the skills he/she has obtained at this time.

II. GRADES 9—12

- A. Promotion and retention shall be based on pupil achievement in individual subjects.
- B. A student must have a minimum of four (4) units of credit, to include one unit of English and one unit of math, in order to be promoted to high school at the end of the ninth grade, with the following exception:
 Junior high students who are repeating the ninth grade and have accumulated four (4) units or more of credit at mid-term. Students in this exceptional circumstance may be promoted to a district Alternative Learning Environment (ALE) program at mid-term with the recommendation of the junior high principal and the approval of the district ALE Advisory Committee.

CONCURRENT ENROLLMENT

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

As permitted by the ADE Rules Governing Concurrent College and High School Credit, a student who takes a three (3) -semester hour remedial/developmental education course receives a half (1/2) for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The student,

- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District or school; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner this may jeopardize students' eligibility for extracurricular activities or graduation.

Students will retain credit earned through the concurrent credit program that was applied toward a course required for high school graduation from a previously attended, accredited, public school.

A student eligible to receive free or reduced price meals shall not be responsible for any of the tuition costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District. Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

[Legal References: A.C.A. § 6-15-902(c)(2); A.C.A. § 6-16-1201 et seq.]

DESE Rules and Regulations: Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

ASSIGNMENTS OF STUDENTS TO CLASSES

Any student transferring from a school accredited by the Department of Education to another school accredited by the Department of Education shall be placed into the same grade the student would have been in had the student remained at the former school.

Any student transferring from homeschool or a school that is not accredited by the Department of Education to a school that is accredited by the Department of Education shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

2021-2022 School Calendar

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
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19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
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January 2022						
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23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
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26	27	28				

March 2022						
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26	27	28	29	30	31	

April 2022						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Springdale School District	
Aug. 9-13th	Teacher In-Service Days
Aug. 16th	First Day of School
Sept. 6th	Labor Day - No School
Sept 20th-23rd	HS/JR Conference week
Sept. 27th-30th	MS/Elem Conference week
Oct 12th	End First Qtr
Oct. 13th	Begin 2nd Qtr
Oct. 15th	Teacher In-Service
Oct. 18th	Teacher In-Service
Nov. 22-26th	Thanksgiving Break
Dec. 17th	End 2nd Qtr
Dec. 20th-Jan. 3rd	Christmas Break
Jan 3rd	Teacher In-Service
Jan. 4th	3rd Qtr Begins
Jan.17th	MLK Day - No School
Feb. 14th	Teacher In-service (flex day)
March 7-10th	Elem/MS Conferences
March 15th	3rd Qtr ends
March 16th	4th Qtr Begins
March 14-17th	SR/JR High conferences
March 21-25th	Spring Break
May 26th	4th Qtr Ends
May 27th	Teacher Work day
May 30th	Memorial Day

Category of Events	
1st Qtr	41 days
2nd Qtr	41 days
3rd Qtr	49 days
4th Qtr	47 days
Total	178 student days

	Prof. Dev Days
	Holiday - no school
	End/Start of quarter
	Conferences

District Assessment Dates 2021-2022

At the time of Student Handbook Publication, Assessment Dates have not been set. Please refer to <https://sites.google.com/sdale.org/assessment> for an updated 2020-21 Assessment Calendar.

STATE-MANDATED HEALTH SCREENINGS

- Vision and Hearing Screenings
 Grades Pre-K, K, 1, 2, 4, 6, 8 and all out of district transfer student referrals.
- BMI—Height & Weight Screening (confidential)
 Grades K, 2, 4, 6, 8, 10
- Scoliosis Screening (confidential)
 Girls: Grades 6 & 8, Boys: Grade 8

Any parent/guardian who wishes to exempt their child due to religious beliefs must send in a written statement to the school.

STUDENT DISCIPLINE

Principals shall develop a procedure for written notification to all parents and students of the district's student discipline policies and document the receipt of the policies by all parents and students.

- I. Parents, students, or teachers may request and receive a hearing to consider revision of these policies. The request should be submitted in writing to a school administrator or to the personnel policies committee.
- II. Principals and/or assistant principals shall follow all appropriate due process proceedings in the enforcement and administration of student discipline policies.
- III. Student discipline policies shall be reviewed annually by the district's personnel policies committee. The committee may recommend changes in the policies to the School Board.
- IV. If a school employee believes that any action taken by the school district to discipline a student referred by that employee does not follow school district discipline policies, the school employee may appeal under the district's grievance procedures.
- V. Unless the punishment is specifically stated in individual discipline policies, the consequences for violating district discipline policies may be initiated as a minimum verbal warning up to a maximum expulsion from school.

