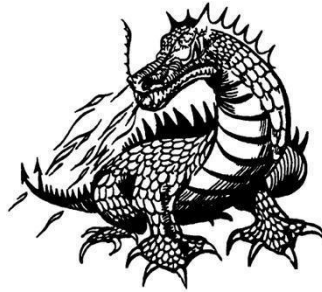




D H S STUDENT HANDBOOK

2022 - 2023



2022-23
STUDENT HANDBOOK

DeWitt High School

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DeWitt School District
1841 S. Grandview Drive • PO Box 700
DeWitt, Arkansas 72042
Phone 870.946.3576 • FAX 870.946.1491

DeWitt High School
1614 S. Grandview Drive
DeWitt, Arkansas 72042
Phone 870.946.4661 • FAX 870.946.2746

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DEWITT SCHOOL DISTRICT 2022-2023 SCHOOL CALENDAR

08/15/22 First Day for Students

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			

FEBRUARY 2023						
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				

02/16/23 P/T Conference
02/17/23 & 02/20/23 No School

09/05/22 No School

SEPTEMBER 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	

MARCH 2023						
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	

03/10/23 End of Quarter 3 (44 Days)
03/20/23-03/24/23 No School

10/14/22 End of Quarter 1 (44 Days)
10/20/22 P/T Conference
10/21/22 No School

OCTOBER 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					

APRIL 2023						
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						

04/07/23 No School

11/21/22-11/25/22 No School

NOVEMBER 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			

MAY 2023						
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			

05/25/23 End of Quarter 4 (48 Days)
05/29/22 No School

12/21/22 End of Quarter 2 (43 Days)
12/22/22-12/30/22 No School

DECEMBER 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

JUNE 2023						
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	

01/02/23-01/04/23 No School
01/16/23 No School

JANUARY 2023						
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				

JULY 2023						
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					

First Quarter 44 Days
Second Quarter 42 Days
Third Quarter 44 Days
Fourth Quarter 48 Days
178 Days

First Semester 86 Days
Second Semester 92 Days
178 Days

First Day for Students

No School

End of Quarter

Parent/Teacher Conference

WELCOME

August 2022

This handbook has been prepared for the information and guidance of you and your student. From it you will better understand the objectives of the DeWitt School District. The DeWitt School District is dedicated to the purpose of training minds and building skills that will be useful and required now and in the future. Therefore, it is necessary to have certain rules to ensure each individual the opportunity to benefit from the program. The handbook outlines the basic policies around which your school functions.

You are asked to read the handbook and then sign and date the form provided indicating you have done so. Please ask your student to read and sign the form also. The student should then return the form to his or her English teacher. All parents/guardians are required to do so to complete the student's registration.

As citizens of the DeWitt School District, students are expected to follow the rules that are established for the welfare of the entire student body. Following the rules will help all students. They will be proud of their school. They will take care of it. They will learn necessary and useful skills for the future.

Please feel free to confer with teachers and the administration when you deem it appropriate. The cooperation of school patrons, based upon knowledge of school policies and procedures, will result in a more efficient, successful school program.

Thank you,
Clay Ashcraft, Principal
DeWitt High School

GENERAL INFORMATION

DEWITT SCHOOL BOARD

Drew Whiting, President
Shawanna Wansley, Secretary
Jim Craig
Kenneth Graves
Matthew Green
Johnny Lockley
Brandyn England

SUPERINTENDENT

Dr. Nick Hill

DHS ADMINISTRATION

Clay Ashcraft, Principal

HANDBOOK COMMITTEE

Clay Ashcraft
Haley Beaton
Savanna Bisswanger
Paige Gunnell
Meg McCarley
Laura Beth Place
Jodi Simpson
Brad Slatton
Kim Taylor
Nancy Whiting

MISSION STATEMENT: DEWITT SCHOOL DISTRICT

The mission of the DeWitt School District is to provide all students equal and equitable access to a safe and nurturing environment in which they can grow mentally, physically, socially, and technologically into capable and productive citizens. The district stands ready, willing, and able to accept this responsibility for all students in our care.

MISSION STATEMENT: DEWITT HIGH SCHOOL

DeWitt High School is committed to working with both parents and community in continuing to provide a safe environment where all students can become life-long learners enabling them to become productive citizens.

VISION STATEMENT: DeWITT SCHOOL DISTRICT

Together, the DeWitt School District will continually raise expectations to lead the state in student achievement.

EQUAL EDUCATIONAL OPPORTUNITY

No student in the DeWitt 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/Title IX Coordinator who may be reached at 1841 S. Grandview Drive, DeWitt, AR 72042, by phone 870-946-3814, or via email eeo@dewittdragons.net.

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 call 1-800-421-3481.

STUDENT SEXUAL HARASSMENT

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

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

- o the nature of sexual harassment;
- o The District's written procedures governing the formal complaint grievance process;¹
- o The process for submitting a formal complaint of sexual harassment;
- o That the district does not tolerate sexual harassment;
- o That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;

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- o The supports that are available to individuals suffering sexual harassment; and
- o The potential discipline for perpetrating sexual harassment.

Definitions

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

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

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

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

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

1. A District employee:

- a. Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in sexual conduct;² or
- b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;²

2. The conduct is:

- a. Unwelcome; and
- b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or

3. Constitutes:

- a. Sexual assault;
- b. Dating violence
- c. Domestic violence; or
- d. 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

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- 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

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

- o Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- o Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - 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;
- o A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- o That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- o That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- o That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

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

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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)³ 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

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electronic format or a hard copy. The parties shall have at least ten (10)³ days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

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

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;

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

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

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

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

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

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

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

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

Appeals

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

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

For all appeals, the District shall:

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

Confidentiality

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

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

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

- 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 removal⁶

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

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student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

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

Disciplinary Sanctions

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

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

Records

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

- Each sexual harassment investigation including:
- Any determination regarding responsibility;

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

Notes: ¹ 34 C.F.R. § 106.44 requires that a district have procedures governing the grievance process and the appeals process to accompany this policy. The procedures are required to cover all of the following:

- Direct that complainants and respondents shall be treated equitably by:
 - o Offering supportive measures to the complainant;
 - o Completing the District's grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
 - o Providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent that are designed to restore or preserve equal access to the District's education program or activity, which may include the same individualized supportive measures;
 - o Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence;
 - o Provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;

- o Require that any individual designated by the District as a Title IX Coordinator, investigator, or decision-maker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;
- Indicate that individuals selected by the District as Title IX Coordinators, investigators, and decision-makers have received training on:
 - o The definition of sexual harassment;
 - o The scope of the District's education program or activity;
 - o How to conduct an investigation and the grievance process, including appeals;
 - o How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
 - o Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant; and
 - o Issues of relevance to create an investigative report that fairly summarizes relevant evidence;
- Provide the District webpage where the materials used to train the District's Title IX Coordinators, investigators, and decision-makers is located;
- Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process;
- Include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals;³
- A process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action, which may include:
 - o The absence of a party, a party's advisor, or a witness;
 - o Concurrent law enforcement activity; or
 - o The need for language assistance or accommodation of disabilities;
- Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility;
- State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard;⁷
- Include the procedures and permissible bases for the complainant and respondent to appeal;
- Describe the range of supportive measures available to complainants and respondents; and

· Indicate that the District shall 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 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.

² While the definition for sexual harassment from 34 C.F.R. § 106.30 includes that the sexual conduct with an employee must be "unwelcome", we have removed the word "unwelcome" from the student policy as A.C.A § 12-18-103 prohibits sexual conduct between district employees and students regardless of whether the student considers the sexual conduct to be welcome or unwelcome.

³ The minimum number of days you are required to provide for the parties to review the evidence is ten (10) days. Make sure that the number of days you include here matches with the time frame included in your procedures governing the grievance process.

⁴ A.C.A. § 6-18-502(c)(1)(B) provides that the superintendent has the authority to "modify the prescribed penalties for a student on a case-by-case basis". 34 C.F.R. § 106.45 requires that either party must have an equal opportunity to appeal for the stated reasons; therefore both the complainant and respondent have the right to appeal the initial determination-maker's disciplinary sanctions.

⁵ While the Family Educational Rights and Privacy Act (FERPA) ordinarily requires that documents containing information about more than one student be redacted so that a student may only view the portion of the educational record that is relevant to that particular student, 34 C.F.R. § 106.6 provides that FERPA does not apply to the extent necessary to provide due process to both parties involved in the grievance process; this includes allowing either party to review the names of the other party as well as any witnesses who have provided evidence relevant to the investigation.

⁶ The language here does not change an individual's rights under the IDEA, Section 504, or the ADA.

⁷ We have opted to use the preponderance of the evidence standard for determination of responsibility. If you choose to use the clear and convincing evidentiary standard instead, change the language here to indicate so and make sure that your procedures

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indicate so as well. 34 C.F.R. § 106.45 requires that you use the same evidentiary standard for both students and employees.

Cross References: 3.26—LICENSED PERSONNEL SEXUAL HARASSMENT

4.11—EQUAL EDUCATIONAL OPPORTUNITY

5.20—DISTRICT WEBSITE

7.15—RECORD RETENTION AND DESTRUCTION

8.20—CLASSIFIED PERSONNEL SEXUAL HARASSMENT

Legal References: 20 USC 1681 et seq.

34 C.F.R. Part 106

A.C.A. § 6-15-1005

A.C.A. § 6-18-502

A.C.A. § 12-18-102

PHILOSOPHY

We, the members of the board of education and administration, are committed to the belief that the school exists for the primary purpose of providing educational opportunities for all the students who live within the confines of the DeWitt School District. We are also deeply concerned with the development of a well-balanced curriculum that will adequately provide for the needs of all students. We believe that preparation for college be emphasized but not to the exclusion of other programs which will prepare the non-college student for some type of vocational employment upon graduation from high school.

