



# Clarksville Junior High School

2022-2023

## STUDENT HANDBOOK

**Brandy Cogan**

Principal

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Updated: July 1, 2022

Approved by the Clarksville Board of Education

## 2022-2023 Clarksville School District Calendar

04	Independence Day	<table><tr><th colspan="7">JULY 2022</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td></td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td></td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td></td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td></td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	JULY 2022							S	M	T	W	Th	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								<table><tr><th colspan="7">AUGUST 2022</th></tr><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	AUGUST 2022							S	M	T	W	Th	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											08-12 In-Service 17 School Begins
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## **Student Handbook (4.42)**

It shall be the policy of the Clarksville School District that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, the more recently adopted language will be considered binding and controlling on the matter provided the parent(s) of the student, or the student if 18 years of age or older have acknowledged receipt of the controlling language.

Principals shall review all changes to student policies and ensure that such changes are provided to students and parents, either in the Handbook or, if changes are made after the handbook is printed, as an addendum to the handbook.

Principals and counselors shall also review Policies 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current DESE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal and/or Counselor shall notify the Superintendent and Curriculum Coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

## **Equal Educational Opportunity (4.11)**

No student in the Clarksville School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the 504 Coordinator, who may be reached at:

Marsha Tindell, 504 Coordinator  
2022 W. Clark Rd  
Clarksville, AR 72830  
[marsha.tindell@csdar.org](mailto:marsha.tindell@csdar.org)  
479-705-3276

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

For further information on notice of non-discrimination or to file a complaint, visit <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

## **Educational Philosophy (5.1)**

The Clarksville School District assumes the responsibility of providing students attending its schools a high quality education that challenges each student to achieve to their maximum potential. The District shall endeavor to create the environment within the schools necessary to attain this goal. The creation of the necessary climate shall be based on the following core beliefs: \*

1. The District's vision statement will be developed with input from students, parents, business leaders, and other community members.
2. All students can be successful learners.
3. Students learn at different rates and in different ways.
4. A primary goal shall be to give students the skills they need to be life-long learners.
5. The education of all citizens is basic to our community's well-being.
6. Student achievement is affected positively by the involvement of parents and the community in the schools.
7. The District is responsible for helping cultivate good citizenship skills in its students.
8. Students reflect the moral and ethical values of their environment.
9. All people have a right to a safe environment.
10. Each person is responsible for his/her own actions.
11. Innovation involves taking risks.
12. Schools are responsible for creating the conditions that promote success.
13. Each person is entitled to retain his/her dignity.
14. All people have the right to be treated with respect and the responsibility to treat others respectfully.
15. For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

## **District Core Shared Beliefs**

We, the educators, parents, community and businesses, believe that Clarksville Schools must

- Prepare every student for a successful life in a global economy

- Recruit and retain the best qualified staff to provide high standards and high expectations for a well-rounded education for all students
- Provide a learning environment that is safe, student-centered and motivates and supports learning
- Work together to support the success of all students as they learn.

## District Shared Vision

Together, we envision a school district that is a leader in student achievement in the state and nation, where all students graduate and are prepared to succeed in life.

## District Mission

The mission of the Clarksville School District is to do whatever it takes to identify and secure all resources necessary to accomplish our vision.

## Student Identification

A student is required to identify himself/herself upon the request of any school personnel while on school property and at all school-sponsored functions, home and away.

At the time of registration, a student will be issued an identification card. This card will be used primarily in the cafeteria and in the library media center; however, each student must have an ID card even though he/she does not eat in the lunchroom or use the library. This card should be kept with the student during the school day and should not be bent or mutilated. If the card cannot be scanned or has been lost, the student will be required to purchase a replacement in the cafeteria. The replacement prices will be available in the office.

## Directory

Listed below are the names, telephone numbers, and the services provided by each office at CJH.

### ADMINISTRATIVE OFFICE

#### School Secretary (Laura Qualls)

Office phone: 479-705-3224

The school secretary provides information about student lockers, fees, student schedules, routine office matters, and many other school matters.

#### Principal (Brandy Cogan)

Office phone: 479-705-3224

The principal is responsible for curriculum, school activities, class schedules, student schedules, personnel matters, discipline, attendance, and other school matters.

### COUNSELOR'S OFFICE

#### Counselor (Amanda Banning)

Office phone: 479-705-3224

The counselor assists a student with scheduling his/her classes, scholarship information, testing, transcripts, cumulative records, career planning and information, and guidance counseling.

### ATHLETIC DEPARTMENT

#### Activities Director (Michael Banning)

Office phone: 479-705-3210

The activities director has information regarding all aspects of the high school and junior high school athletic/activity programs.

### FOOD SERVICES

#### Director (Cathy Holland)

Office phone: 479-979-6008

The food services director has information regarding the food services program for the elementary schools, junior high school, high school, and alternative school. Information pertaining to menus, breakfast, free and reduced-price lunch and breakfast programs, and breakfast or lunch prices may be obtained through the food services director.

### TECHNOLOGY

#### Technology Supervisor (Ryan Deming)

Office phone: 479-705-3214

The technology coordinator is responsible for computer access, usage, and repair; implementation of technology programs; and set-up of systems and labs.

### SPECIAL EDUCATION

#### Supervisor (Lara Powers)

Office phone: 479-705-3216

The special education supervisor is responsible for the supervision and monitoring of special education programs and special education conferences.

### 504 COORDINATOR

#### 504 Coordinator (Marsha Tindell)

Office phone: 479-705-3276

The 504 coordinator is responsible for the coordination and monitoring of 504 programs and conferences.

### SCHOOL NURSE

#### School Nurse (Michelle Bowen)

Office phone: 479-705-3227

The school nurse checks immunization and health records, illness and injury at school, and medical information.

## **CURRICULUM**

### **Curriculum Coordinator (Kara Chrisman)**

Office phone: 479-705-3203

The curriculum coordinator is responsible for curriculum, attendance, educational programs, class schedules, course offerings, and evaluation of standardized test scores.

## **SECURITY**

### **School Resource Officer (Frankie Tucker)**

Office phone: 479-774-6911

The School Resource Officer will teach students on all six campuses. The SRO will work to improve public relations with students and their perception toward law enforcement personnel. The officer will be on duty at extracurricular activities of the school district. Also, the SRO is responsible for helping with any behavioral matters that would involve the police and may write citations when warranted.

## **SECTION 1: ACADEMIC REGULATIONS**

### **1.00 Residence Requirements (4.1)**

“In loco parentis” means relating to the responsibility to undertake the care and control of another person in the absence of:

1. Supervision by the person's parent or legal guardian; and
2. Formal legal approval.

“Reside” means to be physically present and to maintain a permanent place of abode for an average of no fewer than four (4) calendar days and nights per week for a primary purpose other than school attendance.

“Resident” means a student whose parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis reside in the school district.

“Residential address” means the physical location where the student’s parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis reside. A student may use the residential address of a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty-one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis for school attendance purposes.

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and his/her child or ward reside outside the district.

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

### **1.02 Entrance Requirements (4.2)**

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, will

become five (5) years old during the year in which he/she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District. Any student who was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country, becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody, will become five (5) years of age during the year in which he or she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon a written request to the District.

Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed a state-accredited kindergarten program shall be evaluated by the district and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child's parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten.

Any child may enter first grade in a District school if the child will attain the age of six (6) years during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.

Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become age six (6) years during the school year in which he/she is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.

Prior to the child's admission to a District school:

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
  - a. A birth certificate;
  - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
  - c. An attested baptismal certificate;
  - d. A passport;
  - a. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
  - b. United States military identification; or
  - c. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

#### Uniformed Services Member's Children

For the purposes of this policy:

"Activated reserve components" means members of the reserve component of the uniformed services who have received a notice of intent to deploy or mobilize under Title 10 of the United States Code, Title 32 of the United States Code, or state mobilization to active duty.

"Active duty" means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ 1209 and 1210.

"Deployment" means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to his or her home station.

"Dual status military technician" means a federal civilian employee who is:

- a. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);

- b. Required as a condition of his or her employment to maintain membership in the Selected Reserve; and
- c. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

"Eligible child" means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

"Traditional member of the National Guard or federal reserves" means an active member of the Selected Reserve subject to mobilization and deployment for which he or she attends monthly and annual training periods.

"Transition" means the:

- Formal and physical process of transitioning from public school to public school; or
- Period of time in which a student moves from a sending district to a receiving district.

"Uniformed services" means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

"Veteran" means an individual who served in the uniformed services and who was discharged or released from the uniformed services under conditions other than dishonorable.

The superintendent shall designate an individual as the District's military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child's parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District's military education coordinator shall have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. Enter the District's school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. Be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. Be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

Following the receipt of advanced notice of the enrollment of an eligible student from a military family, the District shall treat the notice as a provisional enrollment and provide the student with materials regarding:

- a. Academic courses;
- b. Electives;
- c. Sports; and
- d. Other relevant information regarding the public school.

In the event that official copies of an eligible child's education records are not available at the time the eligible child is transferring, then the District shall:

- Pre-register and place an eligible child based on the eligible child's unofficial education records pending receipt of the eligible child's official records; and
- Request the eligible child's official education records from the sending district.

To facilitate a smooth transition between the student's previous coursework and the curriculum best suited to ensure educational success in the student's new school, the District may enroll an inbound transitioning eligible student in digital coursework, if available, at the request of the military family.

## **1.05 Student Transfers (4.4)**

The Clarksville School District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis.

The District may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms, exceed the capacity of a program, class, grade level, or school building, or cause the District to provide educational services not currently provided in the affected school. The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

Any student transferring from a school accredited by the Division of Elementary and Secondary Education (DESE) to a school in this district shall be placed into the same grade the student would have been in had the student remained at the former school. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.

Except as otherwise required or permitted by law, the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

## **1.07 School Choice (4.5)**

### **Standard School Choice**

#### **Exemption**

The District is under an enforceable desegregation court order/court-approved desegregation plan that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE). As a result of the desegregation order/desegregation plan, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption. The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

"Sibling" means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care.

#### **Transfers into the District**

#### **Capacity Determination and Public Pronouncement**

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.

## **Application Process**

The student's parent shall submit a school choice application on a form approved by DESE to this District and the student's resident district. Except for students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, the transfer application must be postmarked, emailed, or hand delivered between January 1 and May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base may submit an application and transfer at any time if the student's application:

1. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
2. Includes the parent's or guardian's military transfer orders; and
3. Includes the parent's or guardian's proof of residency on the military base.

The approval of any application for a choice transfer into the District is potentially limited by the applicant's resident district's statutory limitation of losing no more than three percent (3%) of its past year's student enrollment due to Standard School Choice. As such, any District approval of a choice application prior to July 1 is provisional pending a determination that the resident district's three percent (3%) cap has not been reached. The superintendent shall contact a student's resident district to determine if the resident district's three percent (3%) cap has been met.

No earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

## **Accepted Applications**

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.

A student, whose application has been accepted and who has enrolled in the District, is eligible to continue enrollment until completing his/her secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who fails to initially enroll under the timelines and provisions provided in this policy; chooses to return to his/her resident district; or enrolls in a home school or private school voids the transfer and must reapply if, in the future, the student seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.

A present or future sibling of a student who continues enrollment in this District may enroll in the District by submitting a Standard School Choice application. Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the District. A sibling who enrolls in the District through Standard School Choice is eligible to remain in the District until completing his/her secondary education.

Students whose applications have been accepted and who have enrolled in the district shall not be discriminated against on the basis of gender, national origin, race, ethnicity, religion, or disability.

## **Rejected Applications**

The District may reject an application for a transfer into the District under Standard School Choice due to a lack of capacity. However, the decision to accept or reject an application may not be based on the student's previous academic achievement, athletic or other extracurricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. If the provisionally approved applicant subsequently does not enroll in the District, the provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the District.

An application may be provisionally rejected if the student's application was beyond the student's resident district's three percent (3%) cap. The student's resident district is responsible for notifying this District that it is no longer at its three percent (3%) cap. If a student's application was provisionally rejected due to the student's resident district having reached its three percent (3%) cap and the student's resident district notifies this

District that it has dropped below its three percent (3%) cap prior to July 1, then the provisional rejection may be changed to a provisional acceptance and the student would have to meet the acceptance requirements to be eligible to enroll in the District.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a student whose application was rejected may request a hearing before the State Board of Education to reconsider the application. The request for a hearing must be submitted in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

Any applications that are denied due to the student's resident district reaching the three percent (3%) limitation cap shall be given priority for a choice transfer the following year in the order that the District received the original applications.

### **Transfers Out of the District**

All Standard School Choice applications shall be granted unless the approval would cause the District to have a net enrollment loss (students transferring out minus those transferring in) of more than three percent (3%) of the average daily membership on October 1 of the immediately preceding year. By December 15 of each year, DESE shall determine and notify the District of the net number of allowable choice transfers. Students are not counted for the purpose of determining the three percent (3%) cap if the student transfers:

- Through Opportunity School Choice due to the school receiving a rating of "F" or a district classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227;
- Due to the district's identification of Facilities Distress under A.C.A. § 6-21-812; or
- Through the Foster Child School Choice under A.C.A. § 6-18-233.

If, prior to July 1, the District receives sufficient copies of requests from other districts for its students to transfer to other districts to trigger the three percent (3%) cap, it shall notify each district the District received Standard School Choice applications from that it has tentatively reached the limitation cap. The District will use confirmations of approved choice applications from receiving districts to make a final determination of which applications it received that exceeded the limitation cap and notify each district that was the recipient of an application to that effect. The District shall immediately notify all receiving districts if it should drop back below its three percent (3%) cap prior to July 1.

When the last successful application requesting to transfer out of the District before the District's three percent (3%) cap was triggered belonged to an individual who was a member of a group of siblings who applied to transfer out of the District, the District shall allow all members of the individual's sibling group to transfer out of the District even though these applications are beyond the District's transfer cap.

### **Facilities Distress School Choice Applications**

There are a few exceptions from the provisions of the rest of this policy that govern choice transfers triggered by facilities distress. Any student attending a school district that has been identified as being in facilities distress may transfer under the provisions of this policy, but with the following four (4) differences:

- The receiving district cannot be in facilities distress;
- The transfer is only available for the duration of the time the student's resident district remains in facilities distress;
- The student is not required to meet the May 1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

### **Opportunity School Choice**

#### **Transfers Into or Within the District**

For the purposes of this section of the policy, a "lack of capacity" is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District or from the student's resident district into the District if:

- Either:
  - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
  - The student's assigned school has a rating of "F"; and
- The student's parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.

A student is not required to meet the May 1 application deadline if the student has a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base. The student may transfer at any time if the student's application:

- a. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
- b. Includes the parent's or guardian's military transfer orders; and
- c. Includes the parent's or guardian's proof of residency on the military base.

Except for those students who are applying to transfer within the time permitted due to the student's parent or guardians' military service or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer due to the student's parent or guardian's military service or seeking a transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen (15) days from receipt of the student's application. The notification shall be sent via First-Class Mail to the address on the application.

If the application is accepted, the notification letter shall state the deadline by which the student must enroll in the receiving school or the transfer will be null and void.

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

A student's transfer under Opportunity School choice is effective at the beginning of the next school year and the student's enrollment is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

The District may, but is not obligated to provide transportation to and from the transferring district.

#### **Transfers out of, or within, the District**

If a District school receives a rating of "F" or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify parents, guardians, or students, if over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in:

1. A school district that has not been classified by the State Board as in need of Level 5 Intensive Support; or
2. If there is more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school within the District that is nearest to the student's legal residence that does not have a rating of "F"; or
3. If there is not more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school that does not have a rating of "F" within a School district that has not been classified by the State Board as in need of Level 5 Intensive Support.

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

#### **Unsafe School Choice Program**

Any student that becomes the victim of a violent criminal offense while in or on the grounds of a District school or who is attending a school classified by DESE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.

### **School Choice Capacity Resolution (4.5F)**

Whereas:

The Board of Directors of the Clarksville School District has approved by a vote of the Board, the following capacity resolution for school choice applications for the current school year under the provisions of policy 4.5 – SCHOOL CHOICE and applicable Arkansas law.

Applicants, whose applications meet the provisions of policy 4.5 – SCHOOL CHOICE, will be sent a provisional acceptance notification letter which will give instructions on the necessary steps and timelines to enroll in the District. Provisional acceptance shall be determined prior to July 1 with a final decision to be made by July 1 based on the district's available capacity for each academic program, class, grade level, and individual school.

Applications will not be accepted if the applications:

- Are not received or postmarked on or before May 1, unless the application is from a student who has a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base and the application is received within the fifteen (15) day period and accompanied by relevant documentation;
- Are to a student's resident district that has declared itself exempt due to an existing desegregation order; or
- Would exceed the applicant's resident district's statutory limitation on student transfers out of its district, unless the application is part of a sibling pair and the other sibling's application was the application that reached the district's statutory limit.

The district reserves to itself the ability to determine, based on an examination of student records obtained from the prior district, and other information, whether any student would require a different class, course or courses, program of instruction, or special services than originally applied for. If such an examination determines that capacity has been reached in the appropriate class, course or program of instruction, or that additional staff would have to be hired for the applicant, the District shall rescind the original provisional acceptance letter and deny the Choice transfer for the student.

The district reserves to itself the ability to decline to accept under school choice any student, whose acceptance would require the district to add additional staff, for any reason.

THEREFORE, let it be resolved that these shall constitute the School Choice openings at the beginning of the School Choice enrollment period for the current school-year.

## **1.20 Home Schooling (4.6)**

### **Enrollment in Home School**

Parents or legal guardians desiring to provide a home school for their children shall give written notice to the Superintendent of their intent to home school. The notice shall be given:

1. At the beginning of each school year, but no later than August 15;
1. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian's intent to home school shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation by:
  - Use of the Division of Elementary and Secondary Education's (DESE) online system;
  - Email' or
  - Facsimile;
- By mail; or
- In person.

The notice shall include:

- a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
- b. The mailing address and telephone number of the home school;
- c. The name of the parent or legal guardian providing the home school;
- d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
- e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
- f. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
- g. A signature of the parent or legal guardian.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents or legal guardians home-schooling their children shall provide information that might indicate the need for special education services.

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
- The items, resources, supplies, materials, or other property belonging to the District have been paid for; or
- The semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

### **Enrollment or Re-Enrollment in Public School**

A home-schooled student who wishes to enroll or re-enroll in a District school shall submit:

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
  - Curricula used in the home school;
  - Tests taken and lessons completed by the home-schooled student; and
  - Other indicators of the home-schooled student's academic progress.

If a home-schooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

A home-schooled student who enrolls or re-enrolls in the District will be placed at a grade level and academic course level equivalent to or higher than the home-schooled student's grade level and academic course level in the home school:

1. As indicated by the documentation submitted by the home-schooled student;
2. By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or
3. If the home-schooled student fails to provide the documentation required by this policy, with the exception of the nationally recognized norm-referenced assessment score, the District may have sole authority to determine the home-schooled student's grade placement and course credits. The District will determine the home-schooled student's grade placement and course credits in the same manner the District uses when determining grade placement and course credits for students enrolling or re-enrolling in the District who attended another public or private school.

The District shall afford a home-schooled student who enrolls or re-enrolls in a public school the same rights and privileges enjoyed by the District's other students. The District shall not deny a home-schooled student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a home school:

- a. Award of course credits earned in the home school;
- b. Placement in the proper grade level and promotion to the next grade level;
- c. Participation in any academic or extracurricular activity;
- d. Membership in school-sponsored clubs, associations, or organizations;
- e. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
- f. Scholarships.

## **1.21— Academic Course Attendance By Private School And Home Schooled Students (4.59)**

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered by the District. The District will place a list of courses that a private school or home schooled student may request to attend on its website by:

1. June 1 for courses to be offered during the Fall semester; and
2. November 1 for courses to be offered during the Spring semester.

A private school or home schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:

- a. August 1 for Fall semester courses; or
- b. December 1 for Spring semester courses.

The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

The District may reject a private school or home schooled student's request for attendance if the District's acceptance would:

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cost the District more for the student to attend the academic course than the District receives for the student's attendance;
- Cause the District to provide educational services the District does not currently provide at a financial burden to the District; or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home schooled student's request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home schooled student who will be notified of an opening in the requested course.

As part of the request to attend academic courses in the District, a private school or home schooled student shall:

- Indicate the course(s) the private school or home schooled student is interested in attending;
- If the course(s) the private school or home schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home schooled student intends to attend the physical course or the digital course;
  - Submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
- Agree to follow the District's discipline policies; and
- Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course; however, a private school or home schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home schooled students shall receive a final grade and transcript for each academic course the student completes.

The responsibility for transportation of any private school or home schooled student attending academic courses in the District shall be borne by the student or the student's parents.

The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

## 1.22 Homeless Students (4.40)

The Clarksville School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to:

- Receive appropriate time and training in order to carry out the duties required by law and this policy;
- Coordinate and collaborate with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths;
- Ensure that school personnel receive professional development and other support regarding their duties and responsibilities for homeless youths;
- Ensure that unaccompanied homeless youths;
  - Are enrolled in school;
  - Have opportunities to meet the same challenging State academic standards as other children and youths; and
  - Are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid;
- Ensure that public notice of the educational rights of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.

Notwithstanding Policy 4.1, homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy 4.1 or 4.2, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute, including all appeals. It is the responsibility of the District's LEA liaison for homeless children and youth to carry out the dispute resolution process.

For the purposes of this policy "school of origin" means:

- The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool; and
- The designated receiving school at the next grade level for all feeder schools when the child completes the final grade provided by the school of origin.

The District shall do one of the following according to what is in the best interests of a homeless child:

1. Continue the child's or youth's education in the school of origin for the duration of homelessness:
  - In any case in which a family becomes homeless between academic years or during an academic year; and
  - For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
2. Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is

actually living are eligible to attend.

In determining the best interest of the child or youth, the District shall:

- Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, the District shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal. For an unaccompanied youth, the District shall ensure that the LEA liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

The homeless child or youth must be immediately enrolled in the selected school regardless of whether application or enrollment deadlines were missed during the period of homelessness.

The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the LEA Liaison), to and from the child's school of origin. \*

For the purposes of this policy, students shall be considered homeless if they lack a fixed, regular, and adequate nighttime residence and:

- A. Are:
  - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
  - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
  - Living in emergency or transitional shelters;
  - Abandoned in hospitals; or
- B. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- C. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- D. Are migratory children who are living in circumstances described in clauses (a) through (c).

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added, to the list of directory information in Policy 4.13.

## 1.26 Smart Core Curriculum and Graduation Requirements for the Classes of 2023, 2024, and 2025 (4.45)

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;

- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school's counselors with students and their parents; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

#### **GRADUATION REQUIREMENTS (State of Arkansas)**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional \_\_ units to graduate for a total of \_\_ units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

#### **Digital Learning Courses**

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

#### **Personal and Family Finance**

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

#### **SMART CORE: Sixteen (16) units**

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

1) Algebra I or Algebra A & B\* which may be taken in grades 7-8 or 8-9;

2) Geometry or Geometry A & B\* which may be taken in grades 8-9 or 9-10;

\* 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.

3) Algebra II; and

4) The fourth unit may be either:

- A math unit approved by DESE beyond Algebra II; or
- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

a. DESE approved biology – 1 credit;

b. DESE approved physical science – 1 credit; and

c. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half ( $\frac{1}{2}$ ) unit

**Note:** While one-half ( $\frac{1}{2}$ ) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half ( $\frac{1}{2}$ ) unit

Economics – one half ( $\frac{1}{2}$ ) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half ( $\frac{1}{2}$ ) unit

**CAREER FOCUS: - Six (6) units**

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

**CORE: Sixteen (16) units**

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half ( $\frac{1}{2}$ ) unit

Mathematics: four (4) units

- Algebra or its equivalent\* - 1 unit
  - Geometry or its equivalent\* - 1 unit
  - All math units must build on the base of algebra and geometry knowledge and skills.
  - (Comparable concurrent credit college courses may be substituted where applicable)
  - A computer science flex credit may be taken in the place of a math credit beyond Algebra I and 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: three (3) units

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

Social Studies: three (3) units

- Civics one-half ( $\frac{1}{2}$ ) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half ( $\frac{1}{2}$ ) unit

Physical Education: one-half ( $\frac{1}{2}$ ) unit

**Note:** While one-half ( $\frac{1}{2}$ ) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half ( $\frac{1}{2}$ ) unit

Economics – one half ( $\frac{1}{2}$ ) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half ( $\frac{1}{2}$ ) unit

**CAREER FOCUS: - Six (6) units**

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

## **1.27—Smart Core Curriculum and Graduation Requirements for the Class of 2026 and Thereafter (4.45.1)**

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*<sup>1</sup> will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.<sup>2</sup> Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school's counselors with students and their parents; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.<sup>5</sup>

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

### **GRADUATION REQUIREMENTS (State of Arkansas)**

The number of units a student must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional \_\_ unit (1) to graduate for a total of \_23\_ units. The additional required unit to be taken is Survey of Business.<sup>6</sup> There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

All students must receive a passing score on the Arkansas Civics Exam to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators to graduate.

### **Digital Learning Courses**

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to

the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

#### **Personal and Family Finance**

All students shall receive credit in a course covering the Personal and Family Finance Standards to graduate.

#### **Computer Science**

All students shall earn one (1) unit of credit in a computer science course to graduate.