[Legal Reference: Arkansas Code Annotated 6-18-502]

STUDENT DISCIPLINE—Suspension/Expulsion

- I. **AUTHORITY**
 - A. The board of directors hereby authorizes district administrators to suspend and/or recommend the expulsion of students from school and/or any and all school related activities, including riding on a school bus. (Arkansas Code Annotated 6-18-507)
 - B. A student cannot circumvent the punishment of a suspension or expulsion, once this decision has been made, by withdrawing from school and attempting to re-enroll during the time span of the suspension or expulsion.
 - C. If a student is withdrawn from school during the due process proceeding or during the span of the suspension or expulsion to enter into a "home school" situation, he or she will not receive credit for academic work completed in the home school setting during the time of the suspension or expulsion, if he or she re-enrolls in the district except as provided by this policy.
 - D. Any person who has been expelled as a student from any other school district may not enroll as a student in this district until the time of the person's expulsion has expired. Ark. Code Ann. 6-18-507
- II. **VIOLATIONS**
 - A. Students may be suspended or expelled from school, from school-related activities, and from a school bus for the following behaviors:
 - B. Violation of the district's written discipline policies, including violations contained herein.
 - C. Refractory conduct.
 - D. Insubordination.
 - E. Conduct that tends to impair the discipline of the school.
 - F. Conduct that threatens or harms others.
 - G. Conduct that hinders or threatens the educational environment regardless of the time and place of such actions.
 - H. Arkansas Code Annotated 6-18-507 states "The superintendent of any school district shall recommend the expulsion of any student from school for a period of not less than one (1) year for possession of any firearms or other weapons prohibited upon the school campus by law; provided, however, that the superintendent shall have the discretion to modify such expulsion requirement for a student on a case-by-case basis".
- III. **DEFINITIONS**
 - A. Suspension—means dismissal from school for a period of time that does not exceed ten (10) days.
 - B. Expulsion—means dismissal from school for a period of time that exceeds ten (10) days. Normally, an expulsion will be for one semester or one year, but in certain circumstances may be permanent.
 - C. Students will be prohibited from attending any school activity during the period of their suspension or expulsion.
- IV. **DUE PROCESS**
 - A. Notifications:
 1. In each instance, the administrator will follow acceptable standards of due process in dealing with the student.
 2. This will include notification to the parent(s)/guardian(s) in writing regarding the reason for and the duration of the suspension or expulsion. Also, the parents will be advised about their rights to appeal the suspension or expulsion and will be informed about the process to follow to file an appeal.
 3. The building administrator will notify the school counselor of all suspensions and expulsions and will notify the superintendent's office of all expulsions.
 - B. Appeals:
 1. Appeals for short term suspensions should be filed with the school principal and will normally be resolved at the building level.
 2. Appeals for long term suspensions and/or expulsions will result in a hearing before the Administrative Board of Review. The decision at this level will be final for suspensions unless the superintendent initiated the suspension. In that exception and in expulsion cases the parents have the right to file a second appeal to the School Board if they do not accept the decision rendered by the Administrative Board of Review.
 3. Once an appeal has been officially filed, the administrator will decide on an individual basis whether the student can attend school pending the outcome of the appeal hearing.
- V. **STUDENTS WITH SPECIAL NEEDS**

All suspensions and expulsions must strongly adhere to the regulations and procedures as stated in the federal law, Individuals with Disabilities Education Act. (IDEA) where applicable.
- VI. **ACADEMIC CONSEQUENCES**

- A. Students who are suspended from school will receive a maximum of 50% credit for all makeup work completed for the time they were suspended from school. The time frame for completing this work will be left to the discretion of the administrator.
- B. Students who are expelled from school will forfeit all credits for the duration of the expulsion and their permanent records will be marked as "NC" (no credit) in the semester grade column.

[Legal References: Arkansas Code Annotated 6-18-507]

STUDENT DISCIPLINE—Appeal Review Committee

I. Purpose:
The Administrative Review Committee will function in all requested reviews relating to the recommendation for suspension or expulsion of a student.

II. Procedure:
When a student is recommended for expulsion he/she and parent(s) or guardian shall be promptly notified in writing of the reason(s) by the principal or administrator. (In some cases, suspension may be invoked until the review hearing.) The following procedure is to be followed if readmission is sought.
A hearing of the recommendation for expulsion will be held by the Administrative Review Committee under the supervision of the Assistant Superintendent for Personnel, or his or her designee. This committee will be selected by the Assistant Superintendent for Personnel, or his or her designee, when a request is made in writing within five business days from the date of the student's notification of pending expulsion. This hearing will normally be conducted within five business days after receiving the request for a hearing.
The recommendation of the Administrative Review committee shall be final unless modified or rejected by the Board of Education at its next regular meeting or unless an appeal is made to the Board of Education. At the conclusion of the Administrative Review hearing, the Assistant Superintendent for Personnel, or his or her designee, shall furnish to the student and his parents: (a) complete instructions on their procedure for readmission to school should the committee find in the student's favor; (b) information on their right to appeal to the Board and the procedures to be followed should the committee endorse the administration's recommendation for expulsion.

No appeal will be heard by the Board unless the student has appeared before the Administrative Review Committee and presented a written notification of appeal to the Superintendent within five business days following the decision of the Administrative Review Committee.