We believe also that it is the school's responsibility to provide a curriculum that will keep to a minimum the number of dropouts before graduation. We also believe that the classroom instruction should have priority over all other programs connected with the school. It is also our belief that the basic fundamentals such as reading, writing, spelling, math, and speech should be stressed from the first through the twelfth grades.

ENTRANCE REQUIREMENTS

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.

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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.¹

Prior to the child's admission to a District school:²

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;
 1. 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;
 2. United States military identification; or
 3. 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.³
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"⁴ 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, 1210, and 1211.

"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.

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"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;

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:

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

"Uniformed services"⁴ 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

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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.⁵

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:

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- 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.

Notes: ¹ The US Supreme Court has held that public schools may not use immigration status as a criterion for admitting and educating students.

² A.C.A. § 9-28-113 requires schools to "immediately" enroll foster children whether or not they produce "required clothing or required records" noted in #2 and #4. ASBA does not believe this means schools are required to admit students currently under expulsion from their previous school. See policies 4.4 and 4.5.

³ A.C.A. § 6-18-510 requires that districts adopt this policy language, or similar, **AND** provide a hearing before the board for the student seeking to enroll in the district while currently serving an expulsion from another district in order for the district to exclude the student until the expiration of the student's expulsion. Districts who do not include this policy language, or similar, **AND** provide the hearing before the board may **NOT** prohibit the enrollment of a student who is currently serving an expulsion from another district.

⁴ A.C.A. § 6-4-302 and 6-28-104 define both "uniformed services" and "active duty." Consult the statutes to determine if the student wishing to enroll in your district qualifies under the definitions.

RESIDENCE REQUIREMENTS

Definitions

"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.

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“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 District¹ 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.² 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.³

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.⁴

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.

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Notes: ¹ Residency requirements of homeless students is governed by policy 4.40—HOMELESS STUDENTS. Residency requirements governing foster children are governed by policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

² The Interstate Compact on Educational Opportunity for Military Children and the ARKANSAS MILITARY CHILD SCHOOL TRANSITIONS ACT OF 2021 are the sources for this sentence. It is codified at A.C.A. § 6-4-302 and 6-28-108.

³ This is a provision of A.C.A. § 9-28-113(a) and (b).

⁴ Rather than duplicate the law on the attendance of children of employees who reside outside of the district into the policy which would make for a long policy affecting a relatively small number of students, we suggest you consult A.C.A. § 6-18-203 and have a copy handy for affected employees or potential employees.

Cross References: Policy 4.40—HOMELESS STUDENTS
Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-202, A.C.A. § 6-18-203, A.C.A. § 6-28-108, A.C.A. § 9-28-113

STUDENT TRANSFERS

The DeWitt School District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis at the July and December regularly scheduled board meetings.

The District may reject a non resident 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 homeschool 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.

Legal References: A.C.A. § 6-15-504, A.C.A. § 6-18-316, A.C.A. § 6-18-317, A.C.A. § 6-18-510, A.C.A. § 9-28-113(b)(4), A.C.A. § 9-28-205

TUITION AGREEMENT BETWEEN SCHOOLS

If parents that live in the DeWitt School District wish that their children attend another public school outside district boundaries, the board will work to obtain a tuition agreement between the two schools. The DeWitt School District will only do this with districts that will reciprocate if they have students in their district who wish to attend the DeWitt Schools. The amount of tuition will be determined by an agreement between the two boards. This amount will be adjusted each year. Each student requesting an agreement will be approved or disapproved individually by the board.

Legal References: Ark. Stat. Ann. §§80-213, 80-509, 80-501, 80-1504, 80-1505, 80-1517, 80-1518, 80-1528; Act 436 of 1981; Act 60 of 1983

SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan¹ 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).² As a result of the desegregation order/desegregation plan¹, the District is exempt from the

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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.³ 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.⁴

Definition

"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.⁵

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 1.⁶

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.⁷

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.⁸

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.⁹ 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 District¹⁰

For the purposes of this section of the policy, a “lack of capacity”¹¹ 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 capacity¹¹ 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 District¹⁰ 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

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- 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.¹² 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.¹³

Transfers out of, or within, the District¹⁰

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.¹⁴

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.

Notes: ¹ Select the version of the desegregation order that applies to your district.

² A.C.A. § 6-13-113 requires a district under a desegregation court order or court-approved desegregation plan to submit to DESE by January 1, 2016:

- A copy of the desegregation order or desegregation-related order;
- The case heading and case number of each court case in which the order was entered;
- The name and location of each court that maintains jurisdiction over the order; and
- A description of the school choice student transfer desegregation obligations, if any, that the school district is subject to, related to the order.

Should the district be released by the court, the district is responsible to promptly notify DESE. DESE will post all districts who have submitted the proper paperwork on its website.

In addition, A.C.A. § 6-18-1906 requires districts claiming an exemption based on a desegregation order/desegregation plan to submit documentation by January 1 of each year that contains the following:

- Documentation that the desegregation order or court-approved desegregation plan is still active and enforceable; and
- Documentation showing the specific language the school district believes limits its participation in Standard School Choice.

DESE will notify the district within thirty (30) calendar days of receipt of the submitted documentation whether or not it is required to participate in standard school choice. If DESE does not provide a written exemption to the district, then the district is required to

participate in Standard School Choice. The district may submit a written petition to the State Board to review DESE's decision.

³ If your district doesn't meet the provisions of this paragraph, delete it and, for your master copy of the policy, renumber the remaining footnotes accordingly.

While the policy language requiring the district to notify its contiguous districts that it is exempt from the school choice provisions is not statutorily required, it is advocated by Commissioner's Memo Com-13-061 and we believe it is necessary if potential receiving districts are going to be able to intelligently inform parents who have applied to their school.

⁴ If the desegregation court order/court-approved desegregation plan your district is under would prohibit standard school choice but would not prohibit Opportunity School Choice, remove the references to Opportunity Choice in this paragraph and add the following sentence:

While the District's desegregation court order/court-approved-desegregation-plan exempts the District from the provisions of Standard School Choice, the District's desegregation court order/court-approved-desegregation-plan does not exempt it from the transfer provisions of the Arkansas Opportunity Public School Choice Act (Opportunity School Choice).

We advise districts to consult with their attorney about the district's desegregation court order/court-approved-desegregation-plan applicability to the exemption provisions in A.C.A. § 6-18-1906 and A.C.A. § 6-18-227 and whether you will need to include both, either, or neither policy provisions on standard School Choice or Opportunity School Choice in your final version of this policy.

⁵ For the Resolution, see Form 4.5F. There is no real flexibility in setting capacity as you can no longer take growth into account when setting slots for Standard School Choice. Districts may only deny a transfer if the transfer would place the district above the ninety percent (90%) maximum under law or the student's resident district has reached its three percent (3%) cap. Your application of a lack of capacity must be consistent; you can't choose to add a teacher due to accepting a student, but refuse to add a staff member because the applicant requires special education.

Once the resolution has been made, the Board's role in determining acceptance is finished and no further board action is required to accept school choice students.

⁶ The statute does not stipulate a date and you can choose your own, but it should give parents a reasonable opportunity to submit their application. While the statute gives districts a choice between advertising in print or on the Internet, it also doesn't prohibit advertising in both. To help inform parents before they try to apply so they will know in advance if it's actually a possibility that their child could be accepted, we suggest either including your capacity resolution in the public announcements or state where the resolution can be found.

⁷ Consider the following about the timing of your acceptance of an application and why it's important to provisionally accept each application until the notification letter is returned to you:

The later you accept an application, the more confident you can be about accepting or denying based on capacity. (For example, have as many students as usual moved into your district and were they in the expected grade level patterns?) However, an earlier, **provisional**, acceptance, such as June 1, gives you more time to determine through the use of your acceptance notification letter whether the student's reality matches the information supplied on the application. For example, would the applicant have been held back in 3rd grade in the resident school and the parent is trying to keep that from happening by transferring. While you may have an opening in 4th grade (the grade the parent would have applied for), you may not have an opening in 3rd grade and so would need to deny the application once the paperwork was submitted.

Another example would be an application for a kindergarten choice transfer. When reviewing the completed paperwork, you discover the child is medically fragile and will require additional staff to meet the student's needs. Provisional acceptance gives you the time and opportunity to reconsider your acceptance and still meet the July 1 deadline.

⁸ You are required to hold a hearing before the board of directors about the student's expulsion. (See A.C.A. § 6-18-510.) It is possible that the expulsion was for a disciplinary infraction that does not result in expulsion in your district. If this is the case, you have the choice of whether or not to admit the student under school choice due to the

resident district's expulsion of the student, but you may **NOT** deny a student unless you hold a hearing.

⁹ The "shalls" used in this paragraph are not statutorily required (The Public School Choice Act of 2015 simply doesn't address the issue), but without notification to the non-resident district, there is no way for the non-resident district to know when the cap has been reached.

¹⁰ Only include "or within" if your district has more than one school with the same grade(s).

¹¹ The capacity standards under "Opportunity Choice" are slightly more strict than under "Standard Choice" standards and are limited to what is stated in the policy. Additionally, by Rule, you are required to base your decision on ninety-five (95%) of capacity at the time of the application with no provision for consideration of your district's normal growth. Just as with Standard School Choice, your application of a lack of capacity must be consistent; you can't choose to add a teacher due to accepting a student, but refuse to add a staff member because the applicant requires special education.

¹² The student or his/her parents may appeal to the State Board a decision to deny admission.

¹³ Sending districts are required to spend up to four hundred dollars (\$400) per year to transport the student. The statute and the Rules are unclear. They both state that receiving districts **may** transport opportunity choice students, but sending districts **shall** pay up to four hundred dollars (\$400) per year to transport the student. The policy's language makes no attempt to settle the discrepancy. The financial responsibility of the transferring district goes away when the school no longer has a rating of "F" or the student's resident district is no longer classified by the state board as in need of Level 5 — intensive support. At that time the statute states that the receiving district may choose to pay for the transportation.