#### **SMART CORE: Sixteen (16) units**

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

5) Algebra I or Algebra A & B\* which may be taken in grades 7-8 or 8-9;

6) Geometry or Geometry A & B\* which may be taken in grades 8-9 or 9-10;

\* 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.

7) Algebra II; and

8) The fourth unit may be either:

- A math unit approved by DESE beyond Algebra II; or
- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

d. DESE approved biology – 1 credit;

e. DESE approved physical science – 1 credit; and

f. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

**Note:** While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (½) unit

#### **CAREER FOCUS: - Six (6) units**

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations.

Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

#### **CORE: Sixteen (16) units**

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half ( $\frac{1}{2}$ ) unit

Mathematics: four (4) units

- Algebra or its equivalent\* - 1 unit
- Geometry or its equivalent\* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and 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: three (3) units

- d. DESE approved biology – 1 credit;
- e. DESE approved physical science – 1 credit; and
- f. A third unit that is either:
  - An additional science credit approved by DESE; or
  - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half ( $\frac{1}{2}$ ) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half ( $\frac{1}{2}$ ) unit

Physical Education: one-half ( $\frac{1}{2}$ ) unit

**Note:** While one-half ( $\frac{1}{2}$ ) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half ( $\frac{1}{2}$ ) unit

Economics – one half ( $\frac{1}{2}$ ) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half ( $\frac{1}{2}$ ) unit

#### **CAREER FOCUS: - Six (6) units**

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

## **1.28 Digital Learning Courses (5.11)**

For the purposes of this policy:

"Blended Learning" is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

"Digital Learning" means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

"Instructional Materials" means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:
  - a. Manipulatives;
  - b. Hand-held calculators;
  - c. Other hands-on materials; and
3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

“Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually.

### **Digital Course Offerings**

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student.

All digitally offered courses shall meet or exceed the State Board of Education’s curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8 – USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any or all of his/her scheduled courses digitally. The student’s attendance in the student’s digital course(s) shall be determined in accordance with policy 4.7-absences.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Regardless of any other provisions of this policy, the District may restrict a student’s access to digital courses when the student’s building principal determines the student’s participation in such a course would not be academically appropriate based on the student’s past performance in digital courses. Furthermore, the student’s building principal may revoke a student’s eligibility to continue taking a digital learning course if the student’s performance during the semester indicates the student is not succeeding in the course.

## **1.30 Special Education (4.49)**

In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the state and federal statutes governing special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. Among the coordinator’s responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

## **1.32 Students Who Are Foster Children (4.52)**

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services (“DHS”), the Division of Elementary and Secondary Education (ESDE), and individuals involved with each foster child to ensure that the foster child is able to maintain his/her continuity of educational services to the fullest extent that is

practical and reasonable.

The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in his/her school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.

A foster child's grades shall not be lowered due to absence from school that is caused by a change in the child's school enrollment, the child's attendance at dependency-neglect court proceedings, or other court-ordered counseling or treatment.

Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.

If a foster child was enrolled in a District school immediately prior to completing his/her graduation requirements while detained in a juvenile detention facility or while committed to the Division of Youth Services of DHS, the District shall issue the child a diploma.

#### Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

The District shall only reject a Foster Child School Choice application if:

1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, the standards for accreditation, or other applicable State rule or Federal regulation; or
2. Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

A foster child whose application is rejected by the District may submit a written request within ten (10) days following the receipt of the rejection letter from the superintendent to the State Board of Education for the State Board to reconsider the transfer.

A Foster Child School Choice transfer shall remain in effect until the foster child:

- Graduates from high school; or
- Transfers to another school or school district under:
  - The Foster Child School Choice Act;
  - Opportunity Public School Choice Act of 2004;
  - The Public School Choice Act of 2015; or
  - Any other law that allows a transfer.

The District shall accept credits toward graduation that were awarded by another public school district.

When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

### 1.35 Placement Of Multiple Birth Siblings (4.53)

The parent, guardian or other person having charge or custody of multiple birth siblings in grades pre-K through 6 may request that the multiple birth siblings are placed in either the same or separate classrooms. The request shall be in writing not later than the 14<sup>th</sup> calendar day prior to the first day of classes at the beginning of the academic year. The school shall honor the request unless it would require the school to add an additional class to the sibling's grade level. If one parent of multiple birth siblings requests a placement that differs from that of the other parent of the same multiple birth siblings, the school shall determine the appropriate placement of the siblings.

The school may change the classroom placement of one or more of the multiple birth siblings if:

- There have been a minimum of 30 instructional days since the start of the school year; and
  - After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:
    - Detrimental to the educational achievement of one or more of the siblings;
    - Disruptive to the siblings' assigned classroom learning environment; or
    - Disruptive to the school's educational or disciplinary environment.

If a parent believes the school has not followed the requirements of this policy, the parent may appeal the multiple birth siblings' classroom placement to the Superintendent. The Superintendent's decision regarding the appeal shall be final.

### 1.37 Student Promotion And Retention (4.55)

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

At least once each semester, the parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students, or their required retaking of a course shall be primarily based on their academic performance, however other criteria may be considered. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

Each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

By the end of grade eight (8), the student's SSP shall:

- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

Based on a student's score on the college and career assessment:

- The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and

- Provide a basis for counseling concerning postsecondary preparatory programs.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or retention of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

### Promotion/Retention—Grade 8

The promotion and retention of students in the Clarksville Junior High is determined by an evaluation team consisting of teachers at that particular grade level and the building principal. When appropriate, the Special Education teacher and other support staff will be included.

Following third quarter grades, the principal will conference with the building staff to review grades and identify students who may be recommended for retention due to lack of academic progress. The parents(s) of students who are candidates for retention shall be notified in writing within two (2) weeks following the third quarter of their child's possible retention and that a conference with the Principal is desired.

Within two weeks of the closing of the school year, the evaluation team will make a final recommendation concerning retention. The retention of selected students and the promotion of others shall be based upon the following evaluation criteria as determined by the evaluation team on each grade level.

1. Academic Ability: To be determined by the evaluation team incorporating standardized test scores, previous grades, and all other obtainable information relevant to a student's academic performance and ability in his/her particular subjects and grade level.
2. Effort: The amount of effort a student exhibits in all academic subjects shall be considered by the evaluation team. The amount of effort a student demonstrates as measured by his/her completion of class assignments, attitudes directed towards school and subjects and school conduct shall be considerations in determining the degree of effort a student has demonstrated.
3. Maturity: The maturation of a student as measured in terms of: age, physical size, personality, social adaptation, and other determinants concerning maturity shall be considered as a factor by the evaluation team.

If a student's academic progress is unsatisfactory, (failing two or more core subjects), he/she may be retained.

In the absence of a consensus by the evaluation team, the principal shall make the final decision for promotion or retention.

### Promotion/Retention--Grade 9-12

Students in grades nine (9) through twelve (12) will be expected to obtain credits as listed below in order to be classified at the next grade level:

Freshman: Promotion or placement from eighth grade  
 Sophomore: four credits  
 Junior: ten credits  
 Senior: sixteen credits  
 Graduate: twenty-three credits

### **Student Acceleration (4.54)**

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. Acceleration can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability, and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator. The district/school Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring, which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

The District's Gifted and Talented (GT) Program Coordinator will create a written format to govern the referral and determination process, which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator. The District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

## 1.40 Graduation Requirements (Clarksville High School)

To receive a diploma and be considered a graduate of Clarksville High School, a student must complete **twenty-three units** of credit in grades 9-12. (Twenty-two of the units must be academic courses.)

**\*Exception: 8<sup>th</sup> grade Algebra I or Integrated Physical Science**

The following units are required:

4 UNITS--ENGLISH

4 UNITS--MATHEMATICS (To include 1 unit of Algebra I and 1 unit of geometry)

3 UNITS-SCIENCE (1 unit of biology and 1 unit of physical science)

3 UNITS-SOCIAL STUDIES (1 unit of world history, 1 unit of American history, ½ unit of Civics and ½ unit of Economics)

1 UNIT-PHYSICAL EDUCATION

1 UNIT-SURVEY OF BUSINESS

½ UNIT-PROFESSIONAL COMMUNICATIONS

½ UNIT-FINE ARTS

½ UNIT-HEALTH EDUCATION

5 ½ UNITS-ELECTIVES

**\*Beginning with the class of 2026, students will be required to complete 1 credit of computer programming.**

## 1.45 Graduation Ceremony

The Clarksville School District provides a commencement exercise in honor of the graduating seniors. This ceremony is a formal celebration of the completion of a student's high school years. Participation in the ceremony is not required, but the decision to participate is an agreement to dress and behave in a manner appropriate for a formal ceremony. The following rules govern participation in the ceremony:

1. Only a student who has successfully completed all graduation requirements, paid fines, and has turned in books /materials, etc. before graduation--or by April 30 in the case of correspondence courses will be eligible to participate.
2. A student must wear appropriate attire, including the red cap and gown selected by the school. The mortarboard cap is worn pulled down on the forehead and parallel to the top of the head. Each boy should wear a tie, slacks, socks, and dress shoes. Each girl should wear a dress and dark dress shoes. Tennis shoes, sandals, jeans, and shorts are not considered proper attire for this formal ceremony. No signs, protests, etc. will be permitted.
3. A student must attend the practice sessions in order to participate in graduation exercises unless prior approval has been given by the principal in an emergency situation.
4. Diplomas are presented by the School Board President. Another past/present School Board Member will be allowed to present a diploma to his/her child, brother or sister, niece or nephew, grandchild, provided that the parent of such a relative makes the request in writing to the high school principal at least two weeks before graduation. The principal will notify the graduation sponsors in order for appropriate seating arrangements to be made.

A student who does not desire to participate in the ceremony may pick up his/her diploma in the principal's office on the next school day following the ceremony. Upon the student's request, the diploma will be mailed to him/her after the graduation exercises.

### **1.47 Off Campus Offerings - Concurrent Credit (5.22)**

A ninth (9<sup>th</sup>) through twelfth (12<sup>th</sup>) 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 DESE Rules Governing Grading and Course Credit, a student who takes a three (3) -semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements.

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; and
- The publicly supported community college, technical college, four-year college or university, or private institution of higher education 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 and 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 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.

### **1.52 Correspondence Courses/Summer School**

The principal and/or counselor prior to enrollment in the course must approve all correspondence work. A student may elect to take a correspondence course, but only one (1) unit will be counted toward fulfilling graduation requirements unless a student has failed more than one (1) unit and desires to take those courses or their equivalents by correspondence. A student who has failed a semester course may take an equivalent course and receive one-half (½) unit of credit. All correspondence work must be earned through an institution accredited by the North Central Association of Schools and Colleges (NCA) or one of the other regional accrediting associations. The correspondence course must meet CJH curriculum guidelines and approved by the principal.

A senior must complete all correspondence work, and grades must be received by the counselor on or before April 30 in order to complete graduation requirements and participate in graduation exercises. If graduation requirements are met, but correspondence course grades are received after April 30, the student will not be able to participate in the graduation ceremonies, but he/she may pick up his/her diploma in the principal's office on the next working day following the graduation exercises. All summer school credit must be from an accredited school whose teachers and administrators meet NCA standards. A student cannot take senior English through correspondence, unless he/she has failed the course.

### **1.55 Virtual School**

Arkansas Virtual High School is a program funded by the Arkansas Department of Education. The purpose of the Arkansas Virtual High School is to provide an outline alternative learning environment for the students of Arkansas public schools who need assistance in completing coursework that is difficult to receive due to factors such as schedule conflicts, homebound due to extenuating circumstances, and other factors that might impede a student's progress through grades 9 through 12.

### **1.57 Alternative Learning Environments (5.26)**

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);
  - The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two (2) of the following characteristics:

1. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
2. Abuse: physical, mental, or sexual;
3. Frequent relocation of residency;
4. Homelessness;
5. Inadequate emotional support;
6. Mental/physical health problems;
7. Pregnancy;
8. Being a single parent;
9. Personal or family problems or situations;
10. Recurring absenteeism;
11. Dropping out from school; or
12. Disruptive behavior.

Before or upon entry into the ALE, the ALE program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE; the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate); and the student, outlining the responsibility of the ALE; parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student. The SAP may be revised from time to time by the ALE placement team. The SAP shall contain at a minimum:

- a. A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;
- b. Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
- c. Exit criteria on which to base a student's return to the regular educational environment;
- d. Documentation of the presence of the characteristics listed above that were the reason for the student's referral to the ALE program;
- e. Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student's success; and
- f. A positive behavior or transitional plan prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the Division of Elementary and Secondary Education (DESE) Rules.

### ALE Program Evaluation (5.26.1)

The ALE program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that is conducive to learning, that eliminates traditional barriers to learning, and at compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

## **1.60 Grading (5.15)**

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control

of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grades of a child in foster care shall not be lowered due to an absence from school due to:

1. A change in the child's school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

The grading scale for all schools in the district shall be as follows:

A = 100 – 90  
B = 89 – 80  
C = 79 – 70  
D = 69 – 60  
F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 4 points  
B = 3 points  
C = 2 points  
D = 1 point  
F = 0 points

The grade point values for Advanced Placement (AP), approved courses for weighted credit, International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be  $(0.25 \times 83) + (0.75 \times 75) = 77\%$ .

## Grading Policy

The nine weeks grade will be computed on total points up to that time. Daily grades will count 50 percent of the grade. To determine a student's grade, the semester test counts one-fifth of his/her semester grade. To compute this grade, double the first nine weeks percent, double the second nine weeks percent, add in the semester test percent and divide by five (5).

### 1.62 Homework

Homework will be appropriate and meaningful in the development and learning of new instructional skills, which will reinforce skills being taught by teachers during their lessons.

Student assignments are available through Schoology. Parents may call before 10:30 a.m., to request homework to be picked up after 3:00 p.m. on day of absence. Homework will then be due when the student returns to school.

### 1.65 Remediation And Academic Improvement Plan

In accordance with Act 35 of the 2<sup>nd</sup> Extraordinary Session of 2003, students in grades kindergarten through twelve (K-12) who do not demonstrate proficiency on the Arkansas Comprehensive Assessment Program exams, including those who are not present for testing, shall participate in an intense remediation program. The building principal and the director of instruction will determine the length and type of remediation. Credit will not be given for the remediation course. Any student failing to achieve at the proficient level on the State mandated exams shall be evaluated by school personnel, who shall develop a student Academic Improvement Plan (AIP) to assist the student in achieving the expected standard in subject area(s) the student was not proficient in. The AIP shall describe the consequences for the student's failure to participate in the plan. Parents will sign and be provided a copy of the student's AIP.

Participation in the testing and remediation program is mandatory. Students in grades one through eight, identified for an AIP who do not participate in the remediation program shall be retained. Students not proficient on the End-of-Course tests or on the Grade 11 Literacy test shall participate in a remediation program to receive credit for the corresponding course.

### **1.67 Testing/Exemption Policy**

Semester tests, which count as one fifth (1/5) of the semester grade, will be given in all classes both semesters. -Semester tests will be given in all classes at the end of both semesters to those students who do not meet exemption requirements. A student may be exempt from a semester test for the current semester if he/she meets the following requirements:

- The student has an (A) average in that class and has missed no more than 5 days.
- The student has a (B) average in that class and has missed no more than 3 days.
- The student has a (C) average in that class and has missed no more than 1 day.
- A student with a (B) or (C) average may take his/her test in order to raise his/her grade, but the grade will not be lowered due to the test results.

School-related or school-sponsored absences will be considered a school activity and will not count as an absence when figuring exemptions. Out of school suspension will count against a student's exemptions for semester tests.

**Test exemptions are a privilege given to a student as a reward for attendance as well as for academic achievement. There will be times when a good student may have the grade to be exempt, but he/she will have to take his/her test because of excessive absences due to his/her choice, illness, or family circumstances beyond his/her control.**

No semester tests will be given early without approval from the principal or the principal's designee.

### **1.77 Returning Students**

A student who has been currently attending Clarksville Schools will preregister in the spring for the following year. Schedules may be picked up in the principal's office prior to the beginning of school on the dates announced through the local media. All books must be returned and all fines, fees, and outstanding debts owed to any school organization from the previous year must be paid before a student will be allowed to enroll for the new year.

### **1.82 English Language Learners (5.27)**

The district shall utilize the special needs funding it receives for identified English Language Learners (ELL) on activities, and materials listed in the DESE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The expenditures of ELL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of ELL funds is in alignment with the district's SDSP in addressing identified achievement gaps and student performance deficiencies.

## **SECTION 2: COMMUNICATION WITH PARENTS**

### **2.00 Progress Reports/Report Cards**

At each four and one-half week period, each student will receive a progress report for each class from their teacher.

A student will receive a report card every nine weeks. Formal parent/teacher conferences will be held at the mid- point of the first and third nine weeks, and report cards will be given to those parents/guardians. Report cards will be mailed to each student at the end of each nine weeks. Report cards will be withheld until all required books and/or materials are returned and all fines, fees, and outstanding debts owed to any school organization are paid.

A parent is encouraged to communicate with a teacher during his/her planning period or before or after school.

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 the student learning expectation contained in the curriculum frameworks may also be given.

### **2.05 Parental/Community Involvement Plan**

FACILITATOR: AMY AUTERSON

In 2003, the Arkansas legislature developed Act 603 which requires public schools to create a parent involvement plan. This Act has been periodically updated and improved to acknowledge the shared responsibility of the parents/guardians and the teachers in a child's education. Working together, the parents/guardians and the teachers will make great strides in improving student achievement.

This plan provides many opportunities for the parent/guardian to become familiar with the school's teachers, resources, programs and educational processes. Meetings, which include parent /teacher conferences, will be provided during the school year to give the parent/guardian the opportunities to learn about programs the school offers, such as Title I, remediation, building orientation, after school tutoring and annual meetings. For more information about a specific program or to contact school personnel, you can access the teacher's email addresses on the school's homepage at <http://csdar.org> or call the school between the hours of 7:45 am and 4:00 pm during each weekday that school is in session.

CJHS faculty and staff will be responsible for the following actions:

- Invite parents to special events such as: parent/teacher conferences, ball games, concerts, and programs provided during and after school hours.
- Report good news to parents regarding their child's behavior, classroom success, etc...
- Recognize honor roll students and their parents at an honor assembly held each spring.
- Assist parent with selected volunteer duties.
- Offer information for parents on developing better learning skills for their child.
- Conduct a "Parents Make the Difference" event, also called open house, where parents can meet their child's teacher(s) before the school year begins.
- Hold two parent/teacher conferences at the midway points of the first and third nine weeks period.
- CJHS will offer a variety of parent meetings at different times during the school year.
- Find ways to decrease barriers that would keep parents from attending school meetings by providing transportation, childcare, or offering various time opportunities.
- Provide an informative bulletin board at the entryway to the school.
- Teachers will be encouraged to attend out of school functions in support of their students.
- Mail or hand-out progress reports, report cards, and test scores to parents.
- Post student of the month and other awards in the newspaper.
- Review and evaluate the Parent Involvement and Arkansas Comprehensive School Improvement Plan (ACSIP) plan annually and making any needed adjustments to make the plans more effective for our school district.

CJHS FAMILY PACKET: A packet will be provided for all parents of students that attend CJHS. This packet will include helpful information that will last throughout the school year. The packet will include, but not be limited to:

- CJHS Parental Involvement Plan and Act 603 of 2003
- A list of many helpful ways that parents can become involved with their child's education.
- An all-in-one activity calendar for the school year which will include parent/teacher conferences, open house, holidays, early releases, and other important dates to remember.
- Websites and addresses for parents to visit for additional information, including the school website.
- A list of CJHS volunteer opportunities.
- Information on how to help improve your child's learning skills.
- Student handbook which includes: policies on parent visitation, pick-up procedures, and classroom visitations, as well as other helpful information.
- A survey for parents to complete concerning school environment, school relations, and parent involvement.
- Newsletter with important dates, school information, dress code, teacher announcements, and other helpful parenting tips for the new school year.
- A supply list for all classes offered in the junior high building.

## **2.06—Planning for Educational Improvement (5.2)**

Each school in the district, in collaboration with administrators, teachers, other school staff, parents, the community, and students, shall develop a school-level improvement plan (SLIP) to:

- Establish goals or anticipated outcomes based on an analysis of students' needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.

Each SLIP shall include a literacy plan that includes a curriculum program and a professional development program that is aligned with the District's literacy needs and is based on the science of reading.

Some of the data that shall be considered when developing the SLIP includes, but is not limited to:

- Statewide assessment results;
- Interim assessment results;
- Similarly situated school's SLIPs; and

- Evaluation(s), including staff, student, and community feedback, of the existing SLIP.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval. The District will post the District's SLIP(s) to the District's website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP). The SDSP, in coordination with the District's SLIPs, shall

- Specify the support the District will provide to the District's schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District's schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance;
- Establish, evaluate, and update a parent, family, and community engagement plan; and
- Direct the use of Enhanced Student Achievement funding for strategies to close gaps in academic achievement.

If the District's data reflects a disproportionality in equitable access to qualified and effective teachers and administrators, the District shall develop and implement strategies to provide equitable access as part of the SDSP.

If forty percent (40%) or more of the District's students scored "in need of support" on the prior year's statewide assessment for reading, the District shall develop a literacy plan as part of the SDSP that includes:

- Goals for improving reading achievement throughout the District; and
- Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.

The District shall post the District's SDSP to the District's website under State-Required Information, including any updates to the District's SDSP.

The District's Board of Directors shall hold a meeting annually of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting, with the most recent annual report posted by August 1 of each year. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

## 2.07 School/Parent Compact

### Clarksville Public Schools School/Parent Compact "Education Takes Everyone"

These promises are voluntary commitments by individuals to themselves and to others.

As a Student...		As a Parent/Caring Adult...		As a Teacher/Staff/Administrator...	
I Promise To...	I Need...	I Promise To...	I Need...	I Promise To...	I Need...
<ul style="list-style-type: none"> <li>● attend school every day</li> <li>● be on time</li> <li>● bring pencils, pens, paper, books and be ready to learn</li> <li>● complete and turn in homework assignments</li> <li>● ask for help when I need it</li> <li>● do my best work in school</li> <li>● respect and cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>● teachers, staff and parents who care about me</li> <li>● people who believe I can learn</li> <li>● schools that are safe</li> <li>● respect for me and my culture</li> <li>● family and community support</li> <li>● time with caring adults</li> <li>● teachers, parents and adults who are happy to answer my questions</li> <li>● assignments that are challenging</li> <li>● respect for my abilities and level of achievement</li> </ul>	<ul style="list-style-type: none"> <li>● see that my child attends school every day</li> <li>● see that he/she is on time</li> <li>● praise and encourage my child each day</li> <li>● take time to listen to my child each day</li> <li>● help my child learn to respect the school staff and the cultural difference of others</li> <li>● provide a quiet place for my child to study and read</li> </ul>	<ul style="list-style-type: none"> <li>● teachers, support staff, administrators and board of education who respect my role as a parent/guardian</li> <li>● district personnel who will listen to my concerns and opinions</li> <li>● clear and frequent communication with school</li> <li>● respect for me and my children and my culture</li> <li>● a community that supports families</li> <li>● respects and supports my child's abilities and level of achievement</li> <li>● teachers, support staff, administrators who are patient and understanding</li> </ul>	<ul style="list-style-type: none"> <li>● show that I care about all students</li> <li>● have high expectations for myself, students, teachers and staff</li> <li>● communicate and work with families to support students' learning</li> <li>● provide a safe environment for learning</li> <li>● respect the cultural differences of students and their families</li> <li>● encourage students and parents with regular student progress reports</li> <li>● be patient and understanding</li> </ul>	<ul style="list-style-type: none"> <li>● students who are ready and willing to learn</li> <li>● respect and support from students, families, teaching staff and administration</li> <li>● assistance from staff and administration in removing barriers which prevent me from doing my best for students</li> <li>● respect and support from the community</li> </ul>

## SECTION 3: ATTENDANCE

### 3.00 Bell Schedule

#### DAILY TIME SCHEDULE

First Bell	7:50
First period	7:55-8:40 (45 min.)
Second period	8:45-9:30 (45 min.)
Third period	9:35-10:20 (45 min.)
Fourth period (Homeroom)	10:25-11:10 (45 min.)
Fifth period	11:15-12:00 (45 min.)
<b>Lunch</b>	12:00-12:30 (30 min.)
Sixth period	12:35-1:20 (45 min.)
Seventh period	1:25-2:10 (45 min.)
Eighth period	2:15-3:00 (45 min.)

### 3.02 Attendance Policy (4.7)

If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school, whether in person or digitally, is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

Absences for students enrolled in synchronous digital courses shall be determined in the same manner as for District students attending courses in person.

#### Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons:

1. The student's illness causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal; or
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade (11<sup>th</sup>) to complete basic combat training between grades eleven (11) and twelve (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.

In order for the absence to be considered excused, the student must:

- a. Bring a written statement (no more than 5 parent/guardian notes accepted) to the principal or designee upon the student's return to school from the student's parent or legal guardian stating the reason for the student's absence; or
- b. If the student is attending the District's courses digitally, upload a written statement from the student's parent or legal guardian stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee.

A written statement presented or uploaded for an absence having occurred more than five (5) school days prior to its presentation or upload will not be accepted.

#### Unexcused Absences

Absences that are not defined above, do not have an accompanying note from the legal guardian; person having lawful control of the student; or person standing in loco parentis; or have an accompanying note that is not presented or uploaded in within the timeline required by this policy, shall be considered as unexcused absences.