BULLYING **Definitions**

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

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

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

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

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;

- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- g. Signing up a school employee for a pornographic Internet site; or
- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

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

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

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

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee.

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

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
 - a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be true;
 - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District’s prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, persons having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Copies of this policy shall be available upon request. [Legal References: A.C.A. § 5-71-217; A.C.A. § 6-18-514]

SUICIDE PREVENTION

National Suicide Prevention website: <http://www.suicidepreventionlifeline.org/>

These signs may mean someone is at risk for suicide. Risk is greater if a behavior is new or has increased and if it seems related to a painful event, loss, or change. Seek help as soon as possible by contacting a mental health professional or by calling the Lifeline at [1-800-273-TALK](tel:1-800-273-TALK) (8255)

If you or someone you know exhibits any of the following signs:

- Talking about wanting to die or to kill themselves
- Looking for a way to kill themselves, such as searching online or buying a gun
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing their use of alcohol or drugs
- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Withdrawing or isolating themselves
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings



STUDENT'S USE AND/OR POSSESSION OF TOBACCO or E-CIGARETTES

- I. It is not permissible for a student to use or have in his or her possession tobacco, tobacco products, or related paraphernalia, including e-cigarettes. All such tobacco, tobacco products, or paraphernalia will be confiscated from the student. Penalties for violation of this policy include in-school suspension, at a minimum, and expulsion from school as a maximum.

STUDENT CONDUCT — TO AND FROM SCHOOL

Children will be held responsible for their conduct while riding a school bus to and from school. Also, those who walk to and from school or reach school by other means of transportation may be held responsible for their conduct should it affect school organization or school morale.

The penalties for violation of this policy include probation, as a minimum, and expulsion from school for one (1) semester, as a maximum.

CARE OF SCHOOL PROPERTY BY STUDENTS

- I. A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property.
- II. The school district will attempt to recover damages from the student destroying school property.
The penalties for violation of this policy include restitution and probation, as a minimum, and expulsion from school for one (1) semester, as a maximum.

POSSESSION OF HAND-HELD LASER POINTERS

- I. No student may possess a hand-held laser pointer or other similar device unless under the direct supervision of a parent, guardian, or teacher.
- II. Such devices, when discovered by school officials, will be immediately confiscated and given to a law enforcement officer as contraband.
- III. The penalties for violation of this policy include a warning and probation, as a minimum, and expulsion from school, as a maximum.
[Legal Reference: Arkansas Code Annotated: 6-18-512]

PHYSICAL ABUSE OR ASSAULT

- I. A student shall not cause, attempt to cause or threaten to cause physical injury to any school employee, fellow student or any other individual.
- II. The penalties for violation of this policy include probation, as a minimum, and expulsion from school, as a maximum. Also, the person being abused or assaulted may take legal action if they so desire.
[Legal Reference: Arkansas Code Annotated: 6-18-502]

DRUGS AND ALCOHOL

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the deleterious effects of alcohol and drugs. Their use is illegal, disruptive to the educational environment, and diminishes the capacity of students to learn and function properly in our schools.

Therefore, no student in the Springdale School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy. This policy applies to any student who: is on or about school property; is in attendance at school or any school sponsored activity; has left the school campus for any reason and returns to the campus; or is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any ingestible matter that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance.

Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage is prohibited.

Violation of this policy will result in disciplinary action ranging from suspension up to and including expulsion for one year, 365 days.

POSSESSION OF FIREARMS OR OTHER WEAPONS

- I. A student shall not possess, handle or transmit any type of firearm, knife, explosive, sharp instrument, or any other object that can be considered a weapon or dangerous instrument.
- II. A person in this state who is a civil war reenactor may carry a civil war era weapon on school property for educational purposes so long as a school official grants approval in advance and if the weapon is a firearm, the firearm is unloaded.[Legal Reference: Ark. Code Ann. 6-5-501 et seq.]

GANG AND GANG RELATED ACTIVITIES

- I. The Springdale School Board, administration, and staff have a responsibility to maintain a safe and orderly school environment that is free of violence, disruption, intimidation, or other behavior which threatens the safety and well-being of any student or staff member. Antisocial and/or criminal activities of gangs or gang-like groups threaten the school environment and interferes with the educational process. The presence of gangs or gang related behavior and activities—whether genuine or a pretense—will not be tolerated and the District hereby bans all gangs, gang affiliation, gang behavior and gang related activities from school buildings, school buses, school related activities, while traveling to or from school, and on school property at all times.
- II. For purposes of this policy a “gang” is any group of two or more persons whose purposes include the commission of illegal acts, or acts in violation of disciplinary rules of the school district.
- III. Gang related activity includes, but is not limited to, the following prohibited conduct:
 - A. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other items that promotes or reflects membership in or affiliation with any gang.
 - B. Engage in any act, either verbal or non verbal, including gestures or handshakes, showing membership or affiliation with any gang.
 - C. Engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to:
 1. Soliciting membership in, or affiliation with, any gang;
 2. Soliciting any person to pay for “protection”, or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
 3. Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school property or any surface;
 - D. Engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to:
 1. Engaging in violence, extortion, or any other illegal act or other violation of school policy;
 2. Soliciting any person to engage in physical violence against any other person;
 3. Behavior that creates a risk of substantial disruption;
 4. Behavior that creates a substantial risk of physical injury to others;
 5. Behavior that creates an atmosphere in which the well-being of others is adversely affected;
 6. Behavior that creates a climate of conflict and/or intimidation;
 7. Exhibiting any visual or physical representation of an item commonly associated with gangs or gang activities.
- IV. A student will be considered to be in violation of this policy when school officials determine that the student’s behavior is directly linked to one or more known attributes of the gang culture.