¹⁴ Opportunity Choice does not give you the option contained in Standard Choice of advertising on the Internet in place of print media.

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Legal References: A.C.A. § 6-1-106

A.C.A. § 6-13-113

A.C.A. § 6-15-2915

A.C.A. § 6-18-227

A.C.A. § 6-18-233

A.C.A. § 6-18-320

A.C.A. § 6-18-510

A.C.A. § 6-18-1901 et seq.

A.C.A. § 6-21-812

DESE Rules Governing Public School Choice

HOME SCHOOLING

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:

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- 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

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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.

Legal References: A.C.A. § 6-15-503
A.C.A. § 6-15-504
A.C.A. § 6-41-103
DESE Rules Governing Home Schools

VISITORS POLICY

Parents and other interested patrons are always welcome to the campus of DeWitt Schools to visit or transact necessary business. We encourage persons with legitimate business to visit our schools. This visit must be cleared in the principal's office. We will not issue passes for persons to remain on campus during our school day unless there is a specific reason. All visitors must enter the building through the front entrance and sign in.

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If for any reason a message needs to be delivered to one of our students, we will call the student to the office or see that the message is delivered.

In order to ensure proper utilization of class time, we must prohibit students from bringing friends to attend class with them. This not only contributes to crowded conditions in the classroom, but also places the teacher and school in an awkward position of being responsible for someone who does not attend our school.

CONTACT WITH STUDENTS WHILE AT SCHOOL

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 his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parents 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. 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, or other person having lawful control by court order, or person acting in loco parentis identified on student enrollment forms. 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 legal 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 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.

Legal References: A.C.A. § 6-18-513, A.C.A. § 9-13-104, A.C.A. § 12-18-609, 610, 613, A.C.A. § 12-18-1001, 1005

STUDENTS WHO ARE FOSTER CHILDREN

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 (DESE), 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.¹

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.²

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.³

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.⁴

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:⁵

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:
 - o The Foster Child School Choice Act;
 - o Opportunity Public School Choice Act;
 - o The Public School Choice Act of 2015; or
 - o 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.

HOMELESS STUDENTS

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The DeWitt 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
 - Are informed of their status as independent students under the Higher Education Act of 1965 and to LEA;
 - Ensure that public notice of the education 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 south 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 or 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 designed 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:

- Continue the child's or youth's education in the school of origin for the duration of homelessness:

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- 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
- 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;
- are living in motels, hotels, trailer parks, or camping grounds due to
- the lack of alternative adequate accommodations;
- are living in emergency or transitional shelters;
- are abandoned in hospitals; or
- are awaiting foster care placement;

- 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. 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.

NOTICE TO PARENTS

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

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

If you would like to receive any of this information, please call 870-946-3576.

INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY

Definition

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 they 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

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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 copyright 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.

Legal References: Children's Internet Protection Act; PL 106-554, FCC Final Rules 11-125 August 11, 2011, 20 USC 6777, 47 USC 254(h)(1), 47 CFR 54.520, 47 CFR 520(c)(4), A.C.A. § 6-21-107, A.C.A. § 6-21-111

PERMANENT RECORDS

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 attendance¹. 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 received².

Notes: ¹ The legal requirement for retention of student records is as written. ASBA strongly advises districts, however, to retain the records of graduates indefinitely due to the potential for future need of the records by students for college admissions, security clearances, background checks, etc.

² The law prohibits districts from refusing to provide the records to receiving schools due to a student owing money to the district.

Legal References: A.C.A. § 6-18-901

A.C.A. § 6-28-107

DESE Rules Governing Student Permanent Records

PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION

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 parent 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

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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 (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 DeWitt 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 there exists a court order which directs that a parent not have access to a student or his/her records, the parent, 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/her 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,⁵ 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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal References: A.C.A. § 9-28-113(b)(6), 20 U.S.C. § 1232g, 20 U.S.C. § 7908, 34 CFR 99.3, 99.7, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64

STUDENT ACCELERATION

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. It 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/school¹ Gifted and Talented Program Coordinator who shall convene the individuals necessary 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.

Legal Reference: DESE Gifted and Talented Rules

STUDENT PROMOTION AND RETENTION

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, 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 the following criteria. 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 having 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.

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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/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP or completion of the Alternate Pathway to Graduation when applicable.

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.

Legal References: A.C.A. § 6-15-2001, A.C.A. § 6-15-2005, A.C.A. § 6-15-2006, A.C.A. § 6-15-2907

A.C.A. § 6-15-2911, A.C.A. § 9-28-205, DESE Rules Governing the Arkansas Educational Support and Accountability Act, Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

STUDENT DISCIPLINE

The DeWitt 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

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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.¹

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 DeWitt 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

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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.

Note: ¹ To satisfy a student's due process rights, for events both on and off campus, make sure that all special education requirements are met when those requirements apply.

Cross References: 1.9—POLICY FORMULATION

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Legal References: A.C.A. § 6-17-113

A.C.A. § 6-18-502

A.C.A. § 6-18-514

A.C.A. § 6-18-2401 et seq.

DESE Rules Governing Student Discipline and School Safety

ALMA MATER

Hail DeWitt, our Alma Mater,
Voices sound in praise of thee;
Honor, courage, truth and glory
Be thine to eternity.
Hearts are lifted high in gladness;
Blue-Gold banners fill the sky.
We will love thee, Alma Mater,
Even till the day we die.

SCHOOL COLORS AND MASCOT

The school colors are Blue and Gold. The mascot is the Dragon.

BELL SCHEDULE

First Bell	8:00	
1 st Period	8:05	- 8:56

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2 nd Period	9:00	-	9:51
2 rd Breakfast	9:55	-	10:02
3 rd Period	10:06	-	10:57
4 th Period	11:01	-	11:55
Lunch	11:55	-	12:30
5 th Period	12:34	-	1:25
6 th Period	1:29	-	2:20
7 th Period	2:24	-	3:15

ANNOUNCEMENTS

Announcements to the student body and faculty will be made by means of a daily bulletin if needed. At various times special announcements will be made over the intercom system. Items to be included in the bulletin should be submitted to the principal's office one day in advance if possible. The DHS Bulletin is also posted on the school district website at www.dewittdragons.net. All announcements included in the bulletin must have the approval of the principal before being printed in the bulletin.

ACADEMIC POLICIES AND PROCEDURES

AP COURSE POLICY

Arkansas Legislative Act 102 requires that all schools provide high school students with the opportunity to enroll in at least one pre-advanced placement course and/or one advanced placement course in the four core areas of English, Math, Science, and Social Studies.

It is the responsibility of DeWitt High School to make these courses available in the four core areas. Students must meet prerequisites to the course they are interested in taking.

ACADEMIC AWARDS

Students that maintain a 3.5 or higher GPA each of the first three nine weeks at DeWitt High School will be eligible for academic awards.

1 st Year	Certificate
2 nd Year	T-shirt
3 rd Year	Hoodie
4 th Year	Blanket

CONCURRENT CREDIT POLICY

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Act 1097 of 1991 authorizes the rules and regulations concerning concurrent college credit.

Who is eligible?

4.01 Any student who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college, technical college or four year college or university in accordance with the rules and regulations adopted by the college or university.

Who is entitled to receive credit?

4.02 Any public school student in grades 9-12 who enrolls in and successfully completes a course offered by such an approved college, technical college or university or private institution shall be entitled to receive both high school and college grades and credit. (Credit earned by CLEP examination may not be counted as high school credit toward graduation.)

4.03 Students must comply with applicable enrollment or graduation requirements of the public high school.

How is the amount of credit given for college course work?

4.04 Three semester hours of college credit taken by a student in grades 9-12 at an approved publicly supported community college, four-year college or university, or private institution shall be the equivalent of one unit of high school credit.

Will college credit earned be counted by the high school?

4.05 College credit earned at an approved publicly supported community college, technical college or a four-year college or university or private institution by an eligible student shall be counted by the high school toward graduation, including credit earned during summer terms.

Who is responsible for cost?

4.06 All costs of higher education courses taken for concurrent credit are the student's responsibility unless approved by the district.

For a DeWitt High School Student to receive concurrent high school credit in Reading, Math and/or English, that student must have an ACT score of nineteen (19) or above in the designated area. The principal or his designee will review extenuating circumstances.

CREDIT RECOVERY/INDEPENDENT STUDY/COURSE RETAKES

DeWitt School District does allow credit by independent study. The credit must be under the supervision of a certified teacher. The student must have completed a Carnegie unit (120 hours for a full credit and 60 hours for one-half credit in order to receive credit). All independent study credits must have written prior approval from the principal and/or guidance counselor of the school that will be granting the credit.

Credit recovery and online courses must be approved, in advance, by the principal and/or guidance counselor prior to enrollment in a course. Credit may be recovered using

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correspondence courses or through APEX Learning courses. A student will be allowed to take correspondence courses in the following situations:

- To fulfill early graduation requirement
- Failure of a required course for graduation
- To achieve a 2.00 grade point for a diploma
- To establish eligibility for extracurricular activities
- Students may retake a course if grade is a D or F in that course
- Students will be required to take all final exams at the school

CURRICULUM: 2022-23 COURSE OFFERINGS

In keeping with the general philosophy and objective, the DeWitt School District shall endeavor to offer its students a comprehensive program of studies in attempting to meet the needs of all students. Evaluation is continuous; therefore, revision will be made as needed. A student may choose courses from their current grade or lower.