Students with (12) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has four (4) and eight (8) unexcused absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds twelve (12) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent; legal guardian; person having lawful control of the student; or person standing in loco parentis, and the school or district administrator or designee.

Students who attend in-school suspension shall not be counted absent for those days.

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

The District shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student's operator's license unless he/she meets certain requirements specified in the statute.

### **3.05 Compulsory Attendance Requirements (4.3)**

Every parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the District shall enroll the child and ensure the attendance of the child at a District school with the following exceptions:

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

#### **Policy**

All absences are categorized as "excused" or "unexcused". Absences will be excused for the following reasons:

- \*Personal injury, illness, or hospitalization of the student as verified by a professional;
  - \*Hospitalization or death of a member of the immediate family (parent, grandparent, or sibling), documentation required;
  - \*Other professional appointments (examples: doctor, dentist, psychological counselors, National Guard duty, court appearance, legal appointments);
  - \*Non-school educational activities authorized in advance by the building principal.
- All other absences are unexcused.

### **Attendance Requirements for Students in Grades 9-12**

Students in grades nine through twelve (9-12) are required to schedule and attend a full school day. Part of this requirement may be met by students taking post-secondary courses. Eligible students' enrollment and attendance at a post-secondary institution shall count toward the required weekly time of school attendance. Each credit hour shall count as three (3) hours of attendance time. This means a three (3) hour course shall count as nine (9) hours of the weekly required time of attendance.

Extracurricular Classes - Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a

seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes is defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Course Enrollment Outside of District - 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.

### **3.12 Schedule Changes**

All changes in schedules must be made by the counselor during the first week of either semester.

### **3.15 Make-Up Work (4.8)**

Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules.

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first-class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District's programs, measures, or alternative means and methods to continue student engagement and access to education during the student's period of suspension or expulsion, including offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.

Assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in policy 4.57-IMMUNIZATIONS.

### **3.17 Leaving Campus (4.10)**

All schools in the District shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by administration or by a parent/guardian. Students must sign out in the office upon their departure.

### **3.27 Leaving Class**

A student will be excused from class only by permission of the teacher of that class or by request of the principal's office. A student who leaves class without permission from the teacher or principal's office will be considered truant and subject to disciplinary action by the teacher. If in the

judgment of the teacher or if the teacher has direct knowledge that a student has abused the privilege of being excused from class for any reason, that student may receive disciplinary action as prescribed by the teacher.

A student who is absent for more than fifteen (15) minutes (**at the beginning, middle, or end**) of a class will be counted absent in that class unless prior approval has been given.

### **3.30 Procedure for Signing Out in the Office**

Should an occasion arise when a student must leave school for reasons other than school-sponsored activities, the student must sign out through the office and secure parental and administrative permission before leaving campus. Students can only be signed out by an adult listed within the contacts provided on the paperwork completed at the beginning of the school year, or upon registration, by the legal parent/guardian. Adults will show valid identification prior to student check-out. A student who fails to secure permission through the office before leaving campus may be considered truant. Permission from a parent/guardian to leave or sign out does not automatically mean that the absence will be acceptable to the school.

## **SECTION 4: SCHOOL BUS POLICIES**

### **4.00 Transportation**

The Clarksville School District provides transportation for all its students living on prescribed bus routes. The district welcomes all students who wish to use this source of transportation to and from school, on school-sponsored trips, or from one school to another within the district. The rules governing behavior on school buses are in the "Conduct" section of this handbook.

#### **4.02 Bus Conduct**

While riding school buses, a student will obey all school rules and instructions given by the bus driver and will behave in a way that will not create potential danger or hazard to himself/herself or others. A student who has been suspended from school cannot ride the bus until he/she is due back in school. Once a student is on the bus, he/she will stay on that bus until he/she arrives at his/her school. A student is to obey all the following rules concerning bus transportation:

- A. Be at your designated bus stop on time.
- B. Get on and off the bus in an orderly fashion.
- C. Remain seated when riding the bus.
- D. Be respectful of others when riding the bus.
- E. Obey all requests and directions given by the bus driver.
- F. Get off the bus at designated stops only.
- G. Always cross the road in front of the bus.
- H. Keep hands and objects inside when riding the bus.
- I. Do not yell or throw objects out of bus windows.
- J. Do not transport animals, firearms, ammunition, explosives, and sharp or dangerous objects on the bus.

#### **4.05 Conduct to and from School and Transportation Eligibility (4.19)**

The District's Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District's Student Code of Conduct, the student's bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian.

#### **Consequences:**

In the case of a minor infraction, the principal may designate disciplinary action.

- 1. First offense--minimum-loss of bus riding privileges for five (5) school days; parental contact
- 2. Second offense--minimum-loss of bus riding privilege for ten (10) school days; parental contact
- 3. Third offense--suspension of all bus riding privileges for the remainder of the year

## SECTION 5: CJH RULES AND REGULATIONS

### 5.00 Prohibited Conduct (4.18)

Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. Prohibited behaviors include, but shall not be limited to the following.

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, throwing signs or other gestures associated with gangs are prohibited;
21. Sexual harassment
22. Bullying; and
23. Operating a vehicle on school grounds while using a wireless communication device;
24. Lying; and
25. Theft of another individual's personal property.

The Board directs each school in the District to develop implementation regulations for prohibited student conduct consistent with applicable Board policy, State and Federal laws, and judicial decisions.

### 5.02 Disruption of School (4.20)

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities.

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal's designee office a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration.

### 5.05 Weapons and Dangerous Instruments (4.22)

"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.

"Possession" means having a weapon on the student's body or in an area under the student's control.

"Weapon" means any:

- Firearm;
- Knife;
- Razor;

- Ice pick;
- Dirk;
- Box cutter;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.
- Any item that resembles or is represented as a weapon.

No student, except for Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after school while:

- In a school building;
- On or about school property;
- At any school sponsored activity or event;
- On route to or from school or any school sponsored activity; or
- Off the school grounds at any school bus stop.

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.

Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs, hunting safety or military education, or before or after-school hunting or rifle clubs. Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity.

The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

## **Act 1282**

Act 1282 of 1999 to prohibit firearms on school property, school buses or school bus stops. No person shall possess a firearm on public or private school property (K through 12) or in or upon any school bus or at a designated bus stop as identified on the route lists published by school districts each year.

## **5.10 Drugs and Alcohol (4.24)**

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 Clarksville 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.

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

### Consequences:

The principal may follow any or all of the steps listed below:

1. Report to legal authorities
2. Immediate suspension for up to ten (10) school days
3. Recommendation for expulsion
4. Due process hearing

In all cases:

1. First offenders of this policy shall forfeit all rights and privileges to hold office, receive honors, and shall not be allowed to participate in any extracurricular activities or attend any school functions for a period of sixty (60) school days following the date suspension/expulsion begins.
2. Second offenders of this policy shall forfeit all rights and privileges to hold office, receive honors, and shall not be allowed to participate in any extracurricular activities or attend any school functions for a period of one calendar year following the date suspension/expulsion begins.
3. Third offenders of this policy shall permanently forfeit all rights and privileges to hold office, receive honors, and shall not be allowed to participate in any extracurricular activities or attend any school functions. After a period of two years, consideration will be given to allowing the person to attend school activities by the principal.
4. Students expelled permanently and/or those who quit school because of a violation of this policy are not permitted on school property for any reason without prior administrator approval. After a period of two years, consideration will be given to allowing the person to attend school activities by the principal.

These offenses are cumulative and follow the student for the duration of enrollment in the Clarksville School District. The principal may waive the non-attendance policy for special school functions.

## **5.12 Student Dress and Grooming (4.25)**

The Clarksville Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, and unsafe, could cause property damage, or are offensive to common standards of decency.

**Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a student.**

The Superintendent shall establish student dress codes for the District's schools, to be included in the student handbook, and are consistent with the above criteria.

A student has the right to dress as his/her taste and inclination direct; however, the student must be clean and decently attired. A student's personal appearance will not present a health or safety hazard or distract from the educational process in any way.

Examples of apparel **NOT** allowed:

1. Clothing which is transparent, see-through or cut-out;
2. Clothes with patches or lettering of a controversial or provocative nature;
3. Sagging pants;
4. Tank tops, dropped underarm shirts, strapless, spaghetti straps or one-shoulder blouses or bare midriffs;
5. Shorts and skirts are to be no shorter than mid-thigh;
6. Clothes which advertise alcohol, tobacco, or drugs;
7. Clothes with sexually suggestive pictures or remarks;
8. Hats/toboggans/hoods will not be allowed to be worn in the building unless on designated days or as a part of a uniform i.e., law enforcement
9. Accessories which may be considered as weapons are not allowed.
10. Clothing with holes exposing bare skin above the pockets.

A student who comes to school inappropriately dressed will have to change to appropriate clothing before being allowed to continue in class. Continual dress code violations will be considered insubordination and disciplined according to the handbook policy.

The following illustrations do not cover all of the dress code but does illustrate some of the most common problems.



*The following pictures do not cover the entire dress code. These pictures address some of the most common issues. If you have questions about a certain item ask one of the principals.*



## 5.15 Search, Seizure, And Interrogations (4.32)

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness; however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.

A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances

where the interviewers deem it necessary, they may exercise a “72-hour hold” without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal’s designee shall make a good faith effort to contact the student’s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. The principal or the principal’s designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student’s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state’s social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

## **Motorized Vehicles/Parking**

### **JUNIOR HIGH STUDENTS HAVE NO DRIVING OR PARKING PRIVILEGES.**

A student who continues to drive his/her vehicle on school grounds after being advised not to will have his/her vehicle towed off school premises at the student’s expense.

No vehicles are allowed on campus after school, on weekends, or on holidays except for sponsored activities. Violators will be prosecuted. Other rules governing student parking and vehicles are found in the "Conduct" section of this book.

## **5.20 Emergency Drills (4.37)**

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement and emergency management personnel. The lockdown drill training will include use of the District’s emergency communication method with law enforcement. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods.

Other types of emergency drills may also be conducted to test the implementation of the District’s emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District’s emergency communication with law enforcement method. Students shall be included in the drills to the extent practicable.

## **Emergency/Crisis Situation on School Campus**

In the event of a school closing or crisis situation on any of our school campuses, up-to-date information will be supplied to the local radio station. Parents are asked to listen to that information instead of calling the school. School phones will be involved in handling the situation.

## **5.22 Possession and Use of Cell Phones and Other Electronic Devices (4.47)**

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

To protect the security of statewide assessments, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student’s individualized education program (IEP) or individual health plan; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy’s disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student’s use during assessment administration to the extent the student is using the District provided device to complete the assessment.

As used in this policy, “electronic devices” means anything that can be used to transmit or capture images, sound, or data (including cellphones, smart watches, etc...).

Misuse of electronic devices includes, but is not limited to:

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.
6. No recording without permission
7. Having the phone out without permission during a non-approved time.

Use of an electronic device is permitted to the extent it is approved in a student's (IEP) or it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Possession of electronic devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

Students may be allowed to use their cell phones before school, during lunch, and after school in accordance with the Electronic Devices policy in the handbook. Use during class time is prohibited except as prescribed in the Electronic Devices policy in the handbook. Use during passing periods is prohibited. Use of a cell phone while operating a vehicle is prohibited. If a student's cell phone is put away and emits a sound due to the student having inadvertently failed to silence it, the teacher may issue a warning for the first offense. Any further offenses will be considered as violations of the cell phone policy. Failure to surrender a cell phone to a staff member shall constitute insubordination, as well as the cell phone violation, and will be dealt with in accordance with policy.

A parent shall obtain approval from the student's building principal before operating a student-tracking safety device at school or at a school-sponsored event if the device has recording or listen-in capability. The District requires the device's recording and listen-in technology to be disabled while the device is on the campus or at the school-sponsored event because of student privacy concerns. The District prohibits unauthorized audio or visual recordings or transmission of audio or images of other students or faculty members. The student's parent shall agree in writing to the requirement for the device's recording and listening-in technology to be disabled and that the District may prohibit future use of the device on campus or at a school-sponsored activity if it is determined that the device's recording or listening-in capabilities were used in violation of this policy before the student safety tracking device may be on campus or at a school-sponsored event.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32-SEARCH, SEIZURE, AND INTERROGATIONS.

Students who use a school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

The administration may follow any or all of the steps listed below:

1. In-School Suspension
2. Out of School Suspension
3. Recommendation for Expulsion
4. Report to Legal Authorities

## **5.25 Video Surveillance and Other Student Monitoring (4.48)**

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than 7 days after they were created.

Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or student handbook; any release or viewing of such records shall be in accordance with current law.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

## **SECTION 6: STUDENT DISCIPLINE**

### **6.00 Conduct**

Freedom is a constitutional right, but it does not mean the absence of reasonable rules and regulations, which serve to guide the actions of individuals. Along with freedom comes the responsibility to act in such a manner as to ensure that all participants may enjoy the same freedom. To obtain the greatest possible benefit to the students, teachers, administrators, parents, Board of Education, and the entire community, it is essential that all work together to ensure that all persons are treated equally and with dignity in respect to their rights and responsibilities.

### **Student**

Each student has the responsibility to pursue his/her education in the Clarksville School District in a manner that shows respect for other students, faculty members, staff, parents, and other citizens. A student should be aware that he/she has a responsibility to cooperate with and assist the school staff in the orderly and efficient management of the school by following the rules and regulations established by the Board of Education and Clarksville Junior High and implemented by teachers, school administrators, and staff. Each student is responsible for his/her own conduct at all times.

### **Parent/Guardian**

A parent/guardian is responsible for exercising the required controls so his/her child's behavior at school will be conducive to his/her own progress and not disruptive to the school's educational program. A parent/guardian is responsible for alerting school personnel when he/she has reason to believe that his/her child is experiencing difficulties at the school, referral to other support service personnel of the district (for example, nurse or educational examiner), etc. A teacher is authorized to administer corporal punishment according to guidelines established by district policy. A teacher may dismiss a student from his/her class for disciplinary reasons for a designated period. When the teacher is unable to assist the student in maintaining proper control of his/her behavior, the student is to be referred to the appropriate administrator in the school.

### **Principal**

The principal will inform all students of the rules and regulations. The principal is expected to involve representatives of the teaching staff, the student body, and the patrons of the school in developing the student discipline policies and to interpret and implement established policies. The principal is responsible for conducting in-service education for all personnel on a regular basis. The principal, or the principal's designee, is authorized to implement punishment as directed for specific infractions listed, to assign a student to in-school suspension, to suspend a student, to recommend the expulsion of a student, or when necessary, to make referrals to alternative school. The principal may recommend other disciplinary action for a student who consistently misbehaves at different disciplinary levels. The principal is expected to inform a parent/guardian of any student whose behavior is in serious conflict with established laws, rules, and procedures.

### **6.12 Behavior Not Covered in Stated Policies**

The Clarksville School District and Clarksville Junior High reserves the right to pursue legal or disciplinary action for behavior which is subversive to good order and discipline in the school even though such behavior may not be specified in this handbook.

### **6.15 Persistent Disregard for School Rules**

A student who persists in acts of misconduct after reasonable efforts have been made by the school to secure the student's adherence to the established rules will be recommended for expulsion. Efforts toward behavior modification will be made prior to recommendation for expulsion except when very serious offenses have been committed.

## 6.17 Student Discipline (4.17)

The Clarksville Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline.

Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school sponsored function, activity, or event; and
- Going to and from school or a school activity.

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to: a felony or an act that would be considered a felony if committed by an adult; an assault or battery; drug law violations; or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The District shall incorporate the District's implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.

The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Clarksville School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.

The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of suspension or expulsion.

The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a 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. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

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.

**Consequences for inappropriate behavior may range from a minimum of a warning to a maximum of expulsion.**

## 6.20 Tardies (4.9)

Promptness is an important character trait that District staff is encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

1. A student who is tardy to school (first period) must go by the office to sign in and receive a tardy card signed before going to his/her first class. If a student is more than 15 minutes late to their first period class, this is counted as an absence.
2. When a student accumulates four tardies in one semester, they will be given five days of lunch detention. Every two tardies thereafter in the semester will result in a day of in-school suspension. The number of days of in-school suspension will continue to increase with tardies.

Ex:      4 Tardies - Lunch Detention 5 Days  
            6 Tardies – In School Suspension 1 Day  
            8 Tardies – In School Suspension 2 Days  
            10 Tardies – In School Suspension 3 Days

3. Additional school tardies after exhausting will result in ISS. Failure to attend ISS for tardies will lead to suspension from school for one

day.

4. A student who is absent for more than 15 minutes (at the beginning, middle or end) of a class will be counted absent in that class unless prior approval has been given.

## 6.22 Classroom Behavior

CJH maintains a quality-learning environment through the classroom management style of assertive discipline. Each teacher has developed and has approved by the principal a set of general rules, consequences, and rewards that apply to his/her specific classroom management techniques. At the beginning of the year, each teacher will instruct his/her students regarding the specific discipline plan that applies in his/her class. The classroom teacher will handle most problems that arise from a student's non-compliance when in his/her class. Problems that can't be resolved between the student and teacher will be referred to the principal. Repeated infractions of the rules and regulations or an action, which substantially interrupts or disrupts classroom proceedings, may result in suspension from that given class for a period of time to be determined by the teacher and principal.

## 6.25 Standards of Behavior

A student who is well informed concerning his /her rights and responsibilities and the standards of behavior expected should not require disciplinary action. For the information of all students, however, acceptable/unacceptable behavior to avoid and recommended disciplinary actions are presented below. A student who engages in unacceptable behavior will be subject to disciplinary action including, but not limited to, in-school suspension, corporal punishment, suspension or expulsion from school, notification of law enforcement officials, and in specific situations, loss of privileges when applicable. The principal has the option of using other disciplinary action if a student consistently misbehaves. The violation of a rule will occur when the conduct takes place at any time while the student is on or off the school grounds or at a school-related or school-sponsored activity, function, or event.

Act 888 of 1995 requires principals to report all felonies or other violent criminal acts to the appropriate local law enforcement agency and to the school district for resolution. School districts are to inform parents of the rules and regulations for compliance with the requirements of this act.

By law, local law enforcement (SRO) must be notified when a felony or act of violence may have been committed on campus.

**\*The minimum penalty will be a verbal reprimand & the maximum penalty will be expulsion.**

## Fights or Other Criminal Behavior

It is a privilege for the Clarksville Public School District to serve in the educational growth of your child. One of the goals of our school system is to provide an atmosphere that encourages learning in a safe environment. Any student involved in a fight or other criminal behavior on any Clarksville school campus may be transported to the appropriate law enforcement agency by the Clarksville resource officer or any other law enforcement officer at the discretion of school administrators and law enforcement officials. The juvenile authorities will be notified. The student's school will make an effort to notify the parent/guardian of the student if such a situation occurs. This procedure will be in effect to ensure that our students have a safe environment in which to pursue academic success. Filming and/or sharing a recorded video of students fighting at school is not allowed and if students are found to be in violation of this, they will be disciplined as they are involved in or instigating the fight.

## 6.27 Threatening Messages

Persons identified as having a bomb threat or other message threatening students and employees will be prosecuted to the full extent of the law. Students identified as being involved in sending such messages will be suspended immediately, recommended for expulsion, and referred to legal authorities.

Every threat will receive immediate, total, and serious attention by school officials.

## 6.30 Group One Behavior and Consequences

### Behavior:

1. **Physical/Verbal Abuse/Assault by a Student on a School Employee**
2. **Bomb Threats/False Alarms**
3. **Thefts or Extortion**

A student will not cause, or attempt to cause damage to or steal, or attempt to steal, school property or the property of others. A student will not obtain, or attempt to obtain, something of value from another person either by physical force or by threats, which are considered illegal acts.

4. ***Loitering by Students Suspended from School***

A student suspended from school is prohibited from being in any school building or on any school grounds during the time of his/her suspension unless a prearranged conference has been scheduled through the principal or his designee. Additional disciplinary action for this offense will be added at the end of the suspension for the earlier offense.

## 5. Gangs/Gang Activity (4.26)

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

The following actions are prohibited by students on school property or at school functions:

- a. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
- b. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
- c. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
- d. Extorting payment from any individual in return for protection from harm from any gang.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.

Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

## Consequences

The principal may follow any or all of the steps listed below.

1. Report to legal authorities.
2. Suspend student for up to ten (10) school days immediately.
3. Recommendation for expulsion.
4. Conduct a due process hearing.

## 6.32 Group Two – Behavior and Consequences

### Behavior:

#### 1. TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS. (4.23)

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

Consequences for violations of this behavior are listed under "Group Two Consequences"

#### 2. STUDENT ASSAULT OR BATTERY (4.21)

A student shall not threaten, physically abuse, attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures; vulgar, abusive, or insulting language; taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, filming and/or sharing a video of students fighting, racial, ethnic, religious, or sexual slurs.

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common acceptance, is calculated to:

- a. Cause a breach of the peace;
- b. Materially and substantially interfere with the operation of the school; or
- c. Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

Students guilty of such an offense may be subject to legal proceedings in addition to any student disciplinary measures.

#### 3. DAMAGE OR DESTRUCTION OF SCHOOL PROPERTY

A student will not cause or attempt to cause damage to a school building or school property. The Clarksville School District will attempt to recover damages from the student destroying school property. A parent/guardian of any minor student under the age of 18 will be liable for damages caused by the minor. A student 18 or over will be liable for damages he/she caused.

#### 4. INDECENT EXPOSURE

A student will not deliberately commit indecent exposure while in school or while participating in any school-related or school-sponsored activity.

## 5. STUDENT SEXUAL HARASSMENT (4.27)

The Clarksville 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:

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

"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; or
  - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
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 made available to 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 or employees 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 individual 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 the complainant and make supportive measures available to the 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:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- 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:
  - The identities of the parties involved in the incident, if known;
  - The conduct allegedly constituting sexual harassment; and
  - The date and location of the alleged incident, if known;
- 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;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- 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:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- 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.

No earlier than ten (10) days 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:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- 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.

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-maker 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.

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

- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- 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 not 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:
  - The basis for the District's conclusion that its response was not deliberately indifferent; and
  - 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.

### **6. PROFANITY, VERBAL ABUSE, OBSCENE GESTURES, ETHNIC SLURS**

A student will not use profane, violent, vulgar, abusive, or insulting language at any time nor possess obscene or sexually graphic material. A student will not use physical gestures that convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process. A student will not use any form of harassment or make threats toward another student, faculty, or staff.

### **7. DISREGARD OF DIRECTIONS OR COMMANDS (INSUBORDINATION)**

Each student will comply with reasonable directions or commands of teachers, substitute teachers, teacher aides, principals, administrative personnel, school bus drivers, or any other authorized personnel.

### **8. TREATMENT OF SCHOOL PERSONNEL**

A student will not be allowed to behave in a hateful, discourteous, or degrading manner toward any school employee or volunteer.

### **9. DISORDERLY CONDUCT**

A student will not engage in behavior, which produces situations in which instruction or activities of other students are adversely affected.

### **10. GAMBLING**

A student will not engage in any game of chance on school premises.

### **11. STUDENT ASSEMBLIES**

A student attending an assembly program will follow directions, cooperate, and behave in manner, which will not distract from the program or keep others from enjoying the full benefits of the assembly program.

### **12. TRUANCY AND CLOSED CAMPUS**

A student will not be absent from school without a parent's/guardian's and/or a school authority's prior knowledge and consent. After arrival on campus, a student absent from his/her assigned learning station without permission from a school authority will be considered

truant. A student other than those involved in a work-study program or school-related or school-sponsored activity must secure permission through the office before leaving campus. Proper checkout procedures must be followed.

### 13. BULLYING (4.43)

"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 (5<sup>th</sup>) 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, and 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.

## Consequences

The principal may follow any or all of the steps listed below:

1. Report to legal authorities.
2. Detention, In-school suspension, suspension from assemblies, and/or corporal punishment.
3. Suspend the student for up to ten (10) school days.
4. Recommend expulsion.

5. Conduct a due process hearing.
6. Possession of tobacco or tobacco paraphernalia will result in the following:
  - A. 1<sup>st</sup> offense – Confiscation, 3 days of ISS
  - B. 2<sup>nd</sup> offense –Confiscation, 5 days of ISS
  - C. 3<sup>rd</sup> offense - Confiscation, 10 days of ISS
  - D. 4<sup>th</sup> offense – Confiscation, OSS

In the event of sexual advances, sexual activity, or peer harassment, the principal may not be held to the order of the consequences.

## 6.35 Group Three – Behavior and Consequences

### Behavior:

#### 1. **Public Display of Affection**

Public display of affection is not appropriate behavior at school. Failure to comply with the reasonable expectations of the school staff will lead to disciplinary action.

#### 2. **Cafeteria Use**

A student will comply with the following when going to the cafeteria and while using the cafeteria facilities:

- A. Walk when going to the cafeteria.
- B. Get in line and stay in place.
- C. Be courteous to all school personnel helping in the cafeteria.
- D. Clean the eating area before leaving the table.
- E. Put trays, trash, and silverware in the proper receptacles when cleaning up.
- F. Display good manners and courtesy at all times.
- G. Keep all food in the cafeteria.

#### 3. **Hall Conduct**

A student is free to visit and walk in the corridors during times when class is not in session. Misconduct, which in the judgment of a teacher, principal, or other school personnel is out of line with their requests, will be disciplined according to the nature of the incident.