The penalties for violation of this policy may include counseling, parent notification, informing appropriate law enforcement officials and/or placing the student on probation as a minimum and expulsion from school as a maximum.

[Legal Reference: Arkansas Annotated Code 6-15-1005, 5-74-101 thru 5-74-203]

SEXUAL HARASSMENT

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

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

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

Supportive Measures

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

Formal Complaint

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

- o Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- o Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:

- o The identities of the parties involved in the incident, if known;
- o The conduct allegedly constituting sexual harassment; and
- o The date and location of the alleged incident, if known;
- o A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- o That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- o That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- o That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

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

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

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

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

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

- o Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- o Provide each party with the answers;
- o Allow for additional, limited follow-up questions from each party; and
- o Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
 - a. Any notifications to the parties;
 - b. Interviews with parties and witnesses;
 - c. site visits;
 - d. Methods used to gather other evidence,; and
 - e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions imposed on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

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

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

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

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

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

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

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

Appeals

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

- a. The existence of a procedural irregularity that affected the outcome of the matter;
- b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- d. An appeal of the disciplinary sanctions from the initial determination.⁴

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker⁵ for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

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

- individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;
- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.⁵

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

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

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

Emergency removal

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

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

Disciplinary Sanctions

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not⁷ have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

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

Records

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

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
 - o The basis for the District's conclusion that its response was not deliberately indifferent; and
 - o Document:
 - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
 - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Cross References: 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT
4.11—EQUAL EDUCATIONAL OPPORTUNITY
5.20—DISTRICT WEBSITE
7.15—RECORD RETENTION AND DESTRUCTION
8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT

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

REPORTING THREATS OF VIOLENCE OR ACTS OF VIOLENCE

- I. The principal or designee who has personal knowledge or who has received information leading to a reasonable belief that any person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision/authority shall immediately report the incident or threat to the superintendent or designee and to the appropriate local law enforcement agency.
- II. The report to the appropriate local law enforcement agency shall be by telephone or in person immediately after the incident or threat and shall be followed by a written report within three (3) business days.
- III. The principal shall notify any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency and again when a report has been received from the prosecuting attorney.
- IV. The superintendent, or designee, shall notify the local school board of any report made to law enforcement under this policy/law.
- V. The principal of each school shall report within a week, to the Department of Education the name, current address and Social Security Number of any student who is expelled for possessing a firearm or other prohibited weapon on school property or committing other acts of violence.
- VI. Definitions:

- A. "Act of violence" means any violation of Arkansas law where a person purposely or knowingly causes or threatens to cause death or serious physical injury to another person.
 - B. "Reasonable belief" means the belief that an ordinary, prudent man would form under the same circumstances. A reasonable belief is not based solely on speculation, conjecture or rumor.
 - C. "Deadly weapon" means a firearm or anything manifestly designed, made or adapted for the purpose of inflicting death or serious physical injury – or – anything that in the manner of its use or intended use is capable of causing death or serious physical injury.
 - D. "Firearm" means any device designed, made or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use, including such a device that is not loaded or lacks a clip or other component to render it immediately operable.
 - E. "Threat" means a reasonable person would believe the actor could and would carry out the threatened behavior and a reasonable person would be placed in fear of his life or safety.
 - F. The phrase "any crime involving a deadly weapon" requires the commission of a crime using a deadly weapon. With the exception of firearms or items which are in and of themselves illegal, mere possession, without more, is not sufficient to trigger reporting requirements.
- VII. Considerations for Reporting:
- A. Because a purposeful and knowing mental state is required of the person committing an act of violence, various factors should be considered. These should include but not limited to:
 - 1. The age of the person.
 - 2. Developmental level of the person.
 - 3. Past disciplinary problems, if any.
 - B. Possible defenses to criminal acts, such as self-defense, may be considered when determining whether or not an offense must be reported.
 - C. If cases involving several persons, when appropriate and possible, assessing differing degrees of involvement is permissible with only the primary participants being reported.
- VIII. Any person who purposely fails to report as required by this section shall be guilty of a Class C misdemeanor.
[Legal References: Arkansas Code Annotated—6-17-113]