LANGUAGE ARTS

English 9	Grade 9	1 unit
Honors English 9	Grade 9	1 unit
English 10	Grade 10	1 unit
Honors English 10	Grade 10	1 unit
English 11	Grade 11	1 unit
AP English Language	Grade 11	1 unit
English 12	Grade 12	1 unit
Freshman Composition I*	Grade 12	1 unit
Freshman Composition II*	Grade 12	1 unit
World Literature II*	Grade 12	1 unit
Critical Reading	Grade 9	1 unit
Critical Reading II	Grade 10	1 unit
Journalism	Grade 9	1 unit
Drama	Grade 9	½ unit
Personal/Professional Communication	Grade 10	½ unit

MATHEMATICS

Algebra I	Grade 9	1 unit
Honors Algebra I	Grade 9	1 unit
Geometry	Grade 10	1 unit
Honors Geometry	Grade 10	1 unit
Algebra II	Grade 11	1 unit
Honors Algebra II	Grade 11	1 unit
Pre Calculus	Grade 11	1 unit
Transitional Math Ready (SREB)	Grade 11	1 unit
Quantitative Literacy	Grade 12	1 unit
AP Calculus AB	Grade 12	1 unit
Technical Math	Grade 11	1 unit

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College Algebra	Grade 12	1 unit
SCIENCE		
Physical Science	Grade 9	1 unit
Honors Physical Science	Grade 9	1 unit
Biology	Grade 10	1 unit
Honors Pre-AP Biology	Grade 10	1 unit
AP Biology	Grade 11	1 unit
Environmental Science	Grade 11	1 unit
Chemistry	Grade 11	1 unit
Physics	Grade 11	1 unit
AP Physics I	Grade 12	1 unit
AP Chemistry	Grade 12	1 unit
Anatomy and Physiology	Grade 11	1 unit
SOCIAL STUDIES		
US History	Grade 9	1 unit
Honors US History	Grade 9	1 unit
Civics (0.5)	Grade 10	½ unit
Honors Civics (0.5)	Grade 10	½ unit
Economics (0.5)	Grade 10	½ unit
Honors Economics (0.5)	Grade 10	½ unit
World History	Grade 11	1 unit
AP World History	Grade 11	1 unit
Psychology	Grade 10	½ unit
American Federal Government*	Grade 12	1 unit
US History II*	Grade 12	1 unit
Sociology	Grade 10	½ unit
FINE ARTS		
Art I, II, III, IV	Grade 9	1 unit
Band I, II, III, IV	Grade 9	1 unit
Choir I, II, III, IV	Grade 9	1 unit
HEALTH AND PHYSICAL EDUCATION		
Physical Education	Grade 9	1 unit
Junior Athletics	Grade 9	1 unit
Health	Grade 9	1 unit
Senior Athletics	Grade 10	1 unit
FOREIGN LANGUAGE		
Spanish I**	Grade 9	1 unit
Spanish II**	Grade 10	1 unit
Spanish III**	Grade 11	1 unit
French I**	Grade 9	1 unit
French II**	Grade 10	1 unit
German I**	Grade 9	1 unit
German II**	Grade 10	1 unit
American Sign Language I**	Grade 9	1 unit

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American Sign Language II**	Grade 10	1 unit
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CAREER FOCUS—DEWITT HIGH SCHOOL CAMPUS

Computer Business Applications*	Grade 9	1 unit
Computer Science with Programming I	Grade 10	½ unit
Computer Science with Programming II	Grade 10	½ unit
Computer Science with Programming III	Grade 11	½ unit
Computer Science with Programming IV	Grade 11	½ unit
Web Technologies	Grade 10	1 unit
Accounting I*	Grade 10	1 unit
Financial Literacy	Grade 10	½ unit
EAST I, II, III, IV	Grade 10	1 unit
JAG Senior Applications	Grade 12	1 unit
JAG Apprenticeship	Grade 12	2 units
FACS	Grade 9	1 unit
Lifespan Development	Grade 10	1 unit
Dynamics of Human Relationships	Grade 10	1 unit
Foundations of Teaching	Grade 10	1 unit
Methods of Teacher Instruction	Grade 11	1 unit

CAREER FOCUS-PCCUA CAMPUS

Agribusiness Systems I *	Grade 9	1 unit
Agribusiness Systems II (Ag Business Management)*	Grade 10	1 unit
Plant Systems I (Plant Science)*	Grade 10	1 unit
Plant Systems II (Veg & Fruit Prod/Greenhouse Mgmt)*	Grade 11	1 unit
Law & Public Safety I *	Grade 10	1 unit
Law & Public Safety II*	Grade 11	1 unit
Law & Public Safety III*	Grade 12	1 unit
Welding I*	Grade 10	1 unit
Welding II*	Grade 11	1 unit
Welding III*	Grade 12	1 unit
Health Services I*	Grade 10	1 unit
Health Services II*	Grade 10	1 unit
Health Services III*	Grade 10	1 unit
Advanced Manufacturing I (Intro to Manufacturing)*	Grade 10	1 unit
Advanced Manufacturing II (Design for Manufacturing)*	Grade 11	1 unit
Advanced Manufacturing III (Mfg Production Processes)*	Grade 12	1 unit
Art Appreciation*	Grade 11	1 unit
Western Civ I*	Grade 11	1 unit
Walking & Jogging*	Grade 11	1 unit
Sociology*	Grade 11	1 unit
Macroeconomics*	Grade 11	1 unit
Biology*	Grade 11	1 unit
Psychology*	Grade 11	1 unit

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Health and Safety*	Grade 11	1 unit
Composition I*	Grade 12	1 unit
Speech*	Grade 12	1 unit
American Federal Government*	Grade 12	1 unit
Geography*	Grade 12	1 unit
Physical Science*	Grade 12	1 unit
Human Growth & Development*	Grade 12	1 unit
World Literature II*	Grade 12	1 unit
Composition II*	Grade 12	1 unit
US History II*	Grade 12	1 unit
College Algebra*	Grade 12	1 unit
Intro to Philosophy*	Grade 12	1 unit

*Concurrent Credit

**Virtual Arkansas

ALTERNATE PCCUA ASSOCIATE PATHWAY

Students may choose this pathway beginning their Junior year, or the summer before their junior year to receive credits toward an Associate's degree upon completion of the pathway. Any student choosing this pathway must meet with the counselor to plan coursework prior to the start of their Junior year.

CURRICULUM: VIRTUAL ARKANSAS

Virtual Arkansas is an Arkansas-based blended learning environment in partnership with the Arkansas Department of Education and Arkansas Education Cooperatives to provide an array of course offerings to students. Students learn through a digital learning environment.

CURRICULUM: JOBS FOR AMERICA'S GRADUATES (JAG)

Jobs for America's Graduates (JAG) assists youth in graduating from high school and thereafter finding and keeping quality jobs or to continue their education, through a state-supported school-to-work transition system. JAG can be utilized in any program of study and can count as credit toward vocational completer. Seniors enrolled in JAG must be in the JAG class and have a job; two semesters equals one credit each for up to two JAG work periods. This is an instructor-supervised work release course that includes monthly employer evaluations of participants. Students can work during the last one or two periods of the day.

FREE TEXTBOOKS

Students in grades 9-12 will be provided free textbooks by the state as needed. Students are responsible for proper care of these books. They will be turned in each year at the close of school. Students will be charged for lost or damaged books. Books are not to be written in, except for the name label.

GRADING POLICY AND GRADING SCALE

The purpose of a grading system is to provide adequate information to parents, students, and the office. Grades assigned to students for performance in a course 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 expectations contained in the curriculum frameworks may also be given. The reporting period is each nine weeks. Credit is given at the end of the first and second semesters. ACT 576 of 1993 states: The following grading scale shall be used by all public schools in the state for all courses, except advanced placement courses offered.

90	-	100	A
80	-	89	B
70	-	79	C

60	-	69	D
0	-	59	F

For the purpose of determining grade average, numeric value shall be given as listed below: A = 4 points; B = 3 points; C = 2 points; D = 1 point; F = 0 points. Except with the exception of Advanced Placement, IB, and approved honors courses which shall have numeric values of A= 5 points, B = 4 points, C= 3 points, D= 2 points, F= 0 points. Students taking AP courses must take the AP exam to receive weighted credit.

GRADUATION: SMART CORE CURRICULUM

Smart Core is Arkansas' 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 unforeseen situations. Smart Core is the foundation for college and career readiness. All students should supplement with additional rigorous coursework within their career focus.

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2023, 2024, AND 2025, 2026

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 (7th) grade, or when a seventh (7th) through twelfth (12th) 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.

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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 process³ 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

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 2 units to graduate for a total of 24 units. The additional required units may be taken from any electives offered by the district. There are some distinctions 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.

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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.

Computer Science

All students shall receive credit in a course covering the Computer Science Standards in order to graduate.

SMART CORE: Sixteen (16) units

English: four (4) units – 9th, 10th, 11th, and 12th

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

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Civics - one-half ($\frac{1}{2}$) unit

World History - one unit

American History - one 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.⁸

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 – 9th, 10th, 11th, and 12th

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.

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- (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.

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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.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

5.11—DIGITAL LEARNING COURSES

5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3

DESE Guidelines for the Development of Smart Core Curriculum Policy

DESE Rules Governing Distance and Digital Learning

Smart Core Information Sheet

Smart Core Waiver Form

Commissioner's Memo LS-18-082

A.C.A. § 6-4-302, A.C.A. § 6-16-122, A.C.A. § 6-16-143, A.C.A. § 6-16-149

A.C.A. § 6-16-150, A.C.A. § 6-16-1406, A.C.A. § 6-28-115

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 AND THEREAFTER

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 (7th) grade, or when a seventh (7th) through twelfth (12th) 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

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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

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.