- A. Avoid public display of affection, loud conversation, shouting, running, pushing, shoving, yelling, etc.
- B. Consume food and drink in designated areas--the courtyard, cafeteria, or outside the building.
- C. Walk when in the hallways and avoid congregating at lockers, around classroom entrances, or in groups which block the flow of traffic, especially at the intersections.
- D. Wear caps or hats in the building only for specific school-spirit activities.
- E. Avoid forcing doors and/or lockers open.
- F. Leave hand-held electronic games off campus.

### Consequences:

1. First offense warning
2. Second offense-cafeteria duty, in-school suspension, corporal punishment, or loss of privilege when applicable
3. Third offense-three (3) day suspension

## 6.37 Corporal Punishment (4.39)

The Clarksville School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment.

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

## 6.40 Discipline for Handicapped Students

A handicapped student who engages in conduct which is prohibited or which violates the rules and regulations of the school district is subject to normal disciplinary procedures so long as such treatment does not abridge the right to free, appropriate public education. The Individualized Education Plan Team for each handicapped student will consider whether a particular discipline procedure should be adopted for that student, and such procedure will be included in that student's IEP.

If it is found to be necessary to suspend a handicapped student from school, the principal suspending the student will immediately notify the head of the IEP Team for that student. The IEP Team will assess the effectiveness and appropriateness of the student's suspension. In no case should a handicapped student be excluded for more than ten (10) days in a school year unless it is so recommended by the IEP Team. The IEP Team might recommend an alternative educational program for the student.

## 6.42 Types of Discipline

### Detention

Detention is held daily from 12:05 p.m. until 12:30 p.m.

### Suspension from Class by a Teacher

A teacher may dismiss, for disciplinary reasons, a student from his/her class. The teacher will, when feasible, accompany the student to the office of the principal and will, as soon as practical, file with the principal a written statement of the reason or reasons for the student's dismissal from class. The principal or his designee will determine what disciplinary action to take. Before the student re-enters the class, a meeting with the teacher and the principal will be held to determine under what terms the student may return to the class.

### In-School Suspension (ISS)

The program will serve those students whom through their behavior violate school policy, and/or exhibit tendencies that could lead to suspension from school, or in extreme cases expulsion because of disregard to school policy. The respective school administrators will assign students to ISS. Students may be assigned to ISS from one to ten school days. Extra days may be assigned by the ISS teacher for failure to abide by ISS guidelines. When a student is assigned to ISS a school administrator will inform the student's parent of their child's ISS assignment.

### **Involvement in extracurricular activities will be at the discretion of the administration.**

The goal of "in-school-suspension" is to provide a supervised setting in which a student who has proven to behave unacceptably in the regular classroom, including those who would ordinarily be suspended from school, has the opportunity to keep up his/her assignments for credit and maintain his/her attendance.

Placement of a student will be based on disciplinary infractions not associated with a handicapping condition. Behavioral problems leading to the placement shall include, but are not limited to, disruptive behavior that interferes with the educational process, behavior that threatens the general welfare of others and recurring incidents that are of disruptive or insubordinate nature while the student is under the jurisdiction of the school.

Students assigned to ISS will not be allowed on campus before or after school nor to attend or participate in any school activity until the day following his/her last day in ISS.

Prior to an ISS assignment the parent or guardian of any student may request in writing their child be suspended out of school. Doing so will result in the same consequences as Out of School Suspension.

### **In School Suspension Student Guidelines**

1. Students must report to the ISS room in the junior high when entering the campus.
2. The student will courteously and immediately obey the direct reasonable requests of school employees.
3. There will be no communication between students in the ISS room, unless permission is granted.
4. All ISS students will have lunch at the same time. Each student will have the choice of eating in the cafeteria or bringing his/her own lunch, but all will eat together.
5. There will be no food, gum, or drink allowed in ISS.
6. The student will be responsible for bringing all needed materials to complete assignments.
7. Parents are to notify the principal or ISS instructor between 7:45-8:00 a.m. if the student is going to be absent from school. When the student returns to school, he/she must bring a note from his/her parents to the ISS instructor explaining the reason for the absence. If the absence is deemed unexcused, the student will receive a zero for that day's work and must make up that day in ISS.
8. If the student fails to comply with the rules and regulations, he/she can be assigned extra ISS days, recommendation for suspension, or recommendation for expulsion. A student who is suspended or expelled for failure to comply with ISS guidelines must re-enter school through the ISS classroom. The student will not be allowed to return to his/her regular classes until he/she has successfully completed his/her days in the In-School Suspension program.
9. Destruction or defacing of any property in the ISS classroom will result in immediate addition of days for that student.
10. Prior to an ISS assignment the parent or guardian of any student may request in writing their child be suspended out of school.

## 6.45 Suspension from School (4.30)

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the

needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school-sponsored function, activity, or event; and
- Going to and from school or a school activity.

A student may be suspended for behavior including, but not limited to, that:

1. Is in violation of school policies, rules, or regulations;
2. Substantially interferes with the safe and orderly educational environment;
3. School administrators believe will result in the substantial interference with the safe and orderly educational environment; and/or
4. Is insubordinate, incorrigible, violent, or involves moral turpitude.

Out-of-school suspension (OSS) shall not be used to discipline a student for skipping class, excessive absences or other forms of truancy.

The school principal or designee shall proceed as follows in deciding whether or not to suspend a student.

- a. The student shall be given written notice or advised orally of the charges against him/her;
- b. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts; and
- c. If the principal finds the student guilty of misconduct, he/she may be suspended.

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), person(s) having lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older or mailed to the last address reflected in the records of the school district. Generally, notice and hearing should precede the student's removal from school, but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable.

It is the responsibility of a student's parents, legal guardians, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district, which the school shall use to immediately notify the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:

A primary call number;

- The contact may be by voice, voice mail, or text message.
- An email address;
- A regular first class letter to the last known mailing address.

The district shall keep a log of contacts attempted and made to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of OSS.

Students who receive OSS will be able to make up work missed during the term of their suspension according to the following guidelines:

- The student is responsible for obtaining missed assignments via the school learning management system
- All work which becomes due during OSS is due on the first day the student returns to class
- The student will receive a zero for any work due during OSS which is not turned in on the first day the student returns to class
- Any regular tests given while a student has OSS will be taken on the first day the student returns to class. The student will receive a zero any regular tests given during OSS if those tests are not taken on the first day the student returns to class.

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.

OSS is an alternate means of discipline to fit some cases of inappropriate behavior. This form of discipline may be for up to a maximum of ten days per offense. The days assigned as OSS will be unexcused absences. Students will be given the opportunity to make-up any and all assignments during the suspension. The assignments during the suspension are due upon the date the student returns to school or the grade assigned will be a zero. Students assigned to OSS may be required to leave campus at the time discipline is assigned. Any student assigned to OSS more than two times in any one semester may be reported to the court authorities. No student will be assigned OSS without the permission of an administrator or designee. Parents may be contacted to discuss the problem. Students that are serving OSS will not be allowed to participate or attend any school-sponsored activity during the days assigned. When OSS occurs on a Friday the student cannot attend activities that occur during the weekend(s) of the suspension.

Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board.

Suspensions initiated by the Superintendent may be appealed to the Board.

#### **Emergency Suspension**

A student may be suspended indefinitely without notice, without hearing, and without the other rights provided in this handbook being first given when the school is undergoing a violent upheaval or where orderly educational processes have otherwise been substantially disrupted.

This emergency circumstance would apply in **rare** instances such as when riots are taking place and when emergency circumstances make it unreasonable for the administration and Board to consider the case under their usual time frame. In all such cases, notice, hearings, and other rights will be provided in accordance with the normal provisions at the earliest practical date that the restoration of order permits.

### **6.47 Expulsion (4.31)**

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct:

- Deemed to be of such gravity that suspension would be inappropriate;
- Where the student's continued attendance at school would disrupt the orderly learning environment; or
- Would pose an unreasonable danger to the welfare of other students or staff.

The Superintendent or his/her designee shall give written notice to the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted not later than ten (10) school days following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

The President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses, which gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted; however, any member of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The Superintendent and the Board of Education shall complete the expulsion process of any student that was initiated because the student possessed a firearm or other prohibited weapon on school property regardless of the enrollment status of the student.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of expulsion. The District's program shall include offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.

### **6.50 Laser Pointers (4.28)**

Students shall not possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; in route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

## **6.52 Use of Drug Dog**

It is the desire of the Clarksville School Board, administration, and staff to have a safe and drug-free school environment. Therefore, the school board has approved the use of a drug dog to search for drugs in any building of the Clarksville School District. The primary purpose for using the dog is to serve as a deterrent against drugs being brought on the school campuses. All school property and vehicles parked on school property are subject to being searched for drugs by use of a drug dog.

A school official will accompany the handler during the sniffing search of lockers and automobiles. The sniff search will take place while students are in class so that students will not be exposed to the dog and the instructional program will not be disrupted.

Should a suspicious locker or automobile be identified, the affected student will be notified before a search is conducted. The student will be advised of his/her rights. Every effort will be made to protect students from embarrassment. If possible, the search of a locker or automobile will be conducted while other students are not present. The investigative interview will be conducted in the privacy of the school official's office with the school official present.

Periodic, unannounced visits to the school and school activities may be made by the dog and handler in an effort to prevent possession of drugs on the campuses. Students are responsible for the contents of their lockers and automobiles.

Should contraband be located, the responsible student will be subject to school district policies, and local, state, and federal laws.

## **SECTION 7: STUDENT SERVICES**

### **7.00 Announcements**

Announcements will be made at the beginning of first period; announcements will also be posted on hallway monitors. Each student should pay careful attention to the information given on the announcements. It is each student's responsibility to find out announcements he/she may have missed when not present on any given day.

### **Lockers**

A student will pay a \$3.00 maintenance fee for using a locker during the school year. A student wishing to use a locker will need to come to the office to get his/her locker assignment. The lockers are small and will accommodate only one student; therefore, students are not to share lockers. A student is responsible for taking proper care of the locker throughout the year. Abusive treatment of any locker may result in the loss of locker privileges for a period of time specified by the principal. The school assumes no responsibility for items missing or stolen from the locker. A parent/guardian should be aware that school officials may search lockers. The guidelines for locker searches are listed under "Search and Seizure" in the "Student Safety" section of this handbook.

### **7.05 Lost And Found**

All articles that are found in or around the school should be turned in to the junior high office immediately. If a student has lost an article, he/she should check with the office. All items that have been turned in to the office and that haven't been claimed by the end of each semester will be given to charitable organizations or individuals in need.

### **7.07 Library**

The CJHS library media center is located in the hub of CJHS, because the library media center is so vital to learning. Students are encouraged to utilize the library media center that has materials not only for class assignments/research, but also for enjoyment. The library media center is open each day before school, at lunch, and after school. Teachers are encouraged to schedule library media center time to enhance class assignments/projects.

A student must have his/her student ID in order to check out books. A student may borrow up to two books. A borrowed book is checked out for a two week period and can be renewed for an additional two weeks when needed. To return books, students may place them on the check out desk at the designated return location. If for some reason the library is closed during the school day/class time, necessary arrangements will be provided for book check out and return.

If a book is overdue, a fine of ten cents per day will be charged. Reference books are for overnight use only and must be returned before first period the next day. A fine of ten cents per period is charged for overdue reference books. If a book is lost, the replacement cost for that item will be charged.

There are computers and printer service available for student use in the library media center. Those computers can be used to locate library books as well as for Internet research for class assignments. Students are permitted to print Internet information, class notes, reports, essays, etc. as assigned by a teacher.

It is the goal of the staff of the CJHS library media center to provide students with the skills necessary to become lifelong, independent, discerning researchers. The staff's greatest desire is to promote the love of reading and a thirst for knowledge in the students. Students are urged to make use of every opportunity to enter the door of the CJHS library media center.

items will be the replacement cost for that item.

## **7.10 Extracurricular Activity Eligibility for Home Schooled Students (4.56.2)**

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if the superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District.

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic activity without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of his or her enrollment in a home school.

No student shall be required to pay for individual or group instruction in order to participate in an interscholastic activity.

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30<sup>th</sup> percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course in the District's school where the student is intending to participate in an interscholastic activity.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11<sup>th</sup>) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

A home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

A home-schooled student who is not a resident of the District may begin participating in interscholastic activities:

- a. Immediately upon being approved for participation for all interscholastic activities other than athletic activities; and
- b. One (1) calendar year after being approved to participate in interscholastic activities that are athletic activities unless the approval is prior to July 1 of the school year the student would have been enrolled in seventh (7<sup>th</sup>) grade if the student were enrolled in public school.

A home-schooled student who is not a resident of the District and is prohibited under this policy from participating in an interscholastic activity that is an athletic activity for one (1) calendar year may immediately participate in rehearsals, tryouts, practices, auditions, classes, or other endeavors associated with the interscholastic activity.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A student who withdraws from an Arkansas Activities Association member school to be home-schooled shall not participate in an interscholastic activity in the resident school district for a minimum of three hundred sixty-five days after the student withdraws from the member school.

## **7.12 Withdrawal from School**

A student withdrawing from school must secure the appropriate forms from the counselor and have them properly completed before being considered officially withdrawn. All books and/or materials must be returned and all fines, fees, and outstanding debts owed to any school organizations must be paid before the counselor will transfer records to another school.

## **7.15 Extracurricular Activities**

Clarksville Junior High offers a variety of extracurricular organizations for each student who wishes to broaden his/her social and academic growth. Every student is encouraged to belong to an organization or organizations of his/her choice. A student who wishes to join an organization is advised to talk with the sponsor beforehand and find out as much as possible about the organization before joining. Once a student has decided on a particular organization, he/she must realize that there will be basic expectations and contributions, which must be made as a member of that organization. All members of any club or organization must abide by all rules and regulations adopted by that organization. All student clubs or organizations will organize in the fall during the first two or three weeks of school. Each prospective club must complete the proper paperwork for establishing a club. This paperwork may be found in the office or on the school website. All clubs must be sponsored by a certified staff member of Clarksville Junior High and must have at least 15 members to be recognized. Meetings will be scheduled in the morning before school starts, at noon, after school, or during a scheduled activity period. Class time will not be used for club meetings in most cases.

Extra-curricular and non-instructional activities shall not take precedence over academic activities and it shall be the policy of the Board of Education that the Clarksville School District will adhere to the requirements established by the Arkansas Activities Association in regard to the following:

- a. Extra-curricular and non-instructional activities and their place in the school program;
- b. Limit and control interruptions of instructional time in the classroom and the number of absences for such activities and;
- c. Requirements that the students must meet to be eligible to participate in extra-curricular activities.

Individual clubs and organizations when deemed necessary may set higher eligibility requirements. These eligibility requirements shall be approved by the Administration and the Board of Education before implementation and will not be prejudiced toward any individual. (Adopted 10/21/86)

Organizations wishing to meet at school during out-of-school hours must make the appropriate arrangements with the principal in advance.

## **7.17 Extracurricular Activities – Secondary Schools (4.56)**

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/interscholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

“Field Trips” are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

“Supplemental Improvement Program (SIP)” is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association (AAA) Handbook.

### **Extracurricular Eligibility**

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her

classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed fifteen per semester per extracurricular activity (tournaments excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

A student who enrolls in the district and meets the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

### **EXTRACURRICULAR ACTIVITIES' ATTENDANCE POLICY**

Students who are absent during all or part of the school day shall not participate in any school activity on that day or night, unless advance permission is granted by the principal due to extenuating circumstances.

#### **Interscholastic Activities**

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

### **ACADEMIC REQUIREMENTS: Junior High**

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her high school graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of their second semester in order to be eligible to participate in the fall semester of their tenth-grade year.

### **ACADEMIC REQUIREMENTS: Senior High**

In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:

1. Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
2. If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in an SIP to maintain their competitive interscholastic extracurricular eligibility.

### **STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM**

In order to be considered eligible to participate in competitive interscholastic activities, students with disabilities must pass at least four (4) courses per semester as required by their individual education program (IEP).

### **ARKANSAS ACTIVITIES ASSOCIATION**

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

#### **Intrascholastic Activities**

#### **AAA Governed Activities**

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

#### **Non-AAA Governed Activities**

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed intrascholastic extracurricular activities. Intrascholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

### **7.27 Books and Materials**

The State of Arkansas provides free textbooks in all subjects for each student. Each student is responsible for every book issued to him/her and upon request must return the books to the school in the same condition as when issued except for wear and tear from normal usage. If books are lost or damaged, the student will be assessed the cost of replacement or repair. Fines for marked or torn pages, damaged covers, etc. will be assessed by teachers. Name of the student and amount owed will be turned into the principal's office for collection.

A student who fails to turn in his/her books at the end of the school year or who fails to pay any fees or fines associated with damaged or lost books will not be issued books for the next school year until the books have been returned or the fees or fines have been paid in full. A senior who fails to pay fines for lost or damaged books will have all information requests (transcripts, etc.) withheld until the fines or fees have been paid or the books have been returned.

### **7.30 Guidance and Counseling**

Clarksville school counselors strive to empower students to embrace their full potential and to achieve their personal and academic aspirations. All students can develop the skills necessary for academic success, personal growth, positive interpersonal relationships, career development and healthy choices. School counselors will work hard to ensure that all students graduate with the competencies necessary to make self-directed, realistic, and responsible decisions, and to make a positive difference in our school and community.

The counseling office will be open to all students in grades 8 and 9 throughout each day. Conferences with the counselor can be requested and scheduled through the use of Schoology.

The counselor is responsible for the testing program in the school.

### **7.32 Telephone**

Office telephones are for official school business and can be used by students only for emergency purposes. Any tardies resulting from telephone usage between classes will be unexcused.

### **7.35 Cafeteria**

CJH has a cafeteria for those who wish to eat breakfast and/or lunch. Breakfast and lunch prices will be announced at the beginning of each year, and a student may pay into his/her lunch account by the day, week, or month. A student may pay into his account between 7:45- 8:00 a.m. A student may not pay into his account when going through the breakfast or lunch line, nor will a student be allowed to charge any meal. Free and reduced-price forms will be distributed in the student packets at the beginning of the year, or a student may pick up a form in the office, the lunchroom supervisor's office, or the cafeteria at any time. These forms need to be returned to the cafeteria manager. Rules for cafeteria conduct are listed in the "Conduct" section of this handbook.

### **7.36 School Meal Modifications (4.50)**

The district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition a medical statement completed by a State licensed healthcare professional, which includes:

- Physicians, including those licensed by:
  - The Arkansas State Medical Board;
  - The Arkansas State Board of Chiropractic Examiners (Chiropractors);

- The Arkansas Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
- Physician Assistants (PAs who work in collaborative practice with a physician); and
- Dentists.

The medical statement should include:

1. A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
2. An explanation of what must be done to accommodate the disability, which may include:
  - a. Food(s) to avoid or restrict;
  - b. Food(s) to substitute;
  - c. Caloric modifications; or
  - d. The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district's Director of Child Nutrition shall request additional information so that a proper and safe meal can be provided.

When choosing an appropriate approach to accommodate a student's disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

Parents may file a grievance regarding the request for accommodations with the District's 504 Coordinator, who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

## 7.37 Wellness Policy (5.29)

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Division of Elementary and Secondary Education (DESE), but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

### Wellness Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the District's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, 10, and 11 of the Centers for Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in the school district's support plan (SDSP), provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the SDSP.

The SNPAAC shall be made up of Individuals from the following groups to the extent interested persons from each group desire to be included in the development, implementation, and periodic review of the District's wellness policy:

- Members of the District's Board of Directors;
- School administrators;
- School nutrition personnel;
- Teacher organizations;
- Teachers of physical education;
- Parents;
- Students;
- Professional groups (such as nurses);
- School health professionals (such as school nurses, school counselors, and social workers); and
- Community members.

The SNPAAC shall provide written recommendations to the District's Child Nutrition Director concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements

and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

The SNPAAC will meet at least quarterly. Meeting dates for the SNPAAC will be placed on the District's calendar.

#### **School Health Coordinator**

To assist the SNPAAC in ensuring that the District fulfills the requirements of this policy, a District Level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District Level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

#### **Goals**

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District, working with the SNPAAC, has established the following goals:

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
2. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
5. Not use food or beverages as rewards for academic, classroom, or sports performances;
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards;
9. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's (USDA) Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;
10. Restrict access to competitive foods as required by law and Rule;
11. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.
12. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
13. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

#### **Food and Beverages Outside of the District's Food Service Programs**

The District will insure that drinking water is available without charge to all students throughout the school including, but not limited to, in the District's food service areas.

All food and beverages sold to students on school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages sold in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

All food and beverages provided, but not sold, to students on the school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages provided in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the Federal Smart Snacks standards during the scheduled time. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

Food and beverages outside of the District's food service programs may not be sold, served, or provided to students in the District's food service areas during meal times.

Elementary students shall not have in-school access to vending machines.

The District does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

#### **Advertising**

In accordance with the USDA regulations, oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product shall only be permitted on school campus during the school day if they meet or exceed the Federal Smart Snacks standards. This restriction does not apply to:

- Materials used for educational purposes in the classroom, including, but not limited to:
  - The use of advertisements as a media education tool; or
  - Designing and implementing the health or nutrition curriculum;
- Clothing, apparel, or other personal items used by students and staff;
- The packaging of products brought from home for personal consumption; and
- Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing, and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

#### **Community Engagement**

The District will work with the SNPAAC to:

- a. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;
- b. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
- c. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
- d. Encourage the development of and participation in family-oriented community-based physical activity programs.

The District will annually inform the public:

- Of the web address where the policy is located;
- Of any changes made to this policy since the previous year;
- Of the health and wellness priority goals in the District's SDSP;
- That a printed copy of the policy may be picked up at the District's central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

#### **Assessment of District's Wellness Policy**

At least once every three years, with input from the SNPACC, the District shall assess both the District as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District's SDSP. The assessment shall be based, at least in part, on:

- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index; and
- A description of the progress made in attaining the goals of this policy.

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the District's annual report to the public.

The District will update the wellness policy based on the results from the three (3) year assessment.

#### **District Website**

The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;
- The names of the members of the SNPAAC;
- Meeting dates for the SNPAAC;
- Information on how community members may get involved with the SNPAAC;
- A copy of this policy;
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

## **SECTION 8: STUDENT HEALTH AND SAFETY**

### **8.00 Health Records**

Acts 244 and 633 of Arkansas State Law require all students to have complete immunization records in order to register for the current year. A student entering CJH must provide a copy of his/her health records within the first month of enrollment.

## **8.01 Health Services (5.18)**

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules and Regulations Chapter Five: Delegation of Nursing Care.

Annually, the information reported in the Division of Elementary and Secondary Education Health Services Survey shall be provided to the Board.

## **8.02 School Insurance**

Clarksville School District will no longer provide accident insurance for students who participate in athletics, AAA activities, or any school sponsored event. Your child will no longer be covered while participating in, practicing for, and travel to and from such an activity in a school furnished vehicle. It is the parent or guardians' responsibility to maintain insurance for their child. Clarksville School District assumes no responsibility as a result of injuries that occur during any school sponsored activity.

## **8.05 Student Illness/Accident (4.36)**

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

## **8.07 Excluding Students for Health Reasons**

For health reasons, a student may be excluded from school by the principal. A student will be excluded for any reason recommended by a medical doctor. If a student is suspected of having a communicable disease, he/she will be sent home. If the suspected condition is not found to exist, the student will be readmitted. If the student does have a communicable disease, he/she will be readmitted after the completion of the quarantine period required by the health department. A parent/guardian will be contacted before a student under 18 is sent home.

## **8.10 Communicable Diseases and Parasites (4.34)**

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis B or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any blood borne, foodborne, and airborne pathogens exposures. Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

In accordance with 4.57 – IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up at the end of the school day. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

Each school may conduct screenings of students for human host parasites that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

## 8.12 Student Medications (4.35)

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer or otherwise authorized by this policy, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

Medications, including those for self-medication, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

Students with an individualized health plan (IHP) may be given OTC medications to the extent giving such medications are included in the student's IHP.

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus. The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.

### Schedule II Medications

Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation. A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

### Self-Administration of Medication

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

1. Self-administer either a rescue inhaler or auto-injectable epinephrine;
2. Perform his/her own blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student's own hypoglycemia and hyperglycemia; or
5. Possess on his or her person:
  - a. A rescue inhaler or auto-injectable epinephrine; or
  - b. the necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
  - a. Is capable of completing the proper method of self-administration of the stress dose medication;; and
  - b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or
- At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

### Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. an IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. a current, valid consent form on file from their parent or guardian.

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

- A. The time scheduled for a dose of insulin in the student's IHP; and
- B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

A student shall have access to a private area to perform diabetes monitoring and treatment functions as outlined in the student's IHP.

### Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee (s) certified to administer auto-injector epinephrine to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from and a licensed health care provider to self-administer auto-injectable epinephrine and who have written permission from their parent or guardian shall provide the school nurse an epinephrine auto-injector. This epinephrine will be used in the event the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying his/her /epinephrine auto-injector or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

### Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

### **Emergency Administration of Anti-opioid**

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

### **Emergency Administration of Emergency Adrenal Insufficiency Medication**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

## **8.15 Physical Examinations Or Screenings (4.41)**

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential.