OBSCENE MATERIALS

- I. In an effort to create and maintain a safe and healthy learning environment for all students the Springdale School Board prohibits the promotion of any obscene materials by students while at school, on district property, on transportation provided by or authorized by the District, at school related functions, or at bus stops.
- II. As used in this policy, "obscene" has the following meaning and significance:
 - A. Obscenity is expression that deserves no constitutional protection because it is "utterly without redeeming social importance". [United States Supreme Court in Roth v. United States (1957)]
- III. A work is obscene if:
 - A. The average person applying contemporary community standards would find that the work, taken as a whole, appeals to the prurient interest; and
 - B. The average person applying contemporary community standards would find that the work depicts or describes, in a patently offensive way, sexual conduct; and
 - C. The work, taken as a whole, lacks serious literary, artistic, political, or scientific value. [United States Supreme Court — Miller v. California (1973)]
- IV. In Arkansas the General Assembly created law that imposed a statewide standard for the definition and regulation of obscenity. "Obscene material" means that material which:
 - A. Depicts or describes in a patently offensive manner sadomasochism abuse, sexual conduct, or hard-core sexual conduct; and
 - B. Taken as a whole, appeals to the prurient interest of the average person, applying contemporary statewide standards; and
 - C. In Arkansas the General Assembly created law that imposed a statewide standard for the definition and regulation of obscenity. "Obscene material" means that material which:
Taken as a whole, lacks serious literary, artistic, political, or scientific value.
- V. As used in this policy "obscene materials" may include, but will not be limited to the following mediums:
 - A. Any book, magazine, newspaper, pamphlet, poster, print, picture, figure, image, description, motion picture, film, record, recording, tape, video, DVD, or any other pictorial representation.
 - B. Any CD-ROM disk, magnetic disk memory, magnetic tape memory, or any mechanical, chemical, or electronic reproduction of any other articles.
- VI. Student conduct that will be considered as violations of this policy include, but will not be limited to the following behaviors:
 - A. Possession—Having physical control of the materials.
 - B. Storage—Keeping the materials in a backpack, locker, vehicle, desk, or on any form of technological devices.
 - C. Transmit—To sell, give, provide, lend, deliver, transfer, distribute, circulate, disseminate, issue, present, or exhibit by any means.
 - D. Produce—to manufacture, create, or publish these materials by any means.
- VII. The penalties for violation of this policy may include probation, as a minimum, and expulsion from school as a maximum. Parents will be notified of any violation and counseling may be recommended.
[Arkansas Code Annotated: 5-68-301 and 5-68-302]

SCHOOL LUNCH CHARGING PROCEDURES

Parents are encouraged to pay for student meals in advance. Springdale Schools offers parents the ability to deposit funds for cafeteria meals in student accounts in advance several different ways:

- 1) Each cafeteria has a locked box where students can place an envelope with cash or check sealed inside and their name written on the outside.
- 2) Advance meal payments may be made using a debit or credit card through the School Café website at www.schoolcafe.com/SPRINGDALEEPS.
- 3) Payments are also accepted by the cashier during meal times. As students purchase meals, the charges are debited from the meal account.

Students are allowed to charge on meal accounts. These are “charged” meals and must be paid for by the parent. Purchases of ala carte (extra items not included in the meal) may not be charged to a student’s account if there are not sufficient funds to cover the item being purchased. The Parent-Link student calling system will call a student’s home nightly when there are any charges on the meal account, until all charges are paid in full. When a student has the maximum charges (equivalent of 5 lunches), the school will attempt to contact a parent to bring money. When charges are in excess of the maximum limit, payment plans may be set up by contacting the district’s Child Nutrition Office at (479) 750-8707. We hope you will partner with us by keeping your child’s meal account current.

For families who, due to economic issues, are unable to pay for school meals, Springdale Schools participates in the National School Lunch and Breakfast Programs, which allow eligible students to receive free or reduced-price meals. An application for this program is distributed to all students during registration or in the first week of school. Additional applications are available at your school office. Applications are also accepted online through School Café website at www.schoolcafe.com/SPRINGDALEPS. However, students applying for free or reduced meals are required to pay for meals in full until the free and reduced meal application is processed. Our school district does not receive any federal or state funds outside of the National School Lunch Program to pay for student meals and our child nutrition department, according to federal law, cannot be financially responsible for meals that are unpaid. We must receive payment for meals either from the student being eligible for free and reduced meals or from the parent.

USDA Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the Agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339. Additionally, program information may be made available in language other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

RIGHT TO REVIEW TEACHER QUALIFICATIONS

As a parent of a student in the Springdale School District, you have the right to know the professional qualifications of the classroom teacher who instructs your child. Federal law allows you to ask for certain information about your child’s classroom teachers and requires the District to give you this information in a timely manner if you choose to ask for it. Specifically, you have the right to ask for the following information about each of your child’s classroom teachers:

- Whether the Division of Elementary and Secondary Education has licensed or qualified the teacher for the grades and subjects he or she teaches
- Whether the Division of Elementary and Secondary Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher’s college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers’ aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact your child’s building principal.