Computer Science

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

SMART CORE: Sixteen (16) units

English: four (4) units – 9th, 10th, 11th, and 12th

Oral Communications: one-half (½) unit

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

5) Algebra I which may be taken in grades 7-8 or 8-9;

6) Geometry 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 (Computer Science Year II, Robotics...) 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

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- 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 unit

American History - one 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.⁸

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.⁹

CORE: Sixteen (16) units

English: four (4) units – 9th, 10th, 11th, and 12th

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

Mathematics: four (4) units

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- 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.⁸

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

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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.⁹

Cross References: 4.55—STUDENT PROMOTION AND RETENTION

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

5.11—DIGITAL LEARNING COURSES

5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3

DESE Guidelines for the Development of Smart Core Curriculum Policy

DESE Rules Governing Distance and Digital Learning

Smart Core Information Sheet

Smart Core Waiver Form

Commissioner's Memo LS-18-082

A.C.A. § 6-4-302

A.C.A. § 6-16-122

A.C.A. § 6-16-143

A.C.A. § 6-16-149

A.C.A. § 6-16-150

A.C.A. § 6-16-152

A.C.A. § 6-16-1406

A.C.A. § 6-28-115

GRADUATION: HONOR GRADUATES

Act 980 of 1991 states that to be an Honor Graduate, a student must have successfully completed the College Prep or Tech Prep tract. In order to be an Honor Graduate at DeWitt High School, a student must meet the following criteria:

1. Meet high school graduation requirements.
2. Have 25 or more credits.
3. Have a 3.75 GPA for seven semesters. GPA will be carried to four decimal places. Students with the same rounded GPA will share the same class rank.
4. Any student that raises their GPA to a 3.75 or higher during the eighth semester will be recognized as an Honor Graduate at graduation.

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5. The top two Honor Graduates will be asked to deliver speeches and/or participate in other parts of the commencement.
6. Program organization is left to the discretion of the administration.
7. Final class rank, which will be entered on the permanent records, will be determined at the end of the eighth semester.
8. To be an honor graduate the following courses must be completed to be considered:
Math - 4 units, which include Algebra I, Geometry, and the last two could include:
Algebra II, College Algebra, Pre-Calculus, Quantitative Literacy, AP Calculus
English - 4 units. Freshman Comp may take the place of Senior English if it is taken during the regular school day during the senior year and the student has at least an ACT score of 19 in English and Reading (or its equivalent)
Science - 4 units, which include Physical Science, Biology, Chemistry, Physics, AP Physics, AP Chemistry or AP Biology
Social Studies - 3 units, which include Civics, U.S. History and World History
Foreign Language - 2 units; both units must be in the same foreign language
9. Must take 4 or more weighted courses OR 3 or more weighted courses plus enrolled in the Associates Pathway.

All required courses must be listed in the DHS master schedule.

GRADUATION: REQUIREMENTS

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 two (2) units to graduate for a total of twenty-four (24) 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 – 9th, 10th, 11th, and 12th

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

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

- Algebra I which may be taken in grades 7-8 or 8-9;
- Geometry 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.
- Algebra II; and
- 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.
 - AP Calculus

Natural Science: three (3) units

- DESE approved biology – 1 credit;
- DESE approved physical science – 1 credit; and
- 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
- 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.
- World History - one unit
- American History - one 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.

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

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 – 9th, 10th, 11th, and 12th

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

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- 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.

GRADUATION: EARLY OUT REQUIREMENTS

DeWitt High School recognizes that in rare or extenuating cases early graduation from high school is advantageous to the student. Therefore, the following policy is adopted in order to identify the student who may be an acceptable candidate for early graduation.

A student may make application for graduation after three years of attendance and a minimum of twenty-two (22) units of credit. This application should be made to the principal of the high school by September 30 of the student's Junior year. A student requesting early graduation should understand that he would forfeit the privilege of participating in all school sponsored senior activities with the exception of graduation

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exercises, earning the status of Honor Graduate, and will not be eligible to apply for local scholarships.

A panel composed of faculty members and community leaders will then interview the applicant and his/her parents/guardians; the principal of the high school will appoint this panel. The panel will discuss options that the applicant may have in order to meet all requirements for a high school diploma. All requirements such as completion date of correspondence courses, etc. will be pointed out.

After being interviewed by this panel, if early graduation is still desired, the student must petition the Superintendent of Schools and the Board of Education for approval. This should be in the form of a written statement outlining the reasons for the request. If approval is given, an "early out" letter will be given to the student and a copy placed in his folder.

GRADUATION: COMMENCEMENT

In order to participate in commencement, students are required to:

- pay all balances owed for fees, fines, and missing supplies/equipment
- participate in graduation practice

Any student, who has finished all class requirements and violates school policy concerning the use of drugs and alcohol, or any other policy violation of a serious nature, will be denied the privilege of participating in commencement exercise.

GRADUATION: SCHOLARSHIPS

A number of our students will qualify for the various scholarships, grants, and loans that are available to students for outstanding academic achievement. In recent years, monies have been appropriated by the state to provide grants and loans to students who qualify. All students who are going to get further education are encouraged to apply for this assistance. Your counselor will be happy to help you with the application and answer your questions.

GRADUATION: STUDENT LOAD

All students must be enrolled in six or more courses, which count toward graduation.

GRADUATION: MATH AND SCIENCE SCHOOL SENIORS

Act 1326 of 1997

Students who attended school at the DeWitt School District prior to acceptance to the Arkansas School for Mathematics and Sciences may elect to participate in graduation activities the year they graduate.

Any student who is a senior at the school shall have the option of participating in activities and events with and in the same manner as other members of the graduating class in his or her home school district, including but not limited to the following:

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- Prom or banquet
- Class Day activities
- Graduation activities
- Recognition as honor graduate, except as valedictorian or salutatorian
- Class pictures, including yearbook and composite pictures

Math and Science students will be responsible for the costs of these activities to the same extent as DeWitt students, and agree by participating to abide by the Student Handbook of the DeWitt School District at these functions. Math and Science students who violate provisions of the Student Handbook at senior activities may be barred from attending one or more future events upon recommendation of the senior high school principal, subject to appeal to the superintendent, whose decision shall be final.

Math and Science students who participate in the graduation ceremony are not eligible to be recognized as valedictorian or salutatorian, but upon presentation of an official transcript from the Math and Science School by May 1 will be recognized as honor graduates if appropriate and based on the criteria of the DeWitt School District for honor graduates. Math and Science students who choose to participate in graduation ceremonies will not receive diplomas issued by the DeWitt School District, but will instead be presented with certificates of recognition.

MERIT DAYS

Students may earn one merit day off from school for their performance on the ACT Aspire and ACT tests. Students must complete an application in the office, and turn it in one week prior to their desired date. To qualify for a merit day:

- Students in grades 9, 10, and 11 must score Ready or Exceeding or show growth in 3 areas of the ACT Aspire test administered the previous school year;
- Students in grade 12 must have a composite score of 19 or above on the ACT test

PARENT-TEACHER CONFERENCES

The DeWitt School District requires teachers to communicate personally with the parents or guardians of each student during the school year to discuss the student's academic progress and requires more frequent communications with the parents or guardians of students not performing at the level expected for their grade. Teachers shall document parent or guardian participation or non-participation in required conferences.

DeWitt School District will schedule Parent-Teacher Conferences for all students once each semester. Individual parent-teacher conferences will be held as needed for those students not performing at the level expected for their grade. The policies in regard to Parent-Teacher Conferences of students at DeWitt High School are:

- Parent-teacher conferences for each student will be scheduled once each semester. Dates of conferences will be designated by the district calendar. If parents/guardians cannot attend, teachers will make contact regarding the student's performance.

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- Students will not attend conferences.

REMEDIATION POLICY

Any student who scores below proficient on any mandated end-of-course exam must participate in remediation. Remediation will include an individualized academic improvement plan and shall be designed to assist the student in attaining the expected level of achievement.

STUDENT CLASSIFICATION

Students are classified according to the number of credits they have and not to the time they spend in any one grade. To be classified as a sophomore a student must have five (5) credits, a junior ten (10) credits, and a senior seventeen (17) credits.

STUDENT RECORDS

A cumulative record must be kept for every student in the school. The records of students completing elementary school are to follow students and be filed in the principal's office at the close of each session.

Lists of students with the home address shall not be given to any person for advertising or commercial use.

No school records of a permanent nature shall be destroyed by the principal, teacher, or other employee unless permission to do so has been received from the Superintendent of Schools. Students' permanent records and students cumulative records are to be considered in this category. Teacher record books and nine weeks reports are considered of a semi-permanent nature and should be preserved for a period of five years.

Student records are defined to be all official records, files, and data directly related to children, including all material that is incorporated into each student's cumulative record folder and intended for use or to be available to parties outside the school system. Student records shall specifically include, but not necessarily be limited to, social security number, identifying data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

The intent of this policy is to establish procedures for granting the request of parents for access to their children's records, for use of those data, and for their transmittal within a time period of 45 days or sooner if practical.

TESTING: NINE WEEKS AND SEMESTER TESTS

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The first nine weeks grade of each semester will be determined by using daily work (homework, weekly tests, and other assignments) A minimum of two weekly grades, excluding semester test, will be required each nine weeks.

For absences during the week of semester tests, the student will not be allowed to make up work or tests for an unexcused absence unless the student has administrative permission.

PROGRESS REPORTS

DeWitt School District has a nine-week grading period. Parents of all students will receive a progress report at 4 1/2 weeks in writing.

SEMESTER TESTS

The semester test shall be a comprehensive test covering the context of the two nine weeks grading periods of each semester. The semester test shall carry the academic weight of 20% of the semester grade. The formula for computing the semester grade is as follows: double each nine weeks grade average, add the test score, and divide by five. Semester tests are mandatory in each class unless students meet exemption requirements below. All students are required to take their semester tests for the first semester. Exemptions will only be allowed during the second semester.

Students will not be allowed to take semester exams until all fines have been paid and textbooks, etc. have been turned in.