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

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

## **8.17 Immunizations (4.57)**

"In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

"Serologic testing" refers to a medical procedure used to determine an individual's immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

### **General Requirements**

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;

- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

- A. Licensed physician;
- B. Health department;
- C. Military service; or
- D. Official record from another educational institution in Arkansas.
- E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

In order to continue attending classes in the District, the student must have submitted:

- 1) Proof of immunization showing the student to be fully age appropriately vaccinated;
- 2) Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student’s next immunization;
- 3) A copy of a letter from ADH indicating immunity based on serologic testing; and/or
- 4) A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

### Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1<sup>st</sup> is later in the current school year than the thirty (30) days following the student’s admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student’s temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

### Exclusion from School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded no fewer than twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student’s teacher(s) shall place in the principal’s office a copy of the student’s assignments:

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization; and
- The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

## **Student Behavioral Intervention and Restraint (4.60)**

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.

Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

"Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

"Behavior Intervention Plan" (BIP) means a written plan that:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
  - A definition or description of the desired target behavior or outcome in specific measurable terms;
  - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
  - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
  - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
  - A plan for managing a crisis situation;
  - A system to collect, analyze, and evaluate data about the student;
  - The school personnel, resources, and training needed before implementation of the BIP; and
  - The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition

of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to himself or herself or others.

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from recurring after it ends.

"Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:

- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:

- Occurs within the context of data-based problem-solving and involves:
  - The review of existing records and other sources of information;
  - Diagnostic or historical interviews;
  - Structured academic or behavioral observations; and
  - Authentic, criterion-referenced, or norm-referenced tests; and
- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

"Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

"Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

"Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

"Positive behavioral support" means the application of behavior analysis that:

- Is used to achieve socially important behavior change;
- Occurs at the:
  - Prevention level for all students in a school;
  - Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
  - Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal:
  - Of establishing a positive and supportive school environment that:
    - Teaches and reinforces prosocial behavior in a student;
    - Holds a student positively accountable for meeting an established behavioral expectation; and
    - Maintains a level of consistency throughout the implementation process; and
  - That is accomplished by using positive behavioral programs, strategies, or approaches.

"Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

"Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

"Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

### **Positive Behavioral Supports**

The District shall implement positive behavioral supports to be used at the:

1. Prevention level for each student in a school;
2. Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
3. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District's positive behavioral support shall include:

- a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- b. Holding a student positively accountable for meeting an established behavioral expectation;
- c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- d. The following interrelated activities:
  - Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
  - Focusing on preventing the development and occurrence of problem behavior;
  - Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
  - Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
5. Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

### **Problem Solving and Intervention Team**

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student's problem-solving and intervention team shall:

- a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
- b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
- c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

### **Physical Restraint**

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;

- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
  - To punish or discipline the student;
  - To coerce the student;
  - To force the student to comply;
  - To retaliate against the student;
  - To replace the use of an appropriate educational or behavioral support;
  - As a routine safety measure;
  - As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
  - As a convenience for school personnel; or
  - To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's problem-solving and intervention team;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

### **Reports and Debriefing**

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or

electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

school personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

1. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. Be maintained in the student's education record; and
3. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:

- a. A member of school personnel who was present during the incident;
- b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
- c. A school administrator; and
- d. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
  - Reevaluate the training needs of school personnel;
  - Reevaluate the physical restraint policy and practices; and
  - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
  - a. The concerns of the student's parent;
  - b. The student's social and medical history;
  - c. The student's FBA, if one exists; and
  - d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether positive behavior supports were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
  - a. The student;
  - b. The student's parent; and
  - c. Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

## **SECTION 9: SCHOOL RELATED ACTIVITIES**

### **9.00 Assemblies**

A planned program of assemblies is provided to supplement and enrich the overall educational offerings at the junior high school. Assemblies are to promote student talent and participation, to provide cultural experiences and broaden interests, to present important school and civic matters to the students, to bring outstanding personalities and cultural information to students, and to enrich school spirit. All assemblies will be scheduled and approved through the building principal. The student council president will usually be asked to open and close all assemblies. Constructive suggestions from students, faculty, or parents concerning programs or other assembly practices are encouraged.

Pep rallies and assemblies of this nature will meet in the gymnasium. More formal assemblies will be held in the fine arts building. In the event a parent/guardian objects to a student's attending a particular assembly, the student may report to the principal for instructions.

All students will be required to attend all scheduled assemblies except those requiring a fee. A student who does not wish to attend an assembly requiring a fee will be told where to report. Assemblies are a part of the regular school day and not time for a student to schedule his/her own activities away from school. As a rule, a student will not be excused from assembly programs to carry on personal business.

## **9.02 Classroom Parties**

A teacher desiring to have a classroom party must obtain approval from the principal and provide necessary supplies as well as cleanup.

## **9.05 Field Trips**

The school encourages participation in extracurricular activities, which, on occasion, may require that trips be made. All trips taken by a student group must have adult supervision and be approved by the principal. School-sponsored organizations may secure use of school buses through the building principal. All CJH students who attend school-sponsored, off-campus events will be governed by school district rules and regulations and are subject to the authority of school personnel. A student is expected to dress appropriately (as determined by the sponsor and/or principal) when representing CJH on school-sponsored events.

A student who makes trips representing the school will use transportation designated by school officials. Before participating in a field trip, a student must have a permission slip signed by his/her parent/guardian. A student will return from all trips by the same school transportation unless (1) a parent/guardian has contacted the sponsors personally and requested that his/her son or daughter ride home with him/her or other designated parents or (2) the parent/guardian has contacted the sponsor in writing prior to the trip requesting that his/her son or daughter ride home with him/her or another designated parent. Only current CJH students, authorized sponsors, and school personnel may ride in transportation furnished by the school except in the case of a pep bus.

## **9.07 4-H**

Act 245 (A.C.A.16-18-220) of 1981 encourages a student to participate in 4-H activities and instructs a district to excuse participation in 4-H activities away from the school. Prior approval must be obtained from the principal.

## **9.10 Dances/Prom**

Dances may be held on school property; however, all dances scheduled must meet the following guidelines and any other guidelines adopted at a later date:

1. All dances will be school sponsored.
2. All dances must be sponsored by a recognized school organization.
3. All dances must be scheduled at least two weeks ahead of time.
4. The time the dance begins and ends will be set by the principal.
5. All dances will be chaperoned by certified school employees.
6. Proceeds from a dance will go to the sponsoring organization to pay for all expenses incurred.
7. The sponsoring organization will be responsible for cleaning the facility used for the dance before the next school day begins.

A student attending a school-sponsored dance must comply with the following requests and any other requests deemed necessary:

1. A student must pay the required fee to enter the dance.
2. A student who leaves before the dance is over does so with the understanding that he/she will not be allowed back into the dance and his/her money will not be refunded. A student must leave the school premises upon leaving the dance.
3. Unless directed otherwise, all dances will be for CJH students only and their dates (which may or may not be students at CJH). Dances are not open to the general public. Prior to the dance, each student will be asked to provide the name of his/her date that does not attend CJH.
4. A student who brings a date who is not a student of CJH is responsible for the actions of his/her date. If problems should arise, a CJH student whose date is involved will not be allowed to bring any other non-CJH person to any future dance.
5. Use or possession of tobacco, alcoholic beverages, or any form of illegal drug is prohibited at all school functions.
6. There will be no loitering on school grounds during the time any dance is scheduled.
7. A student involved in any disorderly conduct or any conduct which may be inappropriate in the judgment of any certified person chaperoning the dance will be asked to leave the dance and school premises. The student's money will not be refunded.
8. A student and/or his/her date will not be allowed to be on the stage with the performing groups without permission of a certified person on duty.

## SECTION 10: CURRICULUM

### 10.00 Curriculum

CJH offers a variety of course work in order to prepare a student for life beyond high school.

The courses offered on campus are listed below. A student should plan his/her selections based on requirements, scheduling, and credits needed for graduation. Elective courses may be added or deleted depending on the need and interest of the students.

### 10.01—Curriculum Development (5.3)

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas' Academic Standards. Curricula should be in alignment with the District's vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education. Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.

The District shall not purchase curriculum for the District's reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.

### 10.02 ON CAMPUS CURRICULUM

#### Eighth Grade Course Offerings:

##### Required Courses:

English 8, Pre-AP English 8, ELL English 8, Resource English 8  
Math 8, Algebra 1, Resource Math 8  
Science 8 or Integrated Physical Science  
Social Studies/Arkansas History  
Career Development/Introduction to Business & Marketing

##### Electives:

Reading  
Basketball (boys and girls)  
Football  
Volleyball  
Physical Education  
Art  
Boy's Choir  
Girl's Choir  
Marching Band  
Health and Safety  
General Music  
Enrichment

#### Ninth Grade Course Offerings:

##### Required Courses:

English 9, Pre-AP English 9, ELL English 9, Resource English 9  
Algebra 1 or Geometry, Resource Algebra 1  
Integrated Physical Science or Biology  
World History

##### Electives:

Critical Reading  
Basketball (boys and girls)

Football  
 Volleyball  
 Physical Education  
 Art  
 Boy's Choir  
 Girl's Choir  
 Marching Band  
 Health and Safety with CPR  
 Music Appreciation  
 Theatre  
 Survey of Business  
 Survey of Agriculture  
 Spanish  
 Family and Consumer Science  
 Computer Science

## 10.10 Minimum Core Curriculum of High School Course Recommended For Preparation For Higher Education

The recommended core of courses is designed to be a standards-based set of rigorous courses for students preparing themselves for success in college. These courses are designed for unconditional admission to any public two-year and four-year institution of higher education in Arkansas and the Arkansas Academic Challenge Scholarship.

### Core Curriculum for Unconditional Admission

<b>English</b>	Four units with emphasis on writing skills, not to include courses in oral communications, journalism, drama, or debate.
<b>Natural Science</b>	Three units, with laboratories, chosen from physical science, biology, chemistry, or physics. Only one unit may come from a life science.
<b>Mathematics</b>	Four units including Algebra I, Algebra II, geometry, and a fourth math above Algebra II.
<b>Social Studies</b>	Three units, including one of American history (does not include contemporary American history), one of world history (not to include world cultures, world geography, or global studies), and at least one/half unit of civics and ½ unit of Economics.

## 10.15 Advanced Placement, International Baccalaureate, And Honors Courses (5.21)

Students in grades 7-12 who take advanced placement (AP) courses; International Baccalaureate (IB) courses; honors or concurrent credit college courses; or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) shall be graded according to the following schedule:

A = 100 – 90  
 B = 89 – 80  
 C = 79 – 70  
 D = 69 – 60  
 F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 5 points  
 B = 4 points  
 C = 3 points  
 D = 2 point  
 F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course: The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and

- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.

“Honors Courses” are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation. Students who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses; and other courses approved by DESE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

Clarksville High School offers six advanced placement courses: AP Literature and Composition, AP Calculus, AP American History, AP Chemistry, AP Computer Science A, and AP Music Theory. These classes will have a true value of five (5) on a four (4) point scale. In order to enroll in an AP class, a student must meet the criteria set by the teacher, the principal, and/or the Academic Committee. Students must take the AP Exam to receive the weighted credit.

#### **AP Literature; Composition Criteria for Admission**

1. The class will be limited to twenty (20) students.
2. Priority will be given to a student who ranks in the top fifteen (15) percent of his/her class because of the Honor Graduate class requirements.
3. A student must take the AP tests in May to receive the weighted credit.
4. A student who does not earn a C or better in AP English at the end of the first semester may be rescheduled into English 11 or English 12.

#### **AP Calculus Criteria for Admission**

1. The class will be limited to twenty (20) students.
2. A student is required to have Pre-Calculus or College Algebra & College Trigonometry.
3. Priority will be given to a student who ranks in the top fifteen (15) percent of his/her class because of the Honor Graduate class requirements.

#### **AP American History Criteria for Admission**

1. The class will be limited to twenty (20) students.
2. Priority will be given to a student who ranks in the top fifteen (15) percent of his/her class because of the Honor Graduate class requirements.

#### **AP Chemistry Criteria for Admission**

1. The class will be limited to twenty (20) students.
2. A student must have taken Chemistry or Pre AP Chemistry. Pre AP Chemistry is recommended.
3. Priority will be given to a student who ranks in the top fifteen (15) percent of his/her class because of the Honor Graduate class requirements.

#### **AP Computer Science A Criteria for Admission**

1. The class will be limited to twenty (20) students.
2. A student is required to have a knowledge of basic English and Algebra.
3. A student should be enrolled in or have completed Algebra 2.
4. A student in the AP Computer Science A course should be comfortable with functions and the concepts found in the uses of function notation, such  $f(x) = x+2$  and  $f(x)=g(h(x))$ .
5. Priority will be given to a student who ranks in the top fifteen percent of his/her class because of the Honor Graduate class requirements.

#### **AP Music Theory Criteria for Admission**

1. The class will be limited to twenty (20) students.
2. A student’s ability to read and write musical notation is fundamental to such a course.
3. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument.

## **SECTION 11: COMPUTER USE POLICIES**

### **11.00 Internet Safety and Electronic Device Policy (4.29)**

For the purposes of this policy, “electronic device” means anything that can be used to transmit or capture images, sound, or data.

The District 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 district electronic devices is for educational and/or instructional purposes only. Student use of electronic device(s) shall only be as directed or assigned by staff or teachers; students are advised that they6 enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student electronic device use is continuous.

No student will be granted Internet access until and unless an Internet and electronic device use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the Internet and electronic device use

agreement is incorporated by reference into board policy and is considered part of the student handbook.

### **Technology Protection Measures**

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

- (a) Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- (b) 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
- (c) Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

### **Internet Use and Safety**

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- Interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response

### **Misuse of Internet**

The opportunity to use the District’s technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook and/or internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district’s technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student’s own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student’s academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copy right or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

## **11.02 Student Electronic Device and Internet Use Agreement (4.29F)**

Developed by the Clarksville School District and the Arkansas Department of Education, the computer network provides each Clarksville Junior High student with Internet/Intranet access and an email account. Each junior high, middle, and elementary school student will have Internet/Intranet access only. A student must apply for a computer account at the beginning of each school year or at the time of enrollment.

The network administrator in the Clarksville School District, along with the Department of Information Service (DIS), has taken available precautions to restrict access to controversial materials on the Internet; however, due to the global nature of the Internet, it is impossible to control access to all materials that might be considered offensive. Nevertheless, the administration, faculty, and staff at Clarksville Schools believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that a user may obtain material that is not consistent with the mission statement of Clarksville School District.

The Clarksville School District agrees to allow the student identified below to use the district’s technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, “electronic device” means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student’s use of the district’s access to the Internet is a privilege conditioned on the Student’s abiding to this agreement. No student may use the district’s access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.
2. Acceptable Use: The student agrees that he/she will use the district’s Internet/Intranet access for educational purposes only. In using the Internet/Intranet, the student agrees to obey all federal laws and regulations and any State laws and rules. The student also agrees to abide by any Internet/Intranet use rules instituted at the student’s school or in the student’s class, whether those rules are written or oral. Since the student may use the school’s computers in various classrooms, in labs, or in the library, it is his/her responsibility to know and understand the specific computer use rules applicable in each location. Additionally, the student agrees to keep his/her password private and take advantage of account

protection measures like changing his/her password periodically, not using obvious passwords, and logging out correctly.

3. Penalties for Improper Use: If the student violates this agreement and misuses the Internet/Intranet, the student shall be subject to disciplinary action. The principal may use any or all of the disciplinary measures but is not limited to the following:

1. Report to the legal authorities.
2. Suspend the student's computer access for a minimum of one (1) school day up to a maximum of ten (10) consecutive school days.
3. Revoke the student's access privileges.
4. Assign the student to in-school suspension for a minimum of three (3) consecutive school days.
5. Suspend the student from school for up to ten (10) consecutive school days.
6. Recommend expulsion.

4. "Misuse of the District's access to the Internet" includes, but is not limited to the following:

1. using the Internet/Intranet for other than educational purposes
2. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law
3. using the Internet for any illegal activity, including computer hacking, violation of federal, state, or local statutes, or violation of copyright or intellectual property law
4. making unauthorized copies of computer software
5. using the Internet to engage in sending numerous, unsolicited electronic mail messages at the same time or participate in chain letters which can degrade the performance of the network; or accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member
6. using abusive, obscene, sexually explicit, threatening, or profane language or expressions regarding bigotry, racism, or hate in private messages on the system; or using the system to harass, insult, or verbally attack others (system refers to but is not limited to social media, email, and text messaging)
7. posting anonymous messages on the system
8. using encryption software
9. wasting limited resources provided by the school including paper
10. causing congestion of the network through lengthy downloads of files; or failing to delete old e-mail or other files which take up excessive space
11. vandalizing data of another user; or attempting to access or copy another user's files
12. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks
13. gaining or attempting to gain unauthorized access to resources or files
14. identifying oneself with another person's name or password; or using an account or password of another user without proper authorization
15. invading the privacy of individuals
16. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, address, and phone number.
17. using the network for financial or commercial gain without district permission. (The student may not buy or sell products or services through the system without prior permission from the network administrator.)
18. stealing or vandalizing data, equipment, or intellectual property
19. attempting to gain access or gaining access to student records, grades, or files
20. introducing a virus to or otherwise improperly tampering with the system
21. degrading or disrupting equipment or system performance
22. creating a web page or associating a web page with the school or school district without proper authorization
23. providing access to the district's Internet/Intranet access to unauthorized individuals
24. failing to obey school or classroom Internet/Intranet use rules
25. taking part in any activity related to Internet/Intranet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.
26. installing or downloading software on district computers without prior approval of the network administrator or his/her designee.
27. accessing web sites that contain obscene, derogatory, or inflammatory material. (If the student accidentally accesses this type of information, he/she should immediately notify his/her teacher.);
28. accessing or playing online games, unless instructed to do so by the teacher, or instructor.

5. Liability for debts: The students and his/her cosigners 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.

Clarksville School District makes no warranties of any kind for the services it provides and will not be responsible for loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions. In addition, it denies any responsibility for the accuracy or quality of information obtained through its services.

6. No Expectation of Privacy: The student and parent/guardian signing below agree that if the student uses the Internet through the district's access, the student waives any right to privacy the student may have for such use. The student and the parent/guardian agree that the district may

monitor the student's use of the district's Internet/Intranet access and may also examine all system activities in which the student participates including, but not limited to, e-mail, voice, and video transmissions to ensure proper use of the system. The district may share such transmissions with the student's parents/guardians.

7. No Guarantees: The district will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent/guardian and student recognize that the district makes no guarantees about preventing improper access to such materials on the part of the student.

8. Clarksville School District Web Pages: The network administrator or his/her designee will be responsible for the creation of web pages or the association of web pages to the district's home page. On occasion, a student's name and/or picture may appear on a school web page; however, a student's picture will not be identified with his/her name.

## **SECTION 12: GENERAL INFORMATION**

### **12.00 Student Visitors (4.16)**

The board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should be taking place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation to the classroom shall be allowed only with the permission of the school principal and all visitors must first register at the office.

#### **12.01 Visitors**

Clarksville Junior High School cordially welcomes parents, study groups, and other guests who wish to visit classrooms, other facilities, or programs of interest. Anyone wishing to visit a student or a classroom must make prior arrangements with the principal's office before each visit. Visitors must report to the office upon arriving at CJHS and secure permission before visiting the school or school grounds. An individual needing to speak directly with a student will conduct the visit in the office after permission has been granted by a school official.

### **12.02 Contact with Students While at School (4.15)**

#### **Contact by Parents**

Parents wishing to speak to their children during the school day shall register first with the office.

#### **Contact by Non-Custodial Parents**

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply.

Arkansas law provides that, in order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student's building principal. Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

#### **Contact by Law Enforcement, Social Services, Or by Court Order**

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen (18) years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not

attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

### **Contact by Professional Licensure Standards Board Investigators**

Investigators for the Professional Licensure Standards Board may meet with students during the school day to carry out the investigation of an ethics complaint.

## **12.05 School Holidays**

School holidays are normally scheduled for Labor Day, Thanksgiving, Christmas, Martin Luther King, Jr., President's Day, and spring break. A parent/guardian or student planning activities during a school holiday needs to be sure the student is present when school resumes following holidays. Allowance will not be made for a student who misses school due to extended holidays. A parent/guardian or student planning activities for spring break and the end of the school year should remember that inclement weather may result in the changing of these dates.

## **12.07 School Closings**

### **Inclement Weather**

During times of inclement weather, the local radio stations (KLYR 92.7 and KXIO 106.9) will be notified by the superintendent at the earliest possible time regarding plans for that school day. In addition, the ALERTNOW Notification Service will notify you of school delays or cancellations. During times of bad weather when school is in session but some of the buses are unable to run, all students unable to attend classes because the buses can't run will be excused.

### **Emergencies**

In the event of any emergency or other situation that necessitates a school closing or early dismissal not previously announced, the local radio stations will be notified by the superintendent at the earliest possible time regarding plans for that school day.

## **12.10 Publicity Information**

During the course of the school year many students are recognized through their participation in various organizations and for special achievements or awards. When the school reports this information to the school paper, local or state papers, or any other source which may request this information, the following will be considered public information for these purposes:

- |   |                                 |
|---|---------------------------------|
| 1. Student's name                         | 6. Student's age                |
| 2. Student's grade                        | 7. Organization                 |
| 3. Awards, special recognition, or honors | 8. Weight/height of team member |
| 4. Name of parent or guardian             | 9. Hobbies or special interests |
| 5. Address                                |                                 |

If a student or parent/guardian objects to any of the above information being used as public information, he/she should contact the junior high school principal.

## **12.12 Evacuation Procedure**

Under certain conditions an evacuation of the building might be necessary. At this time, the principal will notify the staff and students to immediately leave the building and relocate to another location. All visitors in the building will evacuate and go to designated site with students and school personnel until clearance is received. No vehicles are to be moved; buses will be sent to transport all students. In case of an emergency or early dismissal from school, students will be dismissed by the Principal or Assistant Principal.

In the event of a crisis situation on any of the school campuses, up-to-date information will be supplied by the local radio stations. Parents are to listen to the information instead of calling the school. School phones will be involved in handling the situation.

## **12.15 Crisis Directory**

Maintaining a safe environment is a major concern of the Clarksville School District staff. Measures have been taken to ensure that each student feels secure when entering our classrooms. A crisis team composed of teachers, administrators, local law enforcement agents, firemen, and

emergency officials has developed a comprehensive crisis policy. The crisis team meets annually to ensure that if we are ever faced with a crisis on our campus, we will be as prepared to handle it as we can possibly be.

If you ever receive information regarding a crisis situation, please contact us immediately. Contact persons and telephone numbers are listed below.

**Clarksville High School**

Cheyne Dougan, Principal	479-705-3212
Shelley Vaughn, Assistant Principal	479-705-3212
Melissa Wiggins, Counselor	479-705-3209
Marsha Tindell, Counselor	479-705-3276

**Clarksville Junior High School**

Brandy Cogan, Principal	479-705-3224
Amanda Banning, Counselor	479-705-3231

**Clarksville Middle School**

Brad Pearson, Principal	479-705-3240
Sheila Helms, Counselor	479-705-3248

**Clarksville Intermediate School**

Kathy Gregory, Principal	479-705-3218
Lindsey Werner, Counselor	479-705-3249

**Clarksville Elementary School**

Christel Thompson, Principal	479-705-3256
Shelly Frew, Counselor	479-705-3259

**Clarksville Primary School**

Mark Mooney, Principal	479-979-6000
Laura Hyden, Counselor	479-979-6004

**Central Office**

Superintendent's Office	479-705-3200
Chase Carter, Assistant Superintendent	479-705-3239
Steven Wyatt, Assistant Superintendent	479-705-3255
Kara Chrisman, Curriculum Coordinator	479-705-3203
Frankie Tucker, Resource Officer	479-705-3229

***We appreciate your help in keeping our students safe.***

## **12.17 Privacy of Students' Records/Directory Information (4.13)**

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parents of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty-five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information (hereinafter "PII") from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

- it is in the sole possession of the individual who made it;
- it is used only as a personal memory aid; and
- information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with

whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student's case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.

When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Clarksville School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If a court order exists which directs that a parent not have access to a student or his records, the parent or guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal and the superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities, (for example basketball, football, or other interscholastic activities) the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education (DOE) at

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

## **National Anthem (4.44)**

Each school in the District shall broadcast The Star-Spangled Banner at:

- The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of The Star-Spangled Banner may be performed at only one (1) of the events; and
- At least one (1) time each week during school hours.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

- A school-sanctioned band program;
- A school-sanctioned chorale program, vocal group, or vocalist; or
- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

## **Pledge of Allegiance and Moment of Silence (4.46)**

The Pledge of Allegiance shall be recited:

1. During the first class period of each school day;
2. At the commencement of each school-sanctioned after-school assembly; and
3. At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall either stand or sitting sit quietly while the other students recite the Pledge.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

## **12.20 Religion in Schools (5.10)**

The First Amendment of the Constitution states that —Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof...|| As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203) the Amendment thus, —embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be. || Therefore, it is the Board's policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student.

The need for neutrality does not diminish our school system's educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District's goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other's religious or non-religious views.

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be so that they are objective and academically informational and do not advocate any particular form of religious practice.

Instructional activities in the schools that are contrary to a pupil's religious beliefs or teachings shall be optional.

The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate. \*

Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

## **12.21—District Website (5.20)**

The Clarksville School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district website by establishing guidelines for their construction and operation.