MEDICATION ADMINISTRATION PROCEDURE

Medications are administered by the school nurse. The only exceptions are asthma inhalers and emergency allergy medication (Epi-Pen Auto-Injectors): these may be administered by trained principals, secretaries, and teachers in emergency situations, under the supervision of the nurse. Medications are given at school to assist parents. **The following requirements are to be met before medication is administered at school:** No medication, prescription or non-prescription, will be given at school without a written doctor’s order. Failure to provide a doctor’s order will result in the student not being given the medication at school.

1. No prescription medication will be given unless it is specifically ordered by the child’s physician to be given during school hours. Medication ordered to be given 1, 2 or 3 times a day will be given at home unless specifically ordered to be given during school hours.
2. All medications, prescription or non-prescription, must be brought to the school office by a parent or guardian. Sending medication to school with the child could result in disciplinary action according to school district policy.
3. The first dose of an antibiotic will be given at home by a parent or guardian.
4. All medications, prescription or non-prescription, must be brought to school in the containers in which they were purchased and must have current labels. The label is not to be changed in any way (name of child, dosage or time given). The medication cannot be expired or it will not be given.
5. An additional container must be provided if the child participates in field trips.
6. A parent or legal guardian must sign medication forms giving school personnel permission for administering medication to their child. The dosage on the medication container and the dosage on the medication permission form must be identical.
7. All medications must be kept in a locked cabinet.
8. The student must swallow the oral medication in the presence of the adult administering the medication.
9. Inhalers must be used in the presence of an adult. Non-prescription inhalers will not be used at school without a doctor’s written order. Secondary students (grade 8-12) may carry their own inhalers only with a doctor’s written order. Lower-grade students will be considered on an individual basis.
10. Any student having an inhaler at school must provide a copy of their Asthma Action Plan completed by their physician.

11. Any student having an Epi-Pen or other form of autoinjectable epinephrine at school must provide a copy of their Allergy Action Plan or Allergy Emergency Plan completed by their physician.
12. Epi-Pens or other autoinjectable epinephrine may be carried by students only with a written doctor's order.
13. If morning medication, usually given at home, is forgotten, there must be verbal consent from the parent or guardian before it will be given at school.
14. The school district is not responsible for reactions caused by medications that are properly administered.
15. Medications taken on a long-term basis will be discontinued only by written or verbal order (to a licensed nurse) from a parent or physician.
16. If a medication dose changes during the school year, the parent must complete a new release form and a new doctor's order must be given to the school before the new dosage will be administered.
17. **All** medications must be picked up by a parent or guardian when discontinued or at the end of the school year. **Any medication not picked up will be disposed of properly by the school nurse at the end of the year.** If questions concerning the medication arise, school personnel have the right to call the doctor or pharmacist regarding the medication.
18. The person administering the medication must sign the medication record at the time the medication is given.
19. **The school does not provide medication. This is the responsibility of the parent/guardian.**

AUTHORIZATION TO BILL MEDICAID FOR SCREENINGS

Disclosure may be made to third party billing for vision and hearing screening. If a parent doesn't agree with this, they must submit in writing within thirty days from receipt of handbook to district administration.

SPRINGDALE PUBLIC SCHOOLS TECHNOLOGY ACCEPTABLE USE AGREEMENT (AUA)

Technology is integrated into all Arkansas course standards. Appropriate use of technology throughout the curriculum is necessary for success in learning. In addition, all students must be information, media, and visually literate. Consistent access allows for technology rich curriculum to flourish in classrooms.

Definition

For the purpose of this AUA, "Electronic Device" means anything that can be used to transmit or capture images, sound, or data.

Springdale Public Schools (SPS) makes electronic device(s) and/or electronic device Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of SPS electronic devices is for educational and/or instructional purposes only.

No student will be granted Internet access until and unless Springdale Public Schools Acceptable Use Agreement (AUA) is signed by the student and the parent/guardian.

Technology Protection Measures

SPS is dedicated to protecting students from materials on the Internet that are inappropriate, obscene, or otherwise harmful to minors; therefore, SPS protects each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this AUA, "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

SPS is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. SPS will make good faith efforts to protect children from improper or harmful matters which may be on the Internet. At the same time, in signing this agreement, the parent and student recognize that SPS makes no guarantees about preventing improper access to such materials on the part of the student.

Student / Parent Electronic Device Agreement

Terms and Conditions of Use By signing this form, the student and the student's parent/guardian certify that they have thoroughly read, understand, and accept the following terms and conditions, which will govern the student's possession and use of any Electronic Device assigned/issued to the student by SPS. This policy also governs students access to and use of the internet on any connected device. The student and the student's parent/guardian also certify that they will comply with these terms while the Electronic Device is in their possession or under their control. Participation in this program is voluntary. If the student or student's parent/guardian does not wish to be assigned/issued an Electronic Device or does not agree to the terms and conditions of use, the student will receive educational services that do not require the use of an Electronic Device and will not be penalized. Standardized testing where technology is mandated will require students to follow the rules and regulations mentioned herein.