TESTING: EXEMPTION FROM TESTS

Students may be exempt from their second semester tests if they meet the following criteria for that semester:

- —Achieve a grade of an A or a B. C with 0 absences, B with no more than 3 absences, or A with no more than 5 absences.
- The student must not have received any days of OSS.
- The student must not have been assigned to ISS for six or more days (ISS does not count as absence).
- The student must have paid all monies owed to any organization on campus (such as, but not limited to: chromebooks, chargers, hotspots, library fines, damaged or lost textbooks, calculators, etc.).

There will be no exception made for these rules. Exemptions are based on individual classes.

STUDENT POLICIES AND PROCEDURES

CODE OF ETHICS

As a student of DeWitt High School, I pledge myself:

- To honor and respect the flag of the United States at all times.

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- To preserve the high principles of citizenship and sportsmanship upon which the DeWitt School tradition is established.
- To improve and maintain the appearance of the campus, realizing that its appearance reflects directly on me as a student.
- To be active in all school activities of which I am capable, realizing that I will receive only as much as I contribute.
- To encourage the spirit of all DeWitt athletic teams.
- To develop and maintain a courteous attitude toward our community and other schools.
- To maintain a courteous and respectful attitude toward the faculty.
- To conduct myself in a courteous manner in all assemblies.
- To refrain from any action that might reflect unfavorably upon my school or me.

STUDENT GOALS AND OBJECTIVES

The staff and faculty of the district will ensure that all students enrolled in the schools have the opportunity to grow to their fullest potential in all areas. Specifically, each student will be encouraged:

- To achieve a feeling of self-worth.
- To accept the worth and dignity of all people.
- To be creative in the student's selected field of endeavor.
- To develop a positive attitude toward the rights and privileges of participating citizenship and an understanding of the responsibilities involved.
- To grow as a responsible member of the family and to recognize the family as the basic social unit.
- To attain and preserve good physical and mental health.
- To plan for and appreciate the wise use of leisure time.
- To develop and maintain a positive attitude toward the learning process.
- To develop skills and abilities to communicate ideas and feelings.
- To acquire habits of analytical thinking and problem solving.
- To achieve the fullest potential in the basic academic areas.
- To develop skills necessary to utilize all available educational resources.
- To understand the American economic system and its relationship to a productive life.
- To realize the role of vocations in society and to understand the changing opportunities open to the student.

ACADEMIC INTEGRITY

The high school curriculum includes multiple methods for students to demonstrate understanding and achievement in a given subject. Assignments and assessments should reflect the level of achievement of the individual student. For this purpose, students should maintain exemplary standards of academic integrity, honesty, and responsibility.

Academic misconduct includes but is not limited to:

- Plagiarism
- Violating copyright laws

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- Giving or receiving unauthorized aid on an assignment or test
- Fabrication of information
- Tampering with grades, materials, or school records
- Unauthorized use of technology
- Cheating

The classroom teacher or another supervising district employee will determine if an act of academic dishonesty has occurred based on observation and relevant materials or digital documents.

Disciplinary measures for students who choose to commit acts of academic misconduct:

- A grade of "0" for the assignment or assessment
- Notification of parent/guardian
- Referral to the principal

ALTERNATIVE LEARNING EDUCATION (ALE)

As is required by A.C.A. 6-18-508, the DeWitt School district's ALE is provided at the High school. An assignment of students to ALE is not subject to appeal or review to the DeWitt School District Board of Directors.

ABSENCES

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.¹

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 or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.²
2. Death or serious illness in their immediate family;³

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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;
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 to complete basic combat training between grades eleven (11) and (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.⁴

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.⁵

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

- a. Bring a written statement 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 parent; 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 within the timeline required by this policy; shall be considered as unexcused absences. Students with 10 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.

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When a student has 5 unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing 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 10 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing 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.

Cross References: 4.8—MAKE-UP WORK
 4.57—IMMUNIZATIONS
 5.11—DIGITAL LEARNING COURSES

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-209, A.C.A. § 6-18-213, A.C.A. § 6-18-220, A.C.A. § 6-18-222, A.C.A. § 6-18-229, A.C.A. § 6-18-231, A.C.A. § 6-18-507(g), A.C.A. § 6-18-702, A.C.A. § 6-28-114, A.C.A. § 7-4-116, A.C.A. § 9-28-113(f), A.C.A. § 27-16-701

Division of Elementary and Secondary Education Rules Governing
Distance and Digital Learning

ATTENDANCE: COMPULSORY ATTENDANCE REQUIREMENTS

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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 ~~to~~ 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—HOMESCHOOLING) 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).

Legal References: A.C.A. § 6-18-201
A.C.A. § 6-18-207

ATTENDANCE: TRUANCY

A student is truant if he/she is absent from school under the following conditions:

- Without permission of parent or guardian.
- Without permission or without leaving word with the principal.
- Included in the above shall be skipping any class, study hall, pep rally, student activity, or assembly.
- Failure to report to principal after having been sent out of class.
- Failure to sign out of school in front office.

ATTENDANCE: TARDY

A student is considered tardy when the student is not in his seat when the bell rings. The student will receive a warning on the first tardy in the nine weeks. Each tardy thereafter in the nine weeks will constitute one day of Detention Hall.

BULLETIN BOARDS

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The bulletin boards are to be used for posting information of interest to the student body. However, placement of posters, stickers, or notices on the bulletin boards must be made with the principal's permission and approval.

CLOSED CAMPUS

All students must remain on campus from the time of arrival in the morning until school is dismissed in the afternoon. If a student must check out for any reason, a doctor's note or approval from the principal is required to check back into school.

Student drivers must enter the student parking lot from 16th Street only. Cars will be parked and left unoccupied until school is dismissed. Students will park their cars in the parking lot east of the high school. Students must exit the student parking lot after school by taking a right turn only onto 16th Street.

Students should remember to bring all books, equipment, supplies, or materials needed for that day. Requests to go home to get books, gym suits, band instruments, etc. will in all probability be refused.

Students must be present until the period of dismissal when participating in any extracurricular events, unless a student has a doctor's excuse. If you are absent, you will not be allowed to participate in extracurricular activities.

If it is necessary for a student to leave school before 3:15 p.m., students should bring a note from their parent/guardian stating the nature of the request and the time the student is to leave. The note should include information as to where the parents can be contacted prior to the time for the dismissal of the student. If permission is granted by the principal, the student will sign the checkout book giving the time and reason for leaving. The note should be submitted early enough for the principal to contact the parent/guardian.

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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.

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Students are eligible to receive district bus transportation if they meet the following requirements. 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.

Legal References: A.C.A. § 5-60-122, A.C.A. § 6-19-119 (b), Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

COMPLAINTS AND GRIEVANCES

Adopted March 14, 1989

If a student and/or the parent of a student involved in a disciplinary ruling or otherwise have complaint or grievance, the person must observe the following procedures:

LEVEL ONE

The resolution of a grievance, through free and informal communications as close as possible to the point of origin is encouraged. A student/parent with a grievance must first take it to his/her immediate teacher or principal. Both shall be consulted prior to further resolution procedures.

LEVEL TWO

In the event the aggrieved person is not satisfied with the disposition of his/her grievance at level one, he/she must file the grievance in writing with the superintendent or his/her designee. Within ten (10) days from receipt of the grievance, the superintendent or his/her designee shall request a conference with the aggrieved or render a written decision as to the solution.

LEVEL THREE

In the event the aggrieved person is not satisfied with the disposition of his/her grievance at level two, he/she may request the superintendent or his/her designee to schedule a hearing before the board at its next regular meeting. If the grievance involves Personnel School Board policy BCBF paragraph four (4) adopted April 12, 1988, will govern procedure.

The grievance procedure must be initiated at the level at which the grievance occurred, and all requirements specified in school district policy must be observed by students and school officials.

DISCIPLINE POLICY, RESPONSIBILITIES, AND DEFINITIONS

Who is responsible for student 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 the freedom comes the responsibility to act in such a manner as to insure 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 insure that all persons are treated equally and with dignity in respect to their rights and responsibilities.

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STUDENTS

Students have the responsibility to pursue their education in the DeWitt School District in a manner that shows respect for other students, faculty members, parents, and other citizens. Students should be aware that they have a responsibility to cooperate with and assist the school staff in the orderly and efficient conduct of the schools abiding by rules and regulations established by the Board of Education and the school of attendance, and implemented by teachers and school administrators. EACH STUDENT is responsible for his/her own conduct at all times.

PARENTS OR GUARDIANS

Parents or guardians are responsible for exercising the required controls so that their children's behavior at school will be conducive to their own progress and not disruptive to the school's educational program. They are responsible for alerting school personnel when they have reason to believe that their children are experiencing difficulties at school or at home. This contact between school and home will maintain behavior standards.

TEACHERS

All teachers are responsible for the supervision of the behavior of all students in the school. This includes not only the students who are regularly assigned to the teacher, but also all other students with whom the teacher comes in contact. Each teacher is expected to maintain the kind of atmosphere and decorum, which will promote the learning process, and to utilize sound techniques, which seem appropriate. These techniques include conference with students and parents, referral to counselors at the school, or referral to other supportive service personnel of the district (school nurse, etc.). The teacher is authorized to administer corporal punishment according to guidelines established by district policy. When the teacher is unable to assist the student to maintain proper controls of his/her behavior, the student is to be referred to the appropriate administrator in the school.

PRINCIPALS

The principal of each school is expected to disseminate to all students at the beginning of the school year, and to each new student upon registration, the rules and regulations, currently in effect for that school. In developing rules and regulations, the principal is expected to involve representatives of the teaching staff, the student body, and the patrons of the school. The principal of each school is responsible for conducting continued in-service education for all personnel on a regular basis to interpret and implement established policies. Each principal, or principal's designee, is authorized to assign students to detention, to work detail, to probation status, and to suspend or to recommend the expulsion of students. The principals are expected to inform the parents or guardians of any student whose behavior is in serious conflict with established laws, rules, and procedures.