The Clarksville School District website shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The website shall not use "cookies" to collect or retain identifying information about visitors to its website nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

Each school's web page shall be under the supervision of the school's Web Master and the District's website shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end, the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines:

1. All pages on the District's website may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages, which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission the student's parents or the student if the student is over the age of eighteen (18).
4. The District's web server shall host the Clarksville District's website.
5. No web page on the District website may contain public message boards or chat rooms.
6. All web pages on the District website shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice, which must be placed in a clear and prominent place and manner.
8. With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by Clarksville School District.
9. The District shall include the following information on its website through a link located on the District's homepage titled "State Required Information".
  - a. Local and state revenue sources;
  - b. Administrator and teacher salary and benefit expenditure data;
  - c. District balances, including legal balances and building fund balances;
  - d. Minutes of regular and special meetings of the school board;
  - e. The district's budget for the ensuing year;
  - f. A financial breakdown of monthly expenditures of the district;
  - g. The salary schedule for all employees including extended contract and supplementary pay amounts;
  - h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
  - i. The district's annual budget;
  - j. The annual statistical report of the district;
  - k. The district's personnel policies; and
  - l. The annual School Performance Report;
  - m. School-Level Improvement Plans;
  - n. The School District Support Plan;
  - o. Student discipline policies;
  - p. Comprehensive School Counseling Plan
  - q. The District financial policies;
  - r. Student handbooks;
  - s. The Annual Report to the Public;
  - t. The parent, family, and community engagement plan;

- u. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS.
- v. School District Calendar
- w. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A 6-15-103
- x. The District's Teacher and Administrator Recruitment and Retention Plan

The information and data required for items A through K in 9 above shall be the actual data for the previous two (2) school-years and the projected data for the current school-year.

Before July 15 of each year, the District shall post on its website the following information:

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Title IX/Sex Discrimination":

- Contact information for the District's Title IX Coordinator;
- A statement that any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment;
- Copies of the District's sexual harassment policies;
- Copies of the District's Procedures governing the grievance and appeal process;
- The process for filing a formal complaint of sexual harassment; and
- Direct links to or copies of the materials used to train the District's Title IX Coordinators, investigators, and decision-makers.

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.

## 12.22 Web Site Privacy Policy (5.20.1)

The Clarksville School District operates and maintains a web site for the purpose of informing the citizens of the district about its activities. The web site does not use "cookies" or ISP addresses to collect or retain personally identifying information about visitors to its web site nor is any such information given to "third parties". Any data collected is used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

The site serves no commercial purpose and does not collect any information from individuals for such purpose.

Photographs of students, when associated with the student's name, shall not be displayed on any page of the district's web site without the prior written consent of the parent (or the student if 18 or older).

The site provides for email communication between the District and individuals for the purpose of exchanging information regarding the District and its activities or between teachers and their students. The site may also provide for password protected communication between the District and its staff.

## 12.25 Challenge to Instructional/Supplemental Materials (5.6)

"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.

Instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials, including classroom events or activities associated with classroom instruction, may do so by filling out a *Challenge to Instructional Material* form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the

contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use. If the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- Misleading;
- Factually inaccurate; or
- Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 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 except 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:

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

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

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

## **12.27 Selection of Library/Media Center Materials (5.7)**

The ultimate authority for the selection and retention of materials for the schools' media centers rests with the Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

### **Selection Criteria**

The criteria used in the selection of media center materials shall be that the materials:

1. Support and enhance the curricular and educational goals of the district;
2. Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting

- literature;
- 3. Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
- 4. Help develop critical thinking skills;
- 5. Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
- 6. Have literary merit as perceived by the educational community; and
- 7. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

### **Retention and Continuous Evaluation**

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three years.

### **Gifts**

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

### **Challenges**

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process. Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

If the decision is to not remove the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within 5 working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within 15 days of the committee's decision. The Board shall review the material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

## **12.28—Selection/Inspection of Instructional Materials (5.5)**

"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 all other inspection rights under this policy, the following shall be made available for inspection 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.

Except when directly related to a requirement under the Arkansas academic standards; a District employee 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 District shall provide written notification to parents and legal guardians of their ability to exercise their rights under this policy to review items A-G above or to challenge and/or opt their student out of items under A-G above as permitted under Policy 5.6. The District's notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

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

## **12.29-Computer Software Copyright (5.9)**

The District shall observe copyright laws governing computer software reproduction. Unless specifically allowed by the software purchase agreement, the Copyright Act allows the purchaser of software to:

1. Make one copy of software for archival purposes in case the original is destroyed or damaged through mechanical failure of a computer. However, if the original is sold or given away, the archival copy must be destroyed;
2. Make necessary adaptations to use the program; and/or
3. Add features to the program for specific applications. These improvements may not be sold or given away without the copyright owner's permission.

The District shall abide by applicable licensing agreements before using computer software on local-area or wide-area networks.

## **12.30 Student Organizations/Equal Access (4.12)**

Non-curriculum related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program.

## 12.32 Solicitations and Fund Raising

All fund raising activities must be cleared through the principal's office. Only school-sponsored groups who have been approved will be allowed to engage in fund raising on school grounds.

### ACTIVITY ORGANIZATIONS

Beta Club  
Christian Student Union  
FCCLA

Fire Marshals  
Fun Day Committee  
Quiz Bowl  
Student Council

### CJHS ATHLETIC PROGRAM

Football  
Volleyball (Girls)  
Basketball (Boys)  
Basketball (Girls)  
Track (Boys)  
Track (Girls)  
Soccer (Boys 9)  
Soccer (Girls 9)  
Golf (Boys 9)  
Golf (Girls 9)  
Tennis (Boys 9)

Tennis (Girls 9)  
Cross Country (Boys 9)  
Cross Country (Girls 9)  
Baseball (Boys 9)  
Softball (Girls 9)  
Bowling (Boys 9)  
Bowling (Girls 9)  
Swimming (Boys 9)  
Swimming (Girls 9)  
Cheerleading  
Trap  
Archery

## 12.35 Awards and Honors

Throughout the course of the school year, there are many honors and awards earned by CJHS students. Every attempt will be made to recognize student achievements through the school paper, local media, awards assemblies, special banquets, and local service clubs. Awards and honors that are recognized each year fall into the following categories:

1. Perfect Attendance Awards -- These are given to a student who has been present each day -- periods one (1) through eight (8)-- that school has been in session or has been present the full school day that he/she is required to attend.
2. Athletic and Band Awards -- These awards are based on individual, outstanding achievement in a particular area of these activities.
3. Individual Awards -- These are given in each subject matter area to those students who have excelled in that area of study during the year and are given during the annual awards assembly. Honor Roll Students -- A student who earns and maintains a "B" or better in all subjects will be recognized in the local media each nine weeks. These students will also be recognized at the annual awards assembly if they have maintained this average for the entire year, and the senior honor graduates will also be recognized during graduation ceremonies.
4. Students of the Month. Each month faculty members select by a secret-ballot rating system one boy and one girl from each grade to be designated as Student of the Month.

## 12.37 Honor Roll and Honor Graduates (5.17)

### **Honor Roll**

Students in grades K-6 who have no grade lower than a B will be recognized as honor roll students for that grading period.

### **Honor Graduates**

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the Higher Education Coordinating Board and the State Board of Education and have a cumulative GPA of 3.65 will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

### **Honor Graduate Policy Beginning with the Class of 2021 and Beyond**

- To be considered an honor graduate:
  - Students must complete the Smart Core Curriculum.
  - Students must have a cumulative weighted GPA of 3.65 or above.
- To be considered a distinguished honor graduate:
  - Students must meet all requirements to be an honor graduate.
  - Students must attend Clarksville High School his/her entire 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade year.
  - Students must take at least 5 of the following courses:
    - AP Literature & Composition
    - AP Calculus

- AP Chemistry
- AP US History
- AP Computer Science
- AP Music Theory
- Composition I
- Composition II
- College Math
- College Algebra
- College Pre-Calculus
- College World History I
- College World History II
- Intro to Education (taken for college credit)
- Education Technology (taken for college credit)
- Spanish III
- Consideration will be given to concurrent courses taken at institutions of higher education that are equivalent to those courses offered on campus. Some institutions of higher education will use different names for these courses. Those courses are Composition I, Composition II, College Math, College Algebra, College Pre-Calculus, College World History I, College World History II, Intro to Education (taken for College Credit), and Education Technology (taken for College Credit)
- Honor Graduates will be identified by a gold cord
- Distinguished Honor Graduates will be identified by a gold cord and a medal
- Selection of Speakers:
  - Distinguished Honor Graduates may submit a speech. Speeches will be judged blindly by a panel containing the principal, assistant principal, counselor, and graduation coordinator.
  - The two highest scored speeches will be presented at graduation.
  - If Distinguished Honor Graduates do not wish to submit speeches, Honor Graduates will be given the opportunity to submit speeches for judging.

## **12.40 English Language Learners (5.27)**

The district shall utilize the special needs funding it receives for identified English Language Learners on activities, and materials listed in the DESE Rules Governing Student Special Needs Funding.

The expenditures of ELL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of ELL funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

## **12.42 Enhanced Student Achievement Funding Expenditures 5.28**

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the Division of Elementary and Secondary Education (DESE) Rules Governing Student Special Needs Funding.

Using District specific data, the District shall conduct the DESE developed needs assessment to identify areas where Enhanced Student Achievement (ESA) funds need to be directed. The District shall develop a three-year plan for the use of the District's ESA funds. The District's plan shall:

- Describe the District's intended and implemented strategies to enhance student achievement;
- Describe how ESA funds will be used to support the strategies of the District as permitted by Arkansas law and DESE Rules;
- Include goals and measures of success for the areas where ESA funds will be directed;
- Specify the categories and types of expenditures the district intends to use to meet the needs that were identified through the needs assessment and supported by the District specific data, which may include without limitation: personnel, programs, materials, supplies, services, and equipment, which may include technology; and
- If the District uses esa funds in areas not identified by the needs assessment or supported by the District's specific data, justification for the use of the ESA funds in these areas.

The District shall review the District's enhanced student achievement plan at least annually, which shall include a review of the progress of the implementation of the District's proposed strategies and the efficacy of the planned strategies. The District shall update the District's enhanced student achievement plan at least annually. Any amendments to the District's enhanced student achievement plan shall be submitted Along with the District's annual budget to DESE.

## **12.45 Student Media and The Distribution of Literature (4.14)**

The Superintendent and the student media advisors(s) shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

“School-sponsored media” means all student media that are:

- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

“Student journalist” means a student who gathers, writes, edits, photographs, records, video tapes, or prepares information for dissemination in student media.

“Student media” means any means of communication that are:

- Prepared, substantially written, published, or broadcasted by a student;
- Distributed or generally made available, either free of charge or for a fee, to members of the student body; and
- Prepared under the direction of a student media advisor.

“Student media” does not include media that is intended for distribution or transmission solely in the classroom in which it is produced.

“Student media advisor” means an individual who is employed, appointed, or designated by the District to supervise or provide instruction with respect to student media.

### **Student Media**

While the District recognizes a student’s right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District’s administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited media includes those that:
  - a. Are obscene as to minors;
  - b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
  - c. Constitute an unwarranted invasion of privacy as defined by state law;
  - d. Suggest or urge the commission of unlawful acts on the school premises;
  - e. Suggest or urge the violation of lawful school regulations;
  - f. Attacks ethnic, religious, or racial groups; or
  - g. Harass, threaten, or intimidate a student.

### **Student Media on School Web Pages**

Student media displayed on school web pages shall follow the same guidelines as listed above and shall also:

1. Not contain any non-educational advertisements;
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student’s photograph when associated with the student’s name unless written permission has been received from the student’s parent or student if over the age of eighteen (18);
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

### **Student Distribution of Non-school Literature, Publications, and Materials**

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials, shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials shall have school authorities review their non-school-sponsored materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of non-school-sponsored materials.

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school-sponsored materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than 10 days.

## **12.46 Student Participation in Surveys (5.24)**

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his/her family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating, and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section Two: No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10)\* days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire. The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following;

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;
4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

## **12.47 Drug-Free Schools and Campuses**

The Clarksville School District will strive to provide a drug-free and alcohol-free environment for students. The unlawful use and possession of illicit drugs or alcohol is illegal and harmful. Discipline policies dealing with using, possessing, or being under the influence of illicit drugs and alcohol are stated in the student handbooks. Compliance with the policies is mandatory and will be consistently enforced.

Any student who may have a drug or alcohol problem is encouraged to seek help from the school counselor, nurse, principal, or from a professional agency of their choice. The decision to seek counseling for the student and the cost of counseling/rehabilitation shall be the responsibility of the parent/guardian.

ADOLESCENT CARE UNIT  
Arkansas Rehab Institute  
Clarksville: 479-754-7296

RIVENDELL CHILDREN AND YOUTH CENTER  
Benton: 501-794-1255  
Little Rock: 501-372-3647

Little Rock: 479-223-7507

ADOLESCENT CARE  
Care unit Hospital Program  
Ft. Smith: 479-441-5500

ARK. CHILDREN'S HOSPITAL  
Turning Point  
Little Rock: 501-370-1360

HARBOR VIEW  
Mercy Academy  
Fort Smith: 479-487-5550

COMMUNITY SERVICES  
Clarksville: 479-754-7296

COUNSELING ASSOCIATES  
Clarksville: 479-754-8610  
Russellville: 479-968-1298

THE BRIDGEWAY  
North Little Rock: 479-771-1500

## 12.50 Grievances and Complaints

If a parent or **guardian** has a complaint or grievance concerning a policy or staff member of Clarksville Junior High, the following procedure should be followed:

- Step 1** A parent or guardian who feels that he/she has a grievance should present the matter orally or in writing to the individual staff member. A conference should be scheduled between the two parties.
- Step 2** If the parent or guardian feels the complaint or grievance is unresolved after the first step; the parent or guardian may request a meeting with the building principal.
- Step 3** If the parent or guardian feels the complaint or grievance is unresolved after the second step; the parent or guardian may request a meeting with the Superintendent.
- Step 4** If the parent or guardian feels the complaint or grievance is unresolved after the third step; the parent or guardian may request a meeting with the Board of Education. This request must be in writing to the Superintendent a minimum of one (1) week prior the scheduled Board meeting. The request must state the reason(s) for the meeting. The request to meet with the school board shall be considered by the superintendent and the president of the school board. The president of the school board shall make the decision as to whether or not the matter is placed on the school board agenda. The president is under no obligation to place the matter on the school board agenda. The decision of the Board of Education shall be final.

Citizen complaints involving school personnel may not be presented to the School Board, due to the fact that presentations to the Board concerning personnel are closely governed by state and constitutional law.

Any patron who has a complaint about an employee should first attempt to resolve any such issues with the employee. If no satisfactory result is obtained, or if the nature of the complaint would render such an approach to the employee futile, the patron may present the complaint to the employee's immediate supervisor (usually the Principal).

If no satisfactory result is obtained from the immediate supervisor, the patron may then present the complaint to the next level of supervision (usually the Superintendent). The Superintendent is the final authority in such matters, unless some employment action is justified which would require action by the School Board on the recommendation of the Superintendent. In such a circumstance, the Superintendent has the sole discretion in deciding whether to make such a recommendation.

The disciplinary actions, if any, taken against the employee may not be revealed to the patron bringing the complaint, since to do so could violate statutory and constitutional prohibitions.

## 12.52 Clarksville School District Chemical Screen Test Policy

### **CHEMICAL SCREEN TEST POLICY**

The Clarksville School District recognizes that chemical abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. The Clarksville Board of Education is determined to help students by providing another option for them to say "No." Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of the legal drugs and medications.

### **Purpose of a Chemical Abuse Policy:**

1. To allow the students of Clarksville Schools to know that the school is concerned about their total well-being. The School District is interested in helping the students who may be having problems.
2. To emphasize concerns for the health of students in areas of safety while they are participating in activities as well as the long-term physical and emotional effects of chemical use on their health.
3. To confirm and support state law which restrict the use of such mood-altering chemicals.

4. To assist students of Clarksville Schools to resist the peer pressure that directs them toward the abuse or misuse of chemical substances.
5. To establish standards of conduct for students of Clarksville Schools who are considered leaders among their peers.
6. To work cooperatively with parents by assisting them in keeping their children free from mood-altering chemicals.
7. To assist students who need to be referred for assistance or evaluation regarding their use of illegal drugs.
8. To deter chemical abuse or misuse by all students through the use of random drug testing

### **Scope**

The provisions of this policy apply to students in Clarksville Schools in grades seven through twelve. No student will be allowed to participate in any school activity (any activity outside the regular curriculum) or park on campus until the consent form has been signed by both student and custodial parent/legal guardian and returned to the principal. Positive screening results are considered cumulative and follow the student for the duration of enrollment in Clarksville School District.

### **Definition**

*Illegal Drugs* are defined as any substance, including alcohol, considered illegal by Arkansas Statutes or which the Food and Drug Administration control unless prescribed by a licensed physician.

### **Prescription Medication**

The existence of lawfully prescribed medication in the student's sample is not a violation of this policy when taken in accordance with a physician's recommendation or prescription to a specific student. Some over-the-counter medications may have similarities to unlawful drugs when tested. Students who are taking prescription medication may provide a copy of the prescription or a doctor's verification in a sealed envelope to school personnel at the time the sample is collected. The specific name of over-the-counter medication should also be disclosed to the school official. Students who refuse to provide verification and test positive will be subject to the actions specified in this policy for "positive test."

### **Consent Form**

Students and parents/guardians will be strongly encouraged to sign a consent form to the random testing. The form must be co-signed by the student's custodial parent/legal guardian. No student will be allowed to participate in any school activity (any activity outside the regular curriculum) or to park on school district property until the consent form has been signed by both student and custodial parent/legal guardian and returned to the principal. Consent forms for students participating in fall sports or extracurricular activities must be signed prior to physical examinations. All other students must sign the consent form during the first two weeks of school. Students moving into the district during the school year must sign the consent form during the first two weeks of enrollment. No student will be allowed to sign the consent form after these dates.

### **Selection Process**

While students are in school, they will be subject to random selection for testing. Particular days will be selected for testing. If a student is selected for testing but is absent on that day, he/she will be tested on the next test date. The number of names drawn will be no less than (2%) or greater than (15%) of the students in grades seven through twelve. A urinalysis will be the method utilized to test for the presence of chemicals in the body. All students selected must report to the designated testing site.

### **Testing Agency**

The district will choose a qualified agency for the purpose of processing samples and maintaining privacy with respect to test results and related matters.

### **Cost**

The cost of the test to be given during random selection will be paid by the district. Any test administered to a student to regain eligibility will be at the district's expense.

### **Refusal to Consent to Testing**

Students not consenting to be tested (in the random pool) are allowed to join clubs or organizations but are not allowed to attend after school meetings, participate in any activities, or park on campus.

### **Refusal to Submit to Testing**

Any participant who refuses to submit to random drug testing and/or retesting is considered having tested positive.

### **Testing Procedure**

All test results from the laboratory will be communicated to the Superintendent or designee. All urine specimens will be taken at a designated restroom. Any student who is requested to provide a urine specimen will be directed to the collection site where the student will complete the necessary forms. Students who test positive will be required to sign additional consent forms.

The following precautions will be taken, as appropriate, at the collection site:

- The examinee will be positively identified.
- The observer will ask the individual to remove any unnecessary outer garments (i.e., coat, jacket, etc.) that might conceal items or substances that could be used to tamper with or alter the urine specimen. All personal belongings (i.e., purse, backpack, etc.) Must remain with the outer garments. The observer will note any unusual behavior or appearance.

- The student will not be outside of the presence of the observer and not have access to faucets, soap dispensers, or cleaning agents until after the specimen has been provided and sealed.
- The student will be allowed to provide the specimen in a stall or other partitioned area that allows for individual privacy. After the specimen has been provided, the student should leave the stall.
- At the collection site, toilet bluing agents will be placed in the toilet tanks, whenever possible. No other source of water will be available in the enclosure where urination occurs.
- If a student fails to provide the necessary amount of urine for a valid specimen, the student will be given reasonable amounts of water for drinking and extra time to produce an adequate sample. During this time, the student will remain in the vicinity of the collection area and under the observation of the district staff.
- Immediately after collection, the observer will check the temperature of the specimen and inspect the specimen for color and signs of contaminants.
- Both the observer and student being tested will keep the specimen in view at all times prior to its being sealed and labeled.

### **Analysis Process**

Testing protocol involves on-site collection and testing of urine samples. If a sample initially tests positive for any substance, that sample will be immediately retested. In the event that the second test reports negative, the sample will be considered negative for reporting purposes. A second positive test will result in the sample's being immediately delivered to an SAMHSA certified laboratory for GC/MS confirmation with results provided to the school in one or two days.

### **Results and Notification**

Test results will be reported to the Superintendent or his designee. All reports will be in writing. All specimens testing negative on the initial test or negative on the confirmation test will be reported as negative. Only specimens confirmed as positive will be reported as positive for a specific drug (s).

### **Records**

The Superintendent or his designee in a separate, locked file will maintain all records concerning chemical abuse testing. The records will not be kept in a student's regular file. Only the Superintendent or his designee will have access to the files. The files on each student will be destroyed upon graduation or two years after termination of enrollment. A student and the student's custodial parents, legal guardians may obtain a copy of his chemical abuse upon written request.

### **First Positive Test**

Upon receipt of a positive test result for any student, a custodial parent or legal guardian will be notified and a meeting will be schedule with the superintendent or his designee, the student, the custodial parent or legal guardian, the student's principal, the student's head coach or sponsor.

Counseling/rehabilitation for the student will be strongly recommended for the student who tests positive. A referral/resource list will be made available to the student and parent/legal guardian. Any counseling/rehabilitation service costs will be the responsibility of the student and/or parent. The student will be placed on probation for thirty days. If there are not thirty days left in the school year, the thirty-day period will carry forward to the following school year. During the probation time, the student will not be allowed to participate and/or attend any curricular or extracurricular activities, which occur outside the regular school day or park on campus.

Students participating in a sport or activity that requires a physical must have doctor's approval to continue practicing during the probationary period. In order to regain eligibility after the thirty-day probationary period, the student must be tested again at the district's expense and a written copy of the results will be given to the Superintendent or his designee. If the test is negative, the probation will be lifted. If the test is positive, the student will not be allowed to participate in or attend extracurricular activities or park on campus for one calendar year. A positive retest at the end of a thirty-day probation period will be considered a second positive test. To regain eligibility for participation in activities, a student must have a negative Chemical Screening Test. This will be administered by the District's chemical screening company and at the district's expense. *Exception:* A student must be retested on day thirty-one. However, certain chemicals that take more than thirty days to leave the student's system will be considered differently if a doctor's written opinion details said residual effects of that particular substance.

### **Second Positive Test**

For the second positive test, the student will not be allowed to participate in or attend extracurricular activities or park on campus for one calendar year. To regain eligibility for participation in activities, a student must have a negative Chemical Screening Test. This will be administered by the district's chemical screening company and at the district's expense.

### **Third Positive Result**

For the third positive result, the student will be permanently suspended from participating in or attending any activity program and park on campus for the remainder of his enrollment with the school. A third positive screen could come from third positive test from the random pool or a result of a re-screen at the end of a probation period.

### **Nature of Policy**

No student will be penalized academically for testing positive for illegal drugs. The results of any drug test pursuant to this policy will not be documented in any student's academic records.

### **Other Disciplinary Measures**

The district, by accepting this policy, is not precluded from utilizing other disciplinary measures set forth in the student handbook and this policy does not preclude the district from taking disciplinary procedure and resulting action when founded upon reasonable belief and suspicion that a student has participated in drug-related activities.

Counseling/rehabilitation is recommended for the student who tests positive. Any counseling/rehabilitation service cost will be the responsibility of the parent/guardian. The following are some agencies that provide counseling/rehabilitation services. In supplying the list, the Clarksville School Board, its agents, or employees take no responsibility in the selection of which agency the parent decides to use. The final decision to seek counseling for the student and the cost of counseling/rehabilitation shall be the responsibility of the parent/guardian.

1. **COMMUNITY SERVICES;** Clarksville: 479-754-7296
2. **THE BRIDGEWAY;** North Little Rock: 501-771-1500
3. **HORIZON;** Fort Smith: 479-478-6664
4. **GUIDANCE CENTER;** Fort Smith: 479-452-6650
5. **GATEWAY;** Fort Smith: 479-785-4083
6. **COUNSELING ASSOCIATES;** Clarksville: 479-754-8610, Russellville: 479-968-1298
7. **METHODIST BEHAVIORAL HOSPITAL;** Maumelle: 501-803-3388

## **12.55 Use of Copyrighted Materials (5.8)**

### **Use of Copyrighted Work in Face-to-Face Classroom**

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or designee, will provide district personnel with information regarding the “fair use” doctrine of the U.S. Copyright Code as detailed in the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals” and “Guidelines for Educational Uses of Music”.

### **Use of Copyrighted Works in Digital Transmission**

“Class session” means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work’s overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:

- The date set by the teacher for an assignment to be submitted; or
- The date on the school calendar for the end of classes

“Course packs” are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.

“Mediated Instructional activities” includes textbooks, workbooks, and course packs.

“Transmission” is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational channel, or in a digital format on a password protected secure webpage.

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required to use copyrighted work in a face-to-face classroom, Federal law places several additional requirements on the District’s teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

The District shall make sure the server where materials are stored is secured, whether the server is located locally or remotely.