General Terms, and Conditions

- The Electronic Device is being made available to the student on the terms and conditions described in this document only for purposes of educational services provided by SPS.
- The student's possession and use of the Electronic Device will be subject at all times, on and off campus, to the terms and conditions described in this document and with all applicable state and federal laws and regulations.

- The student's possession and use of the Electronic Device will be governed at all times, on and off campus, by all applicable policies and procedures of SPS, including but not limited to CARE OF SCHOOL PROPERTY BY STUDENTS Policy. Board policies are available on the SPS website, and student's use or possession of the Electronic Device must comply with those policies at all times.
- The student will not share or loan their Electronic Device with any other person, including another student, unless expressly authorized to do so by an SPS teacher or administrator. Additionally, the student will not disclose or disseminate passwords, whether the passwords are the student's own or those of another student/faculty/community member.
- The student will not divulge personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and an integral part of the student's academic endeavors.
- Parents/guardians will supervise and monitor the student's device and internet use whenever possible.
- Electronic Devices will not be used in furtherance of any crime; fraud; threat; defamation; plagiarism; copyright, patent, or trademark infringement; illegal downloading; theft of intellectual property; gambling; accessing, viewing, or transmission of pornographic or violent images or content; illegal or unauthorized accessing or use of data; bullying or harassment (including cyberbullying); malicious internet activities (including "hacking" of other computers or websites); advertising or commercial activities; abusive or insulting communications; or any unlawful activities of any kind.
- Under no circumstance will a student use the Electronic Device, or permit the Electronic Device to be used to access any websites or online resources that have not been approved by SPS. *Devices are filtered at home and school. This filter provides the best effort to filter harmful sites.
- Should the student inadvertently gain access through the Electronic Device to any confidential information about other students or staff members at SPS, including but not limited to course work or grade information, the student will immediately report the incident to a school administrator or the SPS Director of Technology and will not share the information with any other person.
- The Electronic Device is the property of SPS. SPS may recall the Electronic Device or place additional restrictions on the use of the Electronic Device at any time and for any reason with or without prior notice. If instructed to do so by any SPS teacher or administrator, the student or the student's parent/guardian will surrender the Electronic Device to that teacher or administrator.
- Any violation of the terms or conditions set forth or referenced in this document may result in possession or use of the Electronic Device being restricted, suspended, or terminated, with or without prior notice, at the sole discretion of SPS.
- The student and the student's parent/guardian will hold SPS and its employees blameless for any harm that may come to the student or any other person as a result of the student's off-campus internet activities.
- The student's possession and use of the Electronic Device is a privilege, not a right. By signing this document, the student and the student's parent/guardian acknowledge that they have no right or entitlement to possession or use of the Electronic Device. Neither this document nor any conversation, correspondence or understanding between themselves and any representative of SPS gives ownership or contractual rights whatsoever to the Electronic Device. If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action.

Issuance and Return of Electronic Device

- After the student and the student's parent/guardian have reviewed and accepted the Springdale Public Schools Student Computing Device Acceptable Use Agreement (AUA) the Electronic Device will be issued to the student.
- The student's use of the Electronic Device will terminate on the last day of the school year that the device is issued, unless terminated previously by SPS. Electronic Devices will be collected on or before the last day of the school year.
- If the student fails to return the Electronic Device by the last day of the school year or as requested by an administrator, the student and the student's parent/guardian will incur the **total replacement cost** of the Electronic Device.

Consent to Monitor

- Under no circumstances will the student install or permit to be installed on the Electronic Device any hardware, software, drivers, or other programs or devices without the advanced approval of the SPS Technology Department. Under no circumstances will the student delete, uninstall, modify, or attempt to circumvent any hardware, software, drivers, filters, or other programs or devices installed on the Electronic Device.
- The Electronic Device may be inspected at any time by SPS officials, with or without prior notice, in person or remotely, for purposes of maintenance and/or to monitor the student's use of the Electronic Device. This includes any email communications and internet activities.
- The student and parent/guardian acknowledge that they have no reasonable expectation of privacy to any data or information of any kind contained on the Electronic Device, which shall at all times remain SPS property and which is intended to be used only for school purposes. The student and the student's parent/guardian further acknowledge that if any such inspection reveals evidence that the student has violated the Code of Student Conduct or any criminal law, such evidence may be used in support of a disciplinary action and/or shared with law enforcement.

Loss, Theft, and Damage

- The Electronic Device is a valuable piece of property that is being made available to the student by SPS for purposes of advancing the student's education.
- The student is responsible for ensuring that the Electronic Device is kept safe and secure at all times while in the student's possession or under the student's control.
- Under no circumstances will the student leave the Electronic Device unattended at any location, on or off campus, unless it is safely secured.