SUPERINTENDENT

The superintendent is responsible for exercising leadership in establishing all necessary procedures, rules, and regulations to make effective the Board of Education policies relating to standards of student behavior.

BOARD OF EDUCATION

The Board of Education of the DeWitt School District acting through the superintendent holds all school employees responsible for the supervision of the school. The Board expects

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all employees to be concerned with student behavior and when and where unacceptable behavior occurs, to take appropriate action.

For the following policies, where a list of disciplinary actions is given and minimum punishment is listed, the administrator reserves the right to accelerate to the more extreme action in situations where a student has been involved in previous policy violations or the behavior is such to warrant more extreme disciplinary action.

DEFINITIONS

- **Expulsion:** Prohibition of a student from entering the school or grounds (except for a prearranged conference with an administrator) until the end of the semester, the end of the current school year, or permanently, depending upon the severity of the offense, with loss of academic credit. This action shall be taken by the Board of Education only.
- **Suspension:** Prohibition of a student from entering school or school grounds (except for a prearranged conference with an administrator) for a period of time set by the principal of the school or the superintendent. Suspensions normally will not be longer than ten (10) school days including the day on which the offense occurred, unless it is deemed a long-term suspension, which must be determined by the Board of Education only. Suspensions will be counted, as unexcused absences and no make-up work will be allowed.
- **Probation:** When a student is placed on probation, that student must obey the rules and regulations for the rest of the school year. If the student breaks probation, expulsion will be recommended.
- **Parent:** The term parent shall include every parent, guardian, or person in parental relation having control or charge of any student in attendance in the school of this district.
- **Detention Study Hall:** Supervised study conducted during lunch break, before, or after regular school hours.
- **Voluntary School Withdrawal:** In some cases, where expulsion is imminent and in the principal's judgment expulsion may not be in the interest of the student, the principal may allow voluntary withdrawal. In such cases the parent/guardian waives the right to have a full hearing on the charge. When a student is voluntarily withdrawn, all credit is lost.
- **Dismissal:** Removal of a student from a classroom for that class period only.
- **Certified Employee:** An individual employed by the school district that holds a certificate to teach issued by the Arkansas Department of Education. This term includes, but is not limited to, teacher, counselors, coaches, and administrators.

DISCIPLINE: DETENTION HALL

- Detention Hall will be every day after school from 3:20 until 3:50.
- Assignments will be for one day only and will be served the day following the assignment.
- Detention Hall assignments should be made for tardies, small classroom disruptions (talking, leaving desk without permission, etc.) no materials, or any other small offense

whether in the classroom, hall, lunchroom or anywhere students are under school supervision.

- Detention Hall assignments will be made after the student has had one warning about an offense.
- After the sixth (on the 7th) assignment to Detention Hall in a 9-week period, the student will receive one-day in-school suspension or corporal punishment. For each detention hall assignment after the seventh, the student will receive one day of in-school suspension.
- Any student who fails to attend detention hall will receive one day of in-school suspension.
- The principal may alter or add to any Detention Hall assignment.

DISCIPLINE: CORPORAL PUNISHMENT

The DeWitt 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.

DISCIPLINE: DUE PROCESS

Every student is entitled to due process in every instance of disciplinary action for which the student may be subjected to penalties of suspension or expulsion. Due process is afforded to students in disciplinary cases of some magnitude such as:

- Suspension
- Expulsion
- Statements removed from students records and
- Clearing one's reputation

The U.S. Supreme Court ruled in 1975 that, for every suspension not exceeding ten days, the student has the right to be accorded the minimum requirements of the due process clause of the Fourteenth Amendment to the Constitution of the United States.

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The due process rights of students and parents are as follows:

1. Prior to any suspension, the school principal or his/her designee shall advise the student in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation.
2. The student shall be given an opportunity at that time to explain his/her version of the facts to the school principal or his/her designee.
3. Written notice of suspension and the student suspended shall have the right to appeal to the superintendent of schools.

DISCIPLINE: EXPULSION

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.

Expulsion shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:

- a. Poses a physical risk to himself or herself or to others;
- b. Causes a serious disruption that cannot be addressed through other means; or
- c. Is the act of bringing a firearm on school campus.

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, who 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, ~~or~~ 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.

Legal References: A.C.A. § 6-15-1406, A.C.A. § 6-18-502, A.C.A. § 6-18-507

SUSPENSION FROM SCHOOL

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

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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.

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:

1. The student shall be given written notice or advised orally of the charges against him/her;
2. 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
3. If the principal finds the student guilty of the 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.

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- 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.

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.

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed 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.

Legal References: A.C.A. § 6-18-507, Goss v Lopez, 419 U.S. 565 (1975)

DISCIPLINE: IN-SCHOOL SUSPENSION

The ISS on campus suspension program is designed to keep students in school who have committed violations of school rules and require removal from the regular school environment. Assignment of students to ISS by school district administration is not subject to appeal or review to the DeWitt School District Board of Directors. The program emphasizes regular attendance, exemplary conduct, and intensified learning effort. ISS affords students the opportunity to remain current on all schoolwork.

Students assigned to ISS study in an isolated environment away from the mainstream of the regular school program, activities, and students. Teachers of the classes for which the student is regularly scheduled prepare assignments for each student.

While assigned to ISS, the student will:

1. Be isolated from the rest of the student body.
2. Refrain from talking to other students assigned to ISS.
3. Complete assignments given by all teachers.
4. Be present and on time each day.
5. Cooperate completely with the ISS teacher.

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6. Eat lunch at the time and place designated by the teacher. If the student brings his/her lunch upon arrival that day, he/she will eat at the same time as the other students.
7. Produce acceptable class work.
8. Spend time in study and preparation of assignments. Idleness will not be permitted.
9. A student will receive one warning of a violation.
10. If the student has more than one violation, he/she may be sent home unexcused. Once the student returns to school, the remainder of ISS must be served before returning to regular classrooms.
11. If a student is absent during ISS the parent must contact the school to verify the absence.
12. A student may receive a maximum of 9 days ISS per semester. On the 10th day of ISS in a semester, the student will receive 2 days Out of School Suspension. All further ISS assignments will be an equal number of days Out of School Suspension instead of ISS until the end of the semester.
13. Students may not participate or attend any extracurricular activities, such as but not limited to, practice, ball games, dances, band concerts, and school trips, etc. during the assigned days in ISS.
14. Students must go to their locker before they go to ISS the first day. Students must bring pencil, pen, paper, and all of their books on the first day.
15. Students must give their cell phones to the ISS teacher upon arrival. Cell phones will be given back to students at the end of the day.

DISCIPLINE: GROUP HEARINGS FOR SUSPENSION/EXPULSION

When two or more students are charged with violating the same rule and have acted in concert and the facts are basically the same for all such students, a single hearing may be conducted for them if the president of the board believes the following conditions exist:

1. A group hearing will not likely result in confusion, and
2. No student will have his/her interest substantially prejudiced by group hearing. If, during the hearing, the resident finds that a student's interest will be substantially prejudiced by the group hearing, a separate hearing may be in order for that student.

DISCIPLINE: INTERROGATION/REMOVAL FROM SCHOOL

A student enrolled in the district shall not be interrogated by any law enforcement authority on the public property during regular school hours without the knowledge of the school's principal or his/her designee. All interrogations shall be conducted in private, with an official school representative (principal or designated representative) present. Every reasonable effort shall be made to have a parent or guardian present. In those instances, where a parent cannot be present within a reasonable period of time, school officials will allow the interrogation or removal to proceed in the absence of the parent or guardian. Other non-school persons shall not interview students at school with the exception of parents or guardians.

Students have the right to be advised of their rights, to know why they are being questioned, to remain silent, to know anything he/she says may be held against him/her in court, for the interrogation to take place in the presence of an official school representative, and not to be removed from school unless he/she has been observed violating a law by a law enforcement officer and/or the official school representative is presented with a warrant or other order for arrest.

School administrators have the responsibility to notify parents of pending or past interrogations, to be present in the absence of parents during interrogations and assure that the student is aware of his/her rights, and to notify parents immediately if the student is removed from the school by legal authority. School administrators have the responsibility to initiate proceedings for removing students from the school by legal authorities when the student becomes uncontrollable and/or disruptive.

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, custodian, or person standing in loco parentis is named as alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, and investigator of the Crimes Against Children Division of the Department of the State Police, or an investigator or employee of the Department of Human Services.

DISCIPLINE: STUDENTS WITH DISABILITIES

DeWitt School District will include the following regulations as they pertain to discipline of students with disabilities:

- Students with disabilities who engage in misbehavior are subject to normal school disciplinary rules and procedures so as such treatment does not abridge the right to free, appropriate public education.
- The individualized education plan (IEP) team for a disabled student should consider whether particular discipline procedures should be adopted for that student and included in the IEP.
- Students with disabilities may be excluded from school only in emergencies and only for the duration of the emergency. In no case should a disabled student be excluded for more than ten days in a school year.
- After an emergency suspension is imposed on a disabled student, an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion.
- The suspended student should be offered alternate educational programming for the duration of the exclusion.
- The Special Education Supervisor shall be designated as a grievance office for Act 504.

DISCIPLINE: ROLE AND AUTHORITY

Students are expected to follow the provisions of this handbook and obey the directions of certified staff as well as non-certified staff and school volunteers who have been assigned responsibilities that include the supervision or oversight of students. Failure to follow the directions of a volunteer or non-certified staff member is a violation of this handbook, and will result in disciplinary action being taken against the student, ranging from (Suggested Penalty: a warning to permanent expulsion), depending on the circumstances.

Non-certified, non-instructional staff and school volunteers may not discipline students directly, except as otherwise provided, but are to refer discipline violations to a certified teacher or school administrator (or complete a discipline referral, as appropriate).