The District’s Informational Technologies staff shall develop the proper protocols and train teachers on their use in order to ensure:

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;
  - Each student shall have a unique ID and password for accessing digital courses/materials; or
  - Each course shall have a unique password to access course materials; and
  - The password to access the course materials shall be changed immediately following the close of the course.
2. To prevent students from retaining or further disseminating the copyrighted work for more than one class session;
  - The print function will be disabled;
  - A transparency shall be placed over any literary work, sheet music, or photograph;
  - Audio and video transmissions will be set to be streamed; and
  - The link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes and policy 5.11 – DIGITAL LEARNING COURSES as well as the following requirements in order to use a copyrighted work:

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
  - The entirety of a non-dramatic literary or musical work may be used. A non-dramatic literary work includes poems and short stories. A non-dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
  - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
  - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
  - Works primarily produced or marketed for use in the digital education market may not be transmitted.
  - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
  - Mediated Instructional activities may not be transmitted.
- C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status;
  - Course syllabus;
  - Home webpage for the course;
  - Webpage for the particular class session; and/or
  - Webpage with the copyrighted work.

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:

- I. The amount converted is only the amount allowed by law; and
- II. The District has no digital copy of the copyrighted work available; or
- III. The district's digital copy of the copyrighted work that is available has technological protections that prevent the use of the copyrighted work in the manner prescribed by law.

The District will not be responsible for any employee violations of the use of copyrighted materials.

## **12.56—School Improvement Teams (5.4)**

A team structure is officially incorporated into the school-level improvement plan. New school administrators shall receive a description of the teams' purposes and how each team is constituted; In addition, each new administrator shall receive training on methods for effective teams.

All teams shall create work plans for the year, which shall include specific work products for the team to produce. To aid in maintaining the work plan, all teams shall develop an agenda and keep minutes for each meeting. The school principal shall be responsible for maintaining a file of the agendas, work products, and minutes of all teams.

### **Leadership Team**

Each school shall have a Leadership Team that consists of members that include:

1. The principal;
2. The chair of each Instructional Team;
3. The school guidance counselor;
4. An instructional facilitator; and
5. Other key professionals designated by the principal.

The Leadership Team shall meet for a minimum of one (1) hour at least two (2) times each month during the school year. Based on school performance data and aggregated classroom observation data, the Leadership Team shall make decisions and recommendations on curriculum, instruction, and professional development; in addition, the Leadership Team shall serve as a conduit of communication to the rest of the faculty and staff.

### **Instructional Teams**

The teachers in each school shall belong to an Instructional Team. The instructional teams shall be organized by:

- a. Grade level;
- b. Grade level cluster; and/or
- c. Subject area.

Each Instructional Team shall appoint a chair for the school year who shall conduct the team meetings and shall be part of the school Leadership Team. Each Instructional Team shall meet for a minimum of forty-five (45) minutes at least two (2) times a month during the school year.

The purpose of the Instructional Teams is to develop and refine units of instruction and review student learning data.

## 12.57 – Food Service Prepayment (4.51)

### Meal Charges

The District does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment in the school cafeteria or the school office.
- Depositing funds through the District's online service: [www.mymealtime.com](http://www.mymealtime.com) (a small fee applies)

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance at the following times:

Negative balance slips will be sent home with students on a weekly basis to parents with student in grades K-7<sup>th</sup>.

- Negative balance slips will be mailed home to parents of students 8<sup>th</sup>-12<sup>th</sup> grade.

### Unpaid Meal Access

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal. The District will notify a student's parents:

- When the student's prepaid account balance has dropped to the point that the student will begin receiving unpaid meals;
- Each time the student receives the first unpaid meal after money has been deposited into the student's prepaid account; and
- After the student has received five (5) unpaid meals.

Students who have submitted proper documentation to receive a meal modification in accordance with Policy 4.50—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

## 12.58 – Food Service

Good nutrition and learning go hand in hand. The Food Service Department is made up of a team of food and nutrition professionals that are dedicated to students' health, well-being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices.

Clarksville School District participates in the National School Breakfast & Lunch Program. The NSBP and NSLP allows for free and reduced priced meals. Applications for free/reduced priced meals are sent home at the beginning of the school year and are also available in school offices, cafeterias and the office of the assistant food service director. Applications can be submitted at any time during the school year. We encourage parents to apply for free or reduced price meals by completing an application and returning it to the school office, cafeteria, Child Nutrition Office or the Superintendent's Office.

Meals, foods and beverages sold or served at District Schools meet state and federal requirements which are based on the USDA DIETARY GUIDELINES. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. Send suggestions, feedback or questions on our food service program to Cathy Holland, Assistant Food Service Director at [cathy.holland@csdar.org](mailto:cathy.holland@csdar.org)

### PAYMENTS

Parents are encouraged to pay for student meals in advance, but may pay daily, weekly, monthly or yearly. You may deposit any amount; the proper amount will be deducted each time your student uses the account. Payment may be made in any school cafeteria at any time. We offer a district computerized accounting system to maintain student accounts and privacy. **Payments must be cash or checks; credit or debits cards cannot be accepted.**

Payments may also be made on-line at [www.mymealtime.com](http://www.mymealtime.com) (a small fee will apply). Parents can also keep track of purchases thru this service. Credit or debit cards are accepted on-line.

The Child Nutrition Department also offers family accounts to combine more than one family members accounts. Please contact the Child Nutrition Office @ 479-979-6008

Parents may call or email the cafeteria manager to check the status of a student's account.

### CHARGES

Parents are responsible for all charges that accrued. All charges will stay on the student account until paid in full.

- **HIGH SCHOOL**—High School students are not allowed to charge meals or ala carte items
  - Students may speak with the cafeteria manager and ask to charge. If granted, students may charge breakfast and/or lunch. This limit will not exceed \$10.00, at which time the parents is expected to pay charges.
- **JR. HIGH SCHOOL**—Students will be permitted to charge up to \$15.00 on their accounts for breakfast and/or lunch. Ala Carte items cannot be charged. Negative balance notice will be sent out weekly with students or mailed home to parents.
- **MIDDLE SCHOOL**-- Students will be permitted to charge up to \$15.00 on their accounts for breakfast and/or lunch. Ala Carte items cannot be charged. Negative balance notice will be sent out weekly with students or mailed home to parents.

- **ELEMENTARY SCHOOL**--Students will be permitted to charge up to \$50.00 on their accounts for breakfast and/or lunch. Ala Carte items cannot be charged. Negative balance notice will be sent out weekly with students or mailed home to parents.
- **PRIMARY SCHOOL**-- Students will be permitted to charge up to \$50.00 on their accounts for breakfast and/or lunch. Ala Carte items cannot be charged. Negative balance notice will be sent out weekly with students or mailed home to parents.

## Meal Modifications

The District only provides modified meal components on menus to accommodate students. A parent/guardian wishing to request dietary accommodations for their students with a disability must submit to the Child Nutrition Department a medical statement completed by a state licensed professional, which includes:

- Physicians, including those licensed by:
  - The Arkansas State Medical Board;
  - The Arkansas State Board of Chiropractic Examiners;
  - The Arkansas Board of Podiatric Medicine;
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
- Physician Assistants (Pas who work in collaborative practice with a physician); and
- Dentists

The medical statement should include:

- A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
- Food(s) to avoid or restrict;
- Food(s) to substitute;
- Caloric modifications; or
- The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the District Child Nutrition Department shall request additional information so that proper and safe meal can be provided.

When choosing an appropriate approach to accommodate a student's disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

Parents may file a grievance regarding the request for accommodations with the District's 504 Coordinator who will schedule a hearing on the grievance to be held as soon as possible. The 504 Coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

The District will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

### **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, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of 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](mailto:program.intake@usda.gov).

USDA is an equal opportunity provider, employer, and lender.

## **12.59 -- Permanent Records (4.38)**

Permanent school records, as required by the Division of Elementary and Secondary Education (DESE), shall be maintained for each student enrolled in the District until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance. A

copy of the student's permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received.

## **SECTION 13 INTERNET/NETBOOK HANDBOOK & ACCEPTABLE USE POLICY**

The Clarksville Public School District is pleased to make available to students and staff access to interconnected computer systems within the district and to the Internet, the worldwide network that provides access to significant educational materials and opportunities.

In order for the school district to ensure the continued accessibility of its computer network and the Internet, all students and staff must take responsibility for appropriate and lawful use of this access. Students and staff must understand that one person's misuse of the network and Internet access may jeopardize the ability of all students and staff to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy ("policy"). Upon reviewing, signing, and returning this policy as directed, each student and staff member agrees to follow the policy and will be given the opportunity to enjoy Internet access at school. If a student is under 18 years of age, he or she must have his or her parent or guardian read and sign the policy. The school district shall not provide access to any student who, if 18 or older, fails to sign and submit the policy to the school as directed or, if under 18, does not return the policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of the agreement regarding computer network and Internet use. The district has designated a staff member to whom users may direct questions. If any user violates this policy, the user's access will be denied or withdrawn, and the user may be subject to additional disciplinary action.

### **Terms of CSD Laptop/Mobile Device Use Agreement**

#### **Terms:**

You may purchase a nonrefundable annual insurance policy fee of \$25.00 for the first student and a \$5.00 discount for each sibling thereafter, on or before taking possession of the property. This insurance policy will only cover up to cost of the replacement value of one laptop per calendar year. Once the value of the student's laptop has been exceeded the student will have to pay 50% of the cost to repair the laptop on the next incident. Any further incident will result in the student paying for the full cost of repair. You will comply at all times with the Clarksville School District's Student/Parent Laptop/Mobile Device Handbook and Acceptable Use Policy, incorporated herein by reference and made a part hereof for all purposes. Any failure to comply may terminate your rights of possession immediately and the District may repossess the property.

If you choose not to participate in the insurance policy, you will be financially responsible for the entire cost or repair of the Laptop/Mobile Device.

#### **Title:**

Legal title to the property is the District and shall at all times remain in the District. Your right of possession and use is limited to and conditioned upon your full and complete compliance with this Agreement and the Parent/Student Laptop/Mobile Device Handbook.

#### **Terminology:**

Laptop/Mobile Device can include laptops, phones, netbooks, iPad, cameras and any electronic device considered mobile.

#### **Loss or Damage:**

Loss, theft or damage beyond repair of the property must be reported to the District by the next school day after the occurrence. In case of theft, vandalism or other criminal acts, a police report **MUST** be filed by the student or parent within 48 hours of the occurrence and a copy of the police report must be brought to the school by the next school day. Students/Parents are reminded that the act of filing a false police report or false insurance claim is a felony. Students whose laptop/mobile device has been damaged beyond repair must return the damaged laptop/mobile device before a new one is issued.

If a laptop/mobile device is stolen and the student reports the theft (by the next school day) and a police report is filed, then the student will be charged the \$50.00 deductible. If the property is damaged and it is determined by us that you were not negligent in any way, you will not be held liable for the deductible or replacement of the laptop. If it is determined by us however that the damage was a direct result of negligence or mistreatment, you may be held liable and charged the price of the Laptop/Mobile Device or repair of the Device.

The cost from loss, deliberate damage or neglect of mobile devices will be the responsibility of the Student/Parent.

#### **Repossession:**

If you do not timely and fully comply with all terms of this Agreement and the Parent/Student Laptop/Mobile Device Handbook, including the timely return of the property, the District shall be entitled to declare you in default and come to your place of residence, or other location of the property, to take possession of the property.

**Term of Agreement:**

Your right to use and possession of the property terminates no later than the last day of the school year unless earlier terminated by the District or upon withdrawal from the District.

**Appropriation:**

Your failure to timely return the property and the continued use of it for non-school purposes without the District's consent may be considered unlawful appropriation of the District's property.

## **Use of Laptop/Mobile Device on the District Network**

Clarksville School District is committed to the importance of a student being able to continue with his work when his/her laptop/mobile device is experiencing problems. To assist with this problem, the District is providing the following:

**Student Network Drives**

The students will have a network drive setup from their login. Students can save important items on this network drive, keeping a backup that they can access from anywhere on the network.

**Laptop/Mobile Device in for Repair**

From time to time, students may need to turn their laptop/mobile device in to the School's Technology Center for repair. Our goal as a district is to get the repairs completed and return the mobile device back to the students as soon as possible.

**Internet Safety**

There are many sites on the Internet that can be potentially dangerous to minors. These sites are blocked with the District content filter while students are logged on to the District network, but may be unprotected outside of school. Students are in violation of district policy if they access these sites through proxies. Parents may want to restrict their home Internet access. To find more information about Internet safety, go to [www.isafe.org](http://www.isafe.org).

## **General Laptop/Mobile Device Rules**

**Inappropriate Content & Graffiti**

- Inappropriate content will not be allowed on laptops.
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.
- If plastic parts of laptop are damaged beyond repair, students will be charged for replacement parts.

**Sound**

- Sound will be muted at all times unless permission is obtained from the teacher for instructional purposes.

**Deleting Files**

- Do not delete any folders or files that you did not create or that you do not recognize. Deletion of certain files will result in a computer failure and will interfere with your ability to complete class work and may affect your grades.

**No Loaning or Borrowing Laptops/Mobile Device**

- Do not loan laptops/mobile devices to other students.
- Do not borrow a laptop/mobile device from another student.
- Do **NOT** share passwords or usernames.

**Music, Videos, Games, or Programs**

- All software loaded on the system must be District approved.
- Music, videos and games may not be downloaded or streamed over the Internet. This may be a violation of copyright laws.
- Illegal downloading and distribution of copyrighted works are serious offenses that carry with them the risk of substantial monetary damages and, in some cases, criminal prosecution.
- Copyright infringement also violates the District's Internet Service Provider's terms of service and could lead to limitation or suspension of the District's Internet services.
- Students found with illegal files on their computer, will have their laptop/mobile device confiscated and re-imaged.

**Unauthorized Access**

- Access to another person's account or computer without their consent or knowledge is considered hacking and is unacceptable.

**Transporting Laptops/Mobile Devices**

- To prevent hard drive damage, laptops/mobile devices should be shut down between classes.

**E-Mail**

- E-mail should be used for educational or administrative purposes only.
- E-mail transmissions, stored data, transmitted data, or any other use of the District's computer online services by students, employees, or any other user shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.
- All e-mail and all e-mail contents are property of the District.

**Personal Responsibility**

By signing this policy, the user agrees not only to follow the rules in this policy, but also to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not authorized under this policy, and having the effect of harming another or his or her property.

### Term of the Permitted Use

A student or staff member who submits to the school, as directed a properly signed policy and follows the policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students and staff will be asked to sign a new policy each year during which they are students or staff members in the school district before they are given an access account.

### Acceptable Uses

1. Educational Purposes Only. The school district is providing access to its computer networks and the Internet for educational purposes *only*. If the user has any doubt about whether a contemplated activity is educational, the user may consult with the person(s) designated by the school to help decide if a use is appropriate.
2. Unacceptable Uses of Network. Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:
  - a) Uses that violate the law or encourage others to violate the law. Do not transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the school district's student discipline policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or Netbooks of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, the user should assume that all materials are protected unless there is explicit permission on the materials to use them.
  - b) Uses that cause harm to others or damage to their property. For example, do not engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than the user is communicating or otherwise using his/her access to the network or the Internet; upload a worm, virus, "Trojan horse," "time bomb," or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
  - c) Uses that jeopardize the security of student and staff access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.
  - d) Uses that are commercial transactions. Students, staff, and other users may not sell or buy anything over the Internet. The user should not give others private information about the user or others, including credit card numbers and social security numbers.
3. Netiquette. All users must abide by rules of network etiquette, which include the following:
  - a) Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
  - b) Avoid language and uses that may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
  - c) Do not assume that a sender of e-mail is giving his or her permission for the user to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.
  - d) Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format that the recipient can open.
4. Cyber Bullying - Cyber bullying is when one or more people intentionally harm, harass, intimidate, or reject another person using technology. This includes but is not limited to the following:
  - a) Sending mean or threatening messages via email, IM (instant messaging), or text messages.
  - b) Spreading rumors about others through email, IM, or text messages.
  - c) Creating a Web site or Myspace (or other social-networking) account that targets another student or other person(s).
  - d) Sharing fake or embarrassing photos or videos of someone with others via a cell phone or the Web.
  - e) Stealing another person's login and password to send mean or embarrassing messages from his or her account.

It shall be the policy of Clarksville Public Schools that cyber bullying will not be tolerated under any circumstances. A student caught violating this policy will lose computer privileges and these actions may result in further disciplinary action including suspension or expulsion from school of the student(s) involved. In addition, violators and their parents/guardians may be subject to civil and/or criminal penalties as specified by Arkansas and/or federal law.

### Internet Safety

1. General Warning: Individual Responsibility of Parents and Users. All student users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student or staff member finds that other users are visiting offensive or harmful sites, he or she should report such use to the appropriate school designee.
2. Personal Safety. Be safe. In using the Netbook network and Internet, the user should not reveal personal information such as the user's home address or telephone number. The user should not use his/her real last name or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone "met" on the Netbook network or Internet without a parent's permission (if the user is under the age of 18). Regardless of the user's age, the user should never agree to meet a person the user has only communicated with on the Internet in a secluded place or in a private setting.
3. "Hacking" and Other Illegal Activities. It is a violation of this policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or

municipal ordinance, is strictly prohibited.

4. Confidentiality of Student Information. Personally identifiable information concerning students may not be disclosed or used in anyway on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.
5. Active Restriction Measures. The school will utilize filtering software or other technologies to prevent users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. We are using state of Arkansas filtering system and Lightspeed for our technology protection measure (internet filtering software) to ensure that users are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects.

#### **Privacy**

Network and Internet access is provided as a tool for the user's education. The school district reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

#### **Failure to Follow Policy**

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student's enrollment or the staff member's employment in the school district. A user violates this policy by their own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school district may also take other disciplinary action in such circumstances.

#### **Warranties/Indemnification**

The school district makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user (or his or her parents or guardian) arising out of the user's use of its computer networks or the Internet under this policy. By signing this policy, users are taking full responsibility for their own use, and the user who is 18 or older or the parent(s) or guardian(s) of a minor student are agreeing to indemnify and hold the school, the school district, and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or the parent(s) or guardian(s) of a minor student agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the school district's network.

#### **Updates**

Users, and if appropriate, their parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new policy reflecting developments in the law or technology or changes in district policy. Such information must be provided by the user (or his/her parents or guardian) or such new policy must be signed if the user wishes to continue to receive service. If after account information is provided, some or all of the information changes, the user must notify the person designated by the school to receive such information.

## **CODE OF CONDUCT FOR INTERNET AND OTHER COMPUTER NETWORK ACCESS**

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of this school district. Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities. The district may monitor use of district technology at any time. All Internet and computer network users are hereby informed that there shall be no expectations of privacy in that school official may monitor users at any time.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should

- be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point of origin or transmission of electronic mail.
  7. Do not send messages that contain false, malicious, or misleading information that may be injurious to a person or a person's property.
  8. Illegal activities are strictly prohibited: transferring offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the school district's staff and student policies; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
  9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
  10. No charges for services, products, or information are to be incurred without appropriate permission.
  11. Do not use the network in such a way that you would disrupt the use of the network by other users.
  12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.
  13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other networks that may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
  14. Report security problems to the supervising teacher or system administrator.
  15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.

## **INTERNET FILTERING REGULATION**

Clarksville Schools utilizes state of Arkansas filtering system and Lightspeed hardware for Internet filtering and Internet usage reporting while the student is at school. However, please keep in mind the Internet changes rapidly, making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. Additionally, staff members have the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

Filtering should be viewed as only one of a number of techniques used to manage student access to the Internet and encourage acceptable usage. Filtering should not be viewed as a foolproof approach to preventing access to inappropriate material and should be used in conjunction with:

- Educating students to be "Internet smart;"
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using "Acceptable Use Agreements;"
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The placement of filters on district Laptops/Mobile Device systems is viewed as an exercise of the board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized with district schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

### **Procedure for Suggesting Sites be blocked**

If district staff members observe a site that they believe to contain inappropriate material according to the above criteria, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

## **GENERAL USE AND CARE OF THE COMPUTERS**

1. Students are expected to treat their Laptop/Mobile Device with care and respect. The Laptop/Mobile Device should be kept clean and free of marks at all times. No stickers, writing, drawing, engraving, decorations or otherwise defacing the Laptop/Mobile Device, power cords, battery, or otherwise defacing the school property will be allowed and will result in loss of privileges.
2. Students should protect their Laptop/Mobile Device from extreme heat or cold. Laptops/Mobile Devices should be protected from the weather, water or other liquid, food, and pets.
3. Heavy objects should never be placed or stacked on top of the Laptop/Mobile Devices (this includes books, musical instruments, sports equipment, etc.).
4. Students should not use their Laptop/Mobile Device while walking. Always use computers on a stable surface.
5. Any inappropriate or careless use of a Laptop/Mobile Device should be reported to a teacher or other staff member immediately.
6. Students are responsible for saving and backing up their data. Clarksville Public Schools are providing external storage devices to all students, using the allocated money budgeted. Clarksville Public Schools will not be held responsible for lost data.
7. The Laptop/Mobile Device should never be left unsupervised. Students and parents/guardians are responsible if a Laptop/Mobile Device is stolen.
8. The Laptop/Mobile Device and battery are subject to inspection at any time without notice.

9. Students are not allowed to download or install any software or other materials without permission from the District Technology Directors.
10. Student work should be saved to the Clarksville Public Schools Site. All teachers and students will have access to a network folder for saving all projects.

#### **COMPUTER USE AT SCHOOL**

1. Students should never swap or share their Laptop/Mobile Device with another student.
2. Students should never share their password with another student. Passwords should be kept confidential.
3. Students have permission to take their Laptop/Mobile Device home and are responsible for bringing their Laptop/Mobile Device, fully charged, to school each day. Failure to have your assigned Device in class is the same as not having your assigned textbook or homework. A replacement Laptop/Mobile Device will only be given at the discretion of the administrator or teacher. Students will be responsible for completing all work at home when they fail to complete it at school due to not having their device.
4. If the Laptop/Mobile Device is damaged or not working properly, it must be turned in to the designated location for repair or replacement.
5. Students will be offered access to another school Laptop/Mobile Device if their Laptop/Mobile Device is lost, stolen, or is being repaired.

However, if a student continually leaves his/her laptop/mobile device at home, disciplinary action may be taken.

In result of a violation of Clarksville's Laptop/Mobile Device policy, one or more of the following disciplinary actions may be taken:

1. Removal of Laptop/Mobile Device
2. Parent contact
3. Loss of computer rights
4. In-school suspension
5. Suspension
6. Notification of outside authority/police (charges filed if appropriate)
7. Administrator's discretion
8. Expulsion

#### **COMPUTER USE AT HOME**

1. Students will not be allowed to take their laptop/mobile device home without their parent/guardians signing the Acceptable Use Contract.
2. Students are responsible for recharging their Laptop/Mobile Device at home on a daily basis.
3. If the Laptop/Mobile Device is damaged or not working properly, it must be turned in to Clarksville Public Schools for repair or replacement.

Students who leave the district must return their Laptop/Mobile Device to the district before leaving. Laptop/Mobile Devices not returned will be reported to Clarksville Police Department as stolen and charges will be filed.

#### **DAMAGE, INSURANCE AND INVENTORY CONTROL**

Due to financial constraints, Clarksville Public Schools concluded that it would be most effective to only insure the devices and not provide tracking software. The insurance we have will provide complete protection against loss, theft, or irreparable damage. Computer failure related to hardware/software issues will be covered by the manufacturer's warranty. A replacement computer will be issued, if available, while repairs are being made. Students/Guardians/Teachers are not authorized to attempt repairs themselves or contract with any other individual or business for the repair of the computer.

Intentional damage will be considered vandalism. In this case, full repair or replacement cost of the computer will be charged and further disciplinary action may be taken.

If a Laptop/Mobile Device is lost or stolen, school administration should be contacted and a report must be filed with the Clarksville Police Department within 48 hours. If a report is not filed with the proper authorities, a replacement computer will not be issued until full replacement cost is paid.

Upon completion of training and usage agreement contracts, each student will be issued a Laptop/Mobile Device. The Laptop/Mobile Device will be "checked out" in much the same fashion as a library book using scanned barcodes according to computer serial number, battery serial number, and power adapter serial number. The student is responsible for all equipment checked out in his/her name. Therefore, students are not to exchange Laptop/Mobile Devices, batteries, or power adapters.

At the conclusion of each school year, students will be required to check in their Laptop/Mobile Device. Laptops/Mobile Devices will be inspected by the Technology Department at this time. Students will be expected to check in the same serial numbered equipment as originally checked out unless replacement equipment has been issued by the technology department.

## Bring Your Own Device (BYOD) policy

The Clarksville School District has adopted a **Bring Your Own Device (BYOD)** policy for the Clarksville Junior High, Clarksville Junior High, and the Kraus Middle School. This policy will allow students to bring many of their own technology devices to school for use in our classrooms. We will now be incorporating the use of such items as laptops, tablets, netbooks and other devices with browsing capabilities for **educational purposes only**. Similar to other personally owned items, the district is not liable for the loss, damage, misuse, or theft of personally owned devices brought to school.

This notification is to inform and guide you through this new opportunity. Please note that students are never required to bring in outside technology to school. All students will continue to be able to utilize our school equipment. **No student will be left out of the instruction process.**

### Expectations:

1. Students will only use appropriate technology at teachers' discretions.
2. Students will only use appropriate educational applications on their device (i.e. not games and/or non-school related tasks and functions).
3. Students are not to call, text message, email, or electronically communicate with others from their personal device, including other students, parents, guardians, friends, and family during the school day without Faculty approval.
4. Students are permitted to access the school's intranet (internal network) through school owned devices, not privately owned devices. Privately owned devices may only access the CSD network for Internet usage.