- Under no circumstances will the student leave the Electronic Device in the care or custody of any person other than the student's parent/guardian or SPS staff.
- If the Electronic Device is lost, stolen, damaged, or malfunctioning in any way, the student will immediately report the problem to an SPS administrator.
- If the student believes the Electronic Device has been stolen, the student and the student's parent/guardian will immediately file a report with law enforcement and request a copy of the written incident report filed by the law enforcement officer. As soon as possible, the student will provide a copy of the police report to an SPS administrator, along with details about the incident and the name and telephone number of the investigating officer.
- SPS will investigate all incidents of Electronic Devices reported as lost and may refer any such incidents to law enforcement. Any theft, conspiracy to steal, or unauthorized sale of or conspiracy to sell an SPS Electronic Device will be vigorously prosecuted to the fullest extent of the law.
- In recognition of the advantages that come from being issued an Electronic Device and the considerable expense to SPS in funding Electronic Devices, the student and the student's parent/guardian acknowledge that they must bear some risk for the possibility that the Electronic Device may be lost, damaged, or stolen.

Technology Fees

- Student(s) and their parent(s)/guardian(s) shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.
- As a condition of being issued an Electronic Device, all recipients of an SPS Electronic Device must adhere to all rules and requirements of the Springdale Public Schools Student Computing Device Acceptable Use Agreement (AUA).
- The cost of computer loss or breakage is the responsibility of the student.
- SPS will offer the optional Springdale Schools Chromebook Protection Plan (SCPP). If chosen students pay an enrollment fee of \$20.00 by cash, check, or money order made payable to Springdale Public Schools before October 1 or two weeks after enrollment in school and upon receipt of Electronic Device. **SCPP does not erase the cost required to repair broken devices, it is used to offset that replacement part cost.**

Table 1: Example of Replacement Costs.

Replacement Part	With SCPP \$20 Annual Coverage			Without Annual Coverage
	1st incident	2nd incident	3rd +	All incidents
Computer	\$200	\$300	\$300	\$300
Screen	\$10	\$20	\$60	\$60
Keyboard	\$10	\$20	\$50	\$50
Motherboard	\$10	\$20	\$45	\$45
Charger	\$10	\$20	\$40	\$40

- With the \$20 SCPP annual coverage paid by October 1, example deductible costs are listed in Table 1. Parts costs subject to change with availability and market.
- If the Electronic Device is lost, stolen, damaged, or destroyed beyond repair during the time it is issued, the student and the student's parent/guardian will be responsible for the replacement cost. For purposes of this document:
 - the replacement cost is the actual cost to SPS at the time of replacement of a new Electronic Device in Springdale, Arkansas, at retail price.
 - the repair cost is the actual cost to SPS to have the Electronic Device fully repaired by a qualified SPS repair technician.
- The student may be issued a temporary Electronic Device for daily use until the assessed costs have been paid in full. The temporary device will be checked in and out daily until assigned/issued device is repaired or replaced. Fees will be collected monthly and if the balance and/or payment is not made in full, the loaner device will be disabled.
- SPS reserves the right to decline to issue an Electronic Device if it determines, in its sole discretion, that the risk of loss or damage to the Electronic Device is unacceptable. The decision not to issue a replacement Electronic Device shall not excuse the student and parent/guardian from any fees associated with the loss, theft, or damage of any previously assigned/issued SPS Electronic Device.
- Seniors must pay all associated technology fees prior to having their diploma issued.

Disciplinary Actions

All violations will be handled as any other infraction of school board policy. *(Supports and reflects School Board Policy Codes GBCBC/GDPDD/IIBG/JFCT)*

Disciplinary actions may include:

- Revocation of computer access

- Financial restitution
- Students: suspension, expulsion, academic failure due to lack of course completion, or other penalties as may be appropriate
- Possible referral for prosecution
- Confiscation of personal devices.

Selection and Use of Instructional Materials

Definitions

"Curriculum" means: the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

The use of instructional materials, including classroom events or activities associated with classroom instruction, beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials, including classroom events or activities associated with classroom instruction, used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

In addition to the notification requirements under this policy and all other challenge rights under this Policy 5.6, parents and legal guardians may opt their students out of any of the following as they relate to sex education regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:

- a. _____ Curricula;
- b. _____ Materials;
- c. _____ Tests;
- d. _____ Surveys;
- e. _____ Questionnaires;
- f. _____ Activities; and
- g. _____ Instruction of any kind.

The opt-out option for sex education does not apply when:

- the item is directly related to a requirement under the Arkansas academic standards;
- a District employee is responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or
- a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction;

The rights provided to parents under this policy transfer to the student when he/she turns eighteen (18) years old.

Note: This policy is to be developed in conjunction with parents.

Cross Reference: 5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Legal References: 20 USC § 1232h

A.C.A. § 6-15-1005

A.C.A. § 6-16-152