Students utilizing this opportunity to its fullest capacity within school expectations will find numerous benefits to instruction, resources, completion of assignments and personal organization.

Students not following expectations for use of personal devices will face school disciplinary measures and lose the privilege to utilize personal devices in school for a period of time commensurate with the infraction.

## ACCEPTABLE STUDENT USE OF PERSONALLY OWNED DEVICES

The School Board adopts this policy in order to maintain a safe and secure environment for students and employees.

A personally owned device shall include all existing and emerging technology devices that can take photographs; record audio or video; input text; upload and download media; and transmit or receive messages or images. Examples of a personally owned device shall include but is not limited to: MP3 players and iPods; iPads, Nooks, Kindles, and other tablet PCs; laptops and netbook computers; personal digital assistants (PDAs), cell phones and smart phones such as BlackBerry, iPhone, or Droid, as well as any device with similar capabilities.

Educational purposes include classroom activities, career development, and communication with experts, homework, and limited high quality self-discovery activities. Students are expected to act responsibly and thoughtfully when using technology resources. Students bear the burden of responsibility to inquire with school administrators and/or teachers when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

Inappropriate communication includes, but is not limited to, the following: obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or images typed, posted, or spoken by students; information that could cause damage to an individual or the school community or create the danger of disruption of the academic environment; personal attacks, including prejudicial or discriminatory attacks; harassment (persistently acting in a manner that distresses or annoys another person) or stalking of others; knowingly or recklessly posting false or defamatory information about a person or organization; and communication that promotes the destruction of property, including the acquisition or creation of weapons or other destructive devices. If a student is told to stop sending communications, that student must cease the activity immediately.

Examples of an unacceptable device in this policy shall include but is not limited to gaming devices or consoles, laser pointers, routers, and televisions. Personally owned devices are permitted for use during the school day for educational purposes and/or in approved locations only. The District shall not be liable for the loss, damage, misuse, theft of any personally owned device brought to School. **The District does not provide any technology support for personal devices.** The District reserves the right to monitor, inspect, copy, and review a personally owned device or file when administration has a reasonable suspicion that a violation has occurred.

Students may not utilize any technology to harass, threaten, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This is unacceptable student behavior known as cyber bullying and will not be tolerated. Any cyber bullying that is determined to disrupt the safety and/or well-being of the school is subject to disciplinary action. Students must be aware of appropriateness of communications when using district or personally owned devices. Inappropriate communication is prohibited in any public messages, private messages, and material posted online by students.

The Board expressly prohibits use of personally owned devices in locker rooms, restrooms, and nurses' offices.

Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without their permission. The distribution of any unauthorized media may result in discipline including but not limited to suspension, criminal charges, and expulsion.

If allowed to access the Internet via personal wireless plans such as 4G service, students and parents understand that the district does not monitor or control in any way student activities.

All district students shall review this policy and associated technology guidelines before students utilize any school and/or personally owned devices. The District reserves the right to restrict student use of district owned technologies and personally owned devices on school property or at school-sponsored events.

THE BYOD permission form is located under the “FORMS” section.

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## Receipt of Handbook Form

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# CLARKSVILLE SCHOOL DISTRICT

David Hopkins, Ed.D. - Superintendent

1701 CLARK ROAD CLARKSVILLE, ARKANSAS 72830  
TELEPHONE: 479-705-3200 FAX: 479-754-3748

## MEMORANDUM

TO: Clarksville School District Students  
FROM: Chase Carter, Assistant Superintendent  
SUBJECT: Receipt of Clarksville School District Discipline Policies

Act 104 of 1983 requires that school districts adopt written discipline policies that follow Arkansas Department of Education guidelines. The Arkansas Standards for Accreditation also require that the school shall have on file statements signed by parents and students that they have received an electronic and/or written copy of the school discipline policies.

Students are informed the student handbook is online and that it contains the Clarksville School District Discipline Policies.

This statement is required to be signed by both the Student and Parent/Guardian and turned in immediately.

This is to confirm that I have read the student handbook.

**If you would like to request a written copy of the student handbook/school discipline policy, please check here: \_\_\_\_\_**

\_\_\_\_\_  
Student Printed Name                      Grade

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
Parent/Guardian Printed Name

\_\_\_\_\_  
*Parent/Guardian Signature*

Clarksville Public Schools does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, age, qualifying handicap or military status.

## Student Electronic Device and Internet Use Agreement

---

### **(Also See NEW Parent/Student Laptop/Mobile Device Policy)**

Signatures: We, the persons who have signed below, have read the Student Internet/Intranet Use Agreement, as written in the student handbook, and agree to be bound by the terms and conditions of this agreement.

In addition, if the need arises, we agree to allow the below named student's name and/or picture to appear on an authorized school web page.

Student's Name (Please Print) \_\_\_\_\_  
First Name Middle Name Last Name

Expected Year of Graduation \_\_\_\_\_

School \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date \_\_\_\_\_

## BYOD Permission Form

---

*Any parent who wishes that their child use a personally owned electronic device within the Clarksville School District must read and sign this agreement. Parents and Students who sign this form agree to the policies stated above as well as:*

1. The student takes full responsibility for his or her device and keeps it with him or herself at all times. The school is not responsible for the security of the device.
2. The student is responsible for the proper care of their personal device, including any costs of repair, replacement or any modifications needed to use the device at school.
3. The school reserves the right to inspect a student's personal device if there is reason to believe that the student has violated Board policies, administrative procedures, school rules or has engaged in other misconduct while using their personal device.
4. Violations of any Board policies, administrative procedures or school rules involving a student's personally owned device may result in the loss of use of the device in school and/or disciplinary action.
5. The student must comply with teachers' request to shut down the device or blank/close the screen.
6. The student may not use the devices to record, transmit or post photos or video of a person or persons on campus. Nor can any images or video recorded at school be transmitted or posted at any time without the express permission of a teacher.
7. The Clarksville School District gives no warrant and does not provide technology support for BYOD.
8. The student should only use their device to access relevant sites.

Student's name \_\_\_\_\_  
Please Print

Parent's name \_\_\_\_\_  
Please Print

I understand and will abide by the above policy and guidelines. I further understand that any violation of the above may result in the loss of network and/or device privileges as well as other disciplinary action.

\_\_\_\_\_  
Student's Signature Date

As a parent I understand that my child will be responsible for abiding by the above policy and guidelines. I have read and discussed them with her/him and they understand the responsibility they have in the use of their personal device.

\_\_\_\_\_  
Parent's Signature Date

## Permission to Display Photo of Student on Web Site (5.20F1)

---

I hereby grant permission to the Clarksville School District to display the photograph or video clip of me/my student (if student is under the age of eighteen {18}) on the District's web site, including any page on the site, or in other District publications without further notice. I also grant the Clarksville School District the right to edit the photograph or video clip at its discretion.

The student's name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's web site.

---

Name of student (Printed)

---

Signature of student (only necessary if student is over 18)

---

Signature of parent (required if student is under 18)

## Objection to Publication of Directory Information (4.13F)

---

### (Not to be filed if the parent/student has no objection)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Clarksville School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, *etc.*, is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

Deny disclosure to military recruiters \_\_\_\_\_

Deny disclosure to Institutions of postsecondary education \_\_\_\_\_

Deny disclosure to Potential employers \_\_\_\_\_

Deny disclosure to all public and school sources \_\_\_\_\_

Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources \_\_\_\_\_

Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information **to be included** in the school's yearbook and other school publications.

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of parent (or student, if 18 or older)

\_\_\_\_\_  
Date form was filed (To be filled in by office personnel)

## Objection to Participation in Surveys, Analysis, Or Evaluations (5.24F1)

---

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey \_\_\_\_\_

\_\_\_\_ All surveys

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of parent (or student, if 18 or older)

\_\_\_\_\_  
Date form was filed (To be filled in by office personnel)

**Permission to Participate in A Survey, Analysis, Or Evaluation(5.24F2)**

---

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey \_\_\_\_\_

\_\_\_\_\_

Name of student (Printed)

\_\_\_\_\_

Signature of parent (or student, if 18 or older)

\_\_\_\_\_

Date form was filed (To be filled in by office personnel)

**Request for Reconsideration of Instructional or Supplemental Materials, Events, and Activities(5.6F)**

---

Name: \_\_\_\_\_

Date submitted: level one \_\_\_\_\_ level two \_\_\_\_\_ level three \_\_\_\_\_

Instructional material, event, or activity being contested:

\_\_\_\_\_  
\_\_\_\_\_

Reasons for contesting the material, event, or activity (be specific):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your proposed resolution? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of receiving principal \_\_\_\_\_

Signature of curriculum coordinator \_\_\_\_\_

Signature of Superintendent \_\_\_\_\_





**Library Media Center  
Clarksville Public Schools**

1. Physical description of material re-evaluated.

Title of the media: \_\_\_\_\_

Author/artist/composer/producer: \_\_\_\_\_

Publisher/distributor: \_\_\_\_\_

2. Summary of the reasons for the Materials Re-evaluation Committee's decision:

[illegible]

3. The committee \_\_\_\_\_ approves of the material and suggest it remain in use  
\_\_\_\_\_ disapproves of the material and suggests it be removed from use.

Date: \_\_\_\_\_ Signatures of Committee Members

Copies sent to:  
Superintendent: \_\_\_\_\_  
Complainant: \_\_\_\_\_  
Committee Members: \_\_\_\_\_

Form for policy 7.41

## Medication Self-Administration Consent Form (4.35F2)

---

Student's Name (Please Print) \_\_\_\_\_

This form is good for school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer rescue inhalers and/or auto-injectable epinephrine. Eligibility is **only** valid for this school for the current academic year.

- a written statement from a licensed health-care provider who has prescriptive privileges that he/she has prescribed the rescue inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- a statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler and/or auto-injectable epinephrine.

If the school nurse is available, the student shall demonstrate his/her skill level in using the rescue inhalers and/or auto-injectable epinephrine to the nurse.

Rescue inhalers and/or auto-injectable epinephrine for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry a rescue inhaler or an epinephrine auto-injector shall also provide the school nurse with a rescue inhaler or an epinephrine auto-injector to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication(s) included on this form while on school grounds and at school sponsored events but that distribution of the medication(s) included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

## Medication Administration Consent Form (4.35F)

---

Student's Name (Please Print) \_\_\_\_\_

This form is good for school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I hereby authorize the school nurse, or designee, to administer the following medications to my student:

Name of medication \_\_\_\_\_

Name of physician or dentist (if applicable) \_\_\_\_\_

Dosage \_\_\_\_\_

Instructions for administering the medication \_\_\_\_\_

Other instructions \_\_\_\_\_

I hereby authorize \_\_\_\_\_ to administer the above medication to my student in the unavailability of the school nurse at school in accordance with the above medication administration instructions.

I authorize the school nurse to take a photograph of my student to be used to verify my student's identification before the school nurse or an authorized individual administers medications to my student.

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of medications in accordance with this consent form.

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

## Glucagon and/or Insulin Administration Consent Form (4.35F3)

---

Student's Name (Please Print) \_\_\_\_\_

This form is good for school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from diabetes. The IHP authorizes the school nurse to administer Glucagon or insulin to my child in an emergency situation.

In the absence of the nurse, trained volunteer district personnel may administer to my child in an emergency situation:

Glucagon: \_\_\_\_\_

Insulin: \_\_\_\_\_

I hereby authorize the school nurse to administer Glucagon and insulin to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the medication(s) I selected above to my child in an emergency situation. I will supply the medication(s) I selected above to the school nurse in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purposes for the medication, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of Glucagon or insulin in accordance with this consent form and the IHP.

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

## Epinephrine Emergency Administration Consent Form (4.35F4)

---

Student's Name (Please Print) \_\_\_\_\_

This form is good for school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable epinephrine to administer auto-injectable epinephrine in emergency situations when he/she believes my child is having a life-threatening anaphylactic reaction.

The medication must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Date of physician's order \_\_\_\_\_

Circumstances under which Epinephrine may be administered \_\_\_\_\_

\_\_\_\_\_

Other instructions \_\_\_\_\_

\_\_\_\_\_

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

## Albuterol Emergency Administration Consent Form (4.35F5)

---

Student's Name (Please Print) \_\_\_\_\_

This form is good for school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP that provides for the administration of albuterol in emergency situations. I hereby authorize the school nurse or other school employee certified to administer albuterol to administer albuterol in emergency situations when he/she believes my child is in perceived respiratory distress.

The medication must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Date of physician's order \_\_\_\_\_

Circumstances under which albuterol may be administered \_\_\_\_\_

\_\_\_\_\_

Other instructions \_\_\_\_\_

\_\_\_\_\_

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of albuterol in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature \_\_\_\_\_

Date \_\_\_\_\_

## Stress and Emergency Dose Medication Administration Consent Form (4.35F6)

---

Student's Name (Please Print) \_\_\_\_\_

This form is good for school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from adrenal insufficiency. The IHP authorizes the school nurse to administer a stress or emergency dose medication to my child in an emergency situation.

Date of physician's order \_\_\_\_\_

Circumstances under which the stress or emergency dose medication may be administered

\_\_\_\_\_

\_\_\_\_\_

Other instructions \_\_\_\_\_

\_\_\_\_\_

In the absence of the nurse, trained volunteer district personnel may administer a stress dose or emergency dose medication to my child in an emergency situation.

I hereby authorize the school nurse to administer a stress or emergency dose medication to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the stress or emergency dose medication to my child in an emergency situation. I will supply the stress or emergency dose medication to the school nurse in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of the stress or emergency dose medication in accordance with this consent form and the IHP.

Parent or legal guardian signature \_\_\_\_\_ Date \_\_\_\_\_

## Stress Dose Medication Self-Administration Consent Form(4.35F7)

---

Student's Name (Please Print) \_\_\_\_\_

This form is good for school year \_\_\_\_\_. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer a stress dose medication. Eligibility is **only** valid for this school for the current academic year.

- a written statement from a licensed health-care provider who has prescriptive privileges that he/she has prescribed the stress dose medication for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing adrenal insufficiency of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student:
  - Possesses the skill and responsibility necessary to use and administer the stress dose medication; and
  - Has been instructed on the details of his or her medical condition and the events that may lead to an adrenal crisis.

If the school nurse is available, the student shall demonstrate his/her skill level in administering the stress dose medication to the nurse.

Stress dose medication for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry stress dose medication shall also provide the school nurse with a dose of the stress dose medication to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication included on this form while on school grounds and at school sponsored events but that distribution of the medication included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature \_\_\_\_\_ Date \_\_\_\_\_

# Smart Core Waiver Form

(GRADUATING CLASS OF 2016 AND AFTER)

Name of Student: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Name of District: \_\_\_\_\_

Name of School: \_\_\_\_\_

Smart Core is Arkansas's college-and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college- and career-readiness. All students should supplement with additional rigorous coursework within their career focus.

Failure to complete the Smart Core curriculum for graduation *may* result in negative consequences such as conditional admission to college and ineligibility for scholarship programs.

Parents or guardians may waive the right for a student to participate in Smart Core and instead to participate in the Core curriculum. By signing this Smart Core Waiver Form, you are waiving your student's right to Smart Core and are placing him or her in the Core Curriculum.

## CORE CURRICULUM

### English – 4 units

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

### Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science\*)

- Algebra I (or Algebra A & Algebra B – each may be counted as one unit of the 4 unit requirement)
  - Geometry (or Geometry A & Geometry B – each may be counted as one unit of the 4 unit requirement)
- (All math units must build on the base of algebra and geometry knowledge and skills.)

### Science – 3 units (or 2 units with lab experience and 1 unit of Computer Science\*)

- Biology – 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)
- Physical Science, Chemistry, or Physics – at least 1 unit
- Other ADE approved science

### Social Studies – 3 units

- Civics – ½ unit
- World History - 1 unit
- U.S. History - 1 unit
- Other social studies – ½ unit

### Oral Communication – 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

**\*Computer Science – (optional)** A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4<sup>th</sup> math requirement or the 3<sup>rd</sup> science requirement. Two distinct units of the computer science courses listed above may replace the 4<sup>th</sup> math requirement and the 3<sup>rd</sup> science requirement. If the 4<sup>th</sup> math requirement and the 3<sup>rd</sup> science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

(Comparable concurrent credit may be substituted where applicable)

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core curriculum and am choosing to waive the Smart Core curriculum for my child. I understand the potential negative consequences of this action as outlined on this form.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Official Signature

\_\_\_\_\_  
Date

Arkansas Department of Education – May 14, 2015

# Smart Core Informed Consent Form

(GRADUATING CLASS OF 2016 AND AFTER)

Name of Student: \_\_\_\_\_  
Name of Parent/Guardian: \_\_\_\_\_  
Name of District: \_\_\_\_\_  
Name of School: \_\_\_\_\_

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College- and career-readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement with additional rigorous coursework within their career focus.

Parents or guardians may waive the right for a student to participate in Smart Core and instead to participate in the Core curriculum. The parent must sign the separate Smart Core Waiver Form to do so.

## SMART CORE CURRICULUM

### English – 4 units

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

### Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science\*) At least one MATH unit must be taken in Grade 11 or Grade 12.

- Algebra I (or Algebra A & Algebra B – Grades 7-8 or 8-9)
- Geometry (or Geometry A & Geometry B – Grades 8-9 or 9-10)
- Algebra II
- Fourth Math – Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics, Transitional Math Ready, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics – Comparable concurrent credit college courses may be substituted where applicable.

### Science – 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science\*)

- Biology – 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)
- Physical Science, Chemistry, or Physics – 2 units

### Social Studies – 3 units

- Civics – ½ unit
- World History – 1 unit
- U.S. History – 1 unit
- Other social studies – ½ unit

### Oral Communication – 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

\***Computer Science – (optional)** A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4<sup>th</sup> math requirement or the 3<sup>rd</sup> science requirement. Two distinct units of the computer science courses listed above may replace the 4<sup>th</sup> math requirement and the 3<sup>rd</sup> science requirement. If the 4<sup>th</sup> math requirement and the 3<sup>rd</sup> science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

Beginning with the entering 9<sup>th</sup> grade class of the 2014-15 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core curriculum and am choosing the Smart Core curriculum for my child.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Official Signature

\_\_\_\_\_  
Date

Arkansas Department of Education – May 19, 2015

## Honor Roll and Graduate Opt Out Form (5.17F)

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I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to having the student named below publicly identified as an honor roll or honor graduate student.

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of parent (or student, if 18 or older)

\_\_\_\_\_  
Date form was filed (To be filled in by office personnel)

## Request for Chemical Rescreen

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I, \_\_\_\_\_, request to have a chemical rescreen in

(Student's Name)

order to regain eligibility for extracurricular activities. I understand that a positive retest will be considered my \_\_\_\_\_ positive screen and the consequences that will result

(2<sup>nd</sup>, 3<sup>rd</sup>)

from another positive screening. I understand this request must be administered by the district's chemical screening company and at the district's expense.

A rescreen test may be given thirty-one days after the first positive test. A rescreen test may be given after one calendar year for a second positive test.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent/Legal Guardian

\_\_\_\_\_  
School Official

\_\_\_\_\_  
Date Request Received

\_\_\_\_\_  
Date of Rescreen

## Drug Policy Consent Form

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### Drug Policy (Optional)

I understand that my performance as a participant and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules and regulations set forth by the Clarksville School District and the sponsors for the activities in which I participate.

I authorize the Clarksville School District to conduct a test for drugs and/or alcohol use on a urine specimen, which I provide. I also authorize the release of information concerning the results of such a test to the Clarksville School District and my parents and/or guardians.

This shall be deemed consent pursuant to the Family Education Right to Privacy Act for the release of above information to the parties named above.

Student Name: (Print) \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent or Guardian Name: (Print) \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_

Date Received in Principal's Office: \_\_\_\_\_

## Notification of Violation of Chemical Screen Testing Policy

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### (First Positive Test)

I, \_\_\_\_\_, am the custodial parent/legal guardian of  
\_\_\_\_\_ a student in the Clarksville School District.

I have been notified by officials of Clarksville Schools that \_\_\_\_\_ (Student's Name) has tested positive during the chemical test administered under the provisions set by the Clarksville School District.

On day thirty-one, the student will be allowed to be retested (at the expense of the district) under the guidelines set forth in the Chemical Screen Test Policy. I, the custodial parent/legal guardian, understand that if the test results are found to be negative, the so named student will again become eligible for the competitions, presentations and activities relating to Clarksville School. If the test results are positive, the so named student will be suspended from competition, presentations, and activities relating to Clarksville School, including holding a parking permit, for one calendar year. In addition to the suspension, the student will be immediately recommended for professional counseling and rehabilitation at the expense of the parent.

\_\_\_\_\_  
Custodial Parent/Legal Guardian

\_\_\_\_\_  
School Official

\_\_\_\_\_  
Custodial Parent/Legal Guardian

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date of Rescreen

## Notification of Violation of Chemical Screen Testing Policy

---

### (Second Positive Test)

I am the custodial parent/legal guardian of \_\_\_\_\_, a student in the Clarksville School District.

I have been notified by officials of Clarksville Schools that \_\_\_\_\_  
(Student's Name)

has tested positive for the second time during the chemical test administered under the provisions set by the Clarksville School District.

The student is hereby recommended for counseling. If any charge is incurred, it will be the responsibility of the parents. A referral/resource list will be made available to the student and parent/legal guardian.

The student will not be allowed to participate in or attend extracurricular activities or hold a parking permit for one calendar year. To regain eligibility for participation in activities, the student must have a negative Chemical Screening Test. This must be administered by the district's chemical screening company and at the district's expense.

\_\_\_\_\_  
Custodial Parent/Legal guardian

\_\_\_\_\_  
School Official

\_\_\_\_\_  
Custodial Parent/Legal Guardian

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date of Rescreen

## Notification of Violation of Chemical Screen Testing Policy

---

### (Third Positive Test)

I am the custodial parent/legal guardian of \_\_\_\_\_, a student in the Clarksville School District.

I have been notified by officials of Clarksville School that \_\_\_\_\_  
(Student's Name)

has tested positive for the third time during the chemical test administered under the provision set by the Clarksville School District.

The student is hereby recommended for counseling. If any charge is incurred, it will be the responsibility of the parents. A referral/resource list will be made available to the student and parent/legal guardian.

The student is hereby permanently suspended from participating in or attending any activity program or holding a parking permit for the remainder of his/her enrollment with the school.

\_\_\_\_\_  
Custodial Parent/Legal Guardian

\_\_\_\_\_  
School Official

\_\_\_\_\_  
Custodial Parent/Legal Guardian

\_\_\_\_\_  
Student

Date \_\_\_\_\_

**Supplemental Instruction Program Contract**

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**Student's name** \_\_\_\_\_

**Subject area(s)** \_\_\_\_\_

Assessment of student's inadequate academic performance:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Plan of action:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Agreement:

I, \_\_\_\_\_, understand that in order to remain eligible to participate in competitive interscholastic activities this semester, I must follow and abide by the rules of the Supplemental Instruction Program (SIP) completely. I understand that failure to follow this plan in any way will result in my being dropped from the program and immediately suspended from competition.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Assistant Principal

\_\_\_\_\_  
Coach/Sponsor

\_\_\_\_\_  
Conference Date

## Objection to Physical Examinations or Screenings (4.41F)

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I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to the physical examination or screening of the student named below.

Physical examination or screening being objected to:

\_\_\_\_ Vision test

\_\_\_\_ Hearing test

\_\_\_\_ Scoliosis test

\_\_\_\_ Other, please specify \_\_\_\_\_

Comments:

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\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of parent (or student, if 18 or older)

\_\_\_\_\_  
Date form was filed (To be filled in by office personnel)

**Home Schooled Students' Letter of Intent to Participate in an Extracurricular Activity at Resident District (4.56.2F)**

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Student's Name (Please Print) \_\_\_\_\_

Parent or Guardian's Resident Address

Street \_\_\_\_\_ Apartment \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Student's date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Last grade level the student completed: \_\_\_\_\_

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30<sup>th</sup> percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education. \_\_\_\_\_

Name of test, Date taken, and score achieved:

\_\_\_\_\_

Extracurricular activity(ies) the student requests to participate in

\_\_\_\_\_

Course(s) the student requests to take at the school:

\_\_\_\_\_

Proof of identity \_\_\_\_\_

Date Submitted \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent's Signature \_\_\_\_\_

## Home Schooled Students' Letter of Intent to Participate in an Extracurricular Activity at Non-Resident District (4.56.2F2)

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Student's Name (Please Print) \_\_\_\_\_

Parent or Guardian's Resident Address

Street \_\_\_\_\_ Apartment \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Student's date of birth \_\_\_\_/\_\_\_\_/\_\_\_\_

Last grade level the student completed \_\_\_\_\_

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30<sup>th</sup> percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education. \_\_\_\_\_

Name of test, Date taken, and score achieved \_\_\_\_\_

Extracurricular activity(ies) the student requests to participate in

Course(s) the student requests to take at the school \_\_\_\_\_

Proof of identity \_\_\_\_\_

Date Submitted \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent's Signature \_\_\_\_\_

As the superintendent of the above student's resident district, I agree that the above student may participate in extracurricular activities at \_\_\_\_\_ School District.

Resident Superintendent's Signature: \_\_\_\_\_

As the superintendent of the \_\_\_\_\_ School district, where the above student desires to participate in extracurricular activities, I agree to allow the student to participate in extracurricular activities at \_\_\_\_\_ School District.

Non-resident Superintendent's Signature: \_\_\_\_\_