DISCIPLINE: STUDENT CONDUCT

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school and not infringe on the rights of others. School employees have the authority and the responsibility to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force in the exercise of lawful authority to restrain or correct students and maintain order.

A student who is well informed considered major infractions of proper conduct and will subject the student to disciplinary action including, but not limited to suspension or expulsion from school, and/or notification of law enforcement officials. The violation of a rule will occur whether the conduct takes place on the school grounds at any time, off the school grounds at a school supervised activity, function, or event, or in route to and from school.

Below each rule is a standardized list of disciplinary actions to be taken. Normally this list will be adhered to in order after each occurrence. However, the administration may exercise more extreme action in severe situations or in situations, which a student has been involved in other rule infractions.

Students who commit felonious acts on school district property or at school functions will be turned over to the police for prosecution as well as face disciplinary sanctions at school (Act 88 of 1995).

Conduct not permitted may result in a penalty ranging from reprimand to expulsion depending on the severity of the conduct.

DISCIPLINE: STUDENT PROHIBITED CONDUCT

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

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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;
 23. Operating a vehicle on school grounds while using a wireless communication device;
- and
24. 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.

Legal References: A.C.A. § 6-5-201, A.C.A. § 6-15-1005, A.C.A. § 6-18-222, A.C.A. § 6-18-502, A.C.A. § 6-18-514, A.C.A. § 6-18-707, A.C.A. § 6-21-609, A.C.A. § 27-51-1602, A.C.A. § 27-51-1603, A.C.A. § 27-51-1609

Rule 1 – Disregard of Directions or Commands

A student shall comply with reasonable directions or command of teacher, student teachers, substitute teachers, teacher aides, principals, administrative personnel, superintendents, school bus drivers, school security officers, or other authorized school personnel.

Students will be considered insubordinate when they refuse to obey any rule or regulation of the school or school district or the reasonable instructions of school district personnel.

Minimum Penalty – Corporal Punishment or Detention Hall

Maximum Penalty – Expulsion

Rule 2 – Disruptions and Interference with School

No student shall:

- Block the doorway, corridor, walkway;
- Prevent students from attending a class or school activity;
- Block normal pedestrian or vehicular traffic;
- Use violence, force, noise, coercion, threat, intimidation, harassment, fear, passive resistance, or any other conduct intentionally to cause a disruption;
- Refuse to identify himself/herself on request; or
- Encourage other students to violate any rule or school board policy

Minimum Penalty – Reprimand

Maximum Penalty – Expulsion

Rule 3 – Immorality

A student shall abstain from indecent or immoral acts.

Minimum Penalty – Reprimand

Maximum Penalty – Expulsion

Rule 4 – Fireworks & Fire Starting Devices

A student shall not possess, handle or store firecrackers, smoke bombs, cherry bombs, or any other kind of fireworks or fire starting devices on school property or at school functions.

Minimum Penalty – Reprimand

Maximum Penalty – Expulsion

Rule 5 – Gambling

A student shall not participate in any activity, which may be termed gambling or wagering where the stakes are money or any other objects of value.

Minimum Penalty – Reprimand

Maximum Penalty – Expulsion

Rule 6 – Physical Abuse or Assault of School Staff (Act 706 of 1997)

A student who commits assault and/or battery upon a member of faculty or staff of the DeWitt School District shall be expelled from the DeWitt School District.

Minimum Penalty – Expulsion

Maximum Penalty – Expulsion

Rule 7 – Student Assault or Battery

DEFINITIONS

- “Assault” is the willful attempt or threat to inflict injury upon the person or another, coupled with the apparent present ability to do so. Any display of force that would give the victim reason to fear bodily harm is assault, even if touching or striking does not occur.
- “Battery” is similar to assault, but requires unexcused physical touching or injury.
- “Abuse” means to wrong in speech, reproach coarsely, disparage, revile, or malign. Use of profanity or vulgar expressions directed at another person is considered abuse.

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, 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.

Legal Reference: A.C.A. § 6-17-106 (a)

Students are to keep their hands to themselves, and treat teachers and fellow students with respect and courtesy. Shoving, striking, kicking, fighting or threatening others with physical injury, etc., constitute battery and/or assault, and are strictly forbidden. Profanity and rude and abusive language directed at others is considered abuse, and this is also strictly forbidden. Violation of this policy will result in disciplinary action, and may also constitute a

criminal offense. By law, local law enforcement must be notified whenever a felony or an act of violence may have been committed on campus.

First fight – 5-day Suspension

Second fight – 10-day Suspension with recommendation to expel for the remainder of the year; police will be called and student(s) will be removed from school by the police.

Rule 8 – Weapons and Dangerous Instruments

Definitions

"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.

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.

Legal References: A.C.A. § 5-4-201, A.C.A. § 5-4-401, A.C.A. § 5-27-210, A.C.A. § 5-73-119(b)(e)(8)(9)(10), A.C.A. § 5-73-133, A.C.A. § 6-18-502, A.C.A. § 6-18-507, A.C.A. § 6-21-608, 20 USC § 7961

Rule 9 – Drugs and Alcohol

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

Therefore, no student in the DeWitt 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.

Students attending school in DeWitt School District in violation of the provision of the school board policy pertaining to alcohol will be subject to the following disciplinary actions:

First Offense – Minimum Penalty: Parent/Student/Principal conference and 5-day suspension; Maximum Penalty: Expulsion

Second Offense – Mandatory Expulsion

Rule 10 – Student Drug Abuse

A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, designer drug, look-a-like drug, drug-like substance, substance purported to be a drug, or any other controlled substances, as defined in Act 590 of 1971 of the State of Arkansas as amended.

Controlled substances may be possessed and used by a student who has a prescription for the substance provided the substance remains in the container in which it was obtained from the pharmacist.

The principal, upon establishing reason to suspect that a student is engaged in the use of illegal substances, shall discuss this suspicion both with the student's counselor and the student. The student will be advised of the school's responsibility to share the suspicion with his parents. The principal shall hold a conference with the parents to discuss the seriousness of the suspected behavior and ways of securing competent help with the underlying causes of the suspected behavior.

11.1 - Student Suspected to be Under Active Influence of Drugs on School Property

When a student is suspected to be under the active influence of drugs while on school property, the student is to be referred to the school nurse for appropriate medical attention.

The parents shall be notified immediately, advised of the abnormal behavior observed, and asked to take the student to the family physician or hospital. If the parents cannot provide transportation, the school nurse shall accompany the student to the physician or hospital with the principal or his designee.

If the symptoms are considered to be so severe as to present an emergency situation, the administrator(s) shall arrange to have the student immediately taken to the hospital by ambulance while other appropriate personnel inform the parents and the family physician. If it is confirmed that the student has actually been under the influence of drugs, the following steps will be taken:

Minimum Penalty – Notification of law enforcement officials, if circumstances warrant, 10-day Suspension, and Probation

Maximum Penalty – Expulsion

If no charge is made because abuse was not confirmed but, on the basis of study by the principal or subsequent behavior by the student, the principal continues to suspect drug abuse, additional conferences will be held with the parents.

11.2 - Suspected Possession of Drugs on School Property

The principal, upon establishing reason to suspect that a student is carrying or has carried illegal drugs onto school property, shall confront the student with suspicion and supporting data. The student shall be advised of the principal's obligation to inform the parents.

The principal shall hold a conference with the parents to apprise them of all data, which tends to support the suspicion, the known health and safety risks associated with drug abuse, drug abuse laws, and ways of securing help with the underlying causes of drug abuse.

If it is considered appropriate on the basis of the above conference, other appropriate consultation, and/or further substantiation of the suspicion, the following steps will be taken:

Minimum Penalty – Notification of law enforcement officials, 10-day Suspension, and Probation

Maximum Penalty – Expulsion

11.3 - Suspicion of Selling or Transferring Drugs on School Property

In the instance when a student is suspected of selling or transferring drugs on school property the principal has the dual responsibility of protecting the rest of the student body from potentially dangerous influences and exposures and protecting the individual student's right to due process under the law.

When the principal has substantial reason to suspect that a student is engaged in selling and/or transferring of drugs, the student shall be confronted with the suspicion. He/she shall be advised of the school's responsibility to share this suspicion with the student's

parents. The parents shall be informed in a subsequent conference that the principal is compelled, due to the seriousness of the proper law enforcement officials. The parents shall be given information regarding the relevant drug abuse law and be advised to consult with their physician and attorney. The parents shall also be apprised of the various services available to them and to the student.

If it is considered appropriate on the basis of the above conference, other appropriate consultation, and/or further substantiation of the suspicion, the proper law enforcement officials will be notified and the student will be expelled.

Under any circumstance which appears to be of a serious nature involving a student or students suspected to be under the influence of drugs or of having possession of drugs or selling or transferring drugs on school property, the building principal shall immediately contact the Superintendent of Schools or his assistant designated to act in his behalf to inform him that the proper law enforcement officials have been contacted to investigate and take appropriate action.

Penalty - Expulsion

11.4 - Apprehension for Alleged Violation of Drug Abuse by Students

When a student is apprehended and charged with a violation of the federal or state drug abuse laws occurring off-campus and after school hours, the student shall be permitted to continue attending school pending the disposition of his case by the courts.

Once the Superintendent of Schools is informed that a student is so charged, he shall require the school principal to provide an evaluation of the student's school history and present functioning in school. The Superintendent of Schools should be prepared to provide any information, which might be requested by the court. The Superintendent of Schools shall take into careful consideration any recommendation that the court may make relevant to disposition and follow-up.

11.5 - Rehabilitation

The parents with the aid and support of the school staff shall make every effort to involve the student in appropriate rehabilitative service prior to and following the disposition of the case. This may require regular conferences with appropriate school staff (counselor, psychologist, social worker, or nurse) and/or consultation with the school physician, family physician, psychiatrist, or any other person who may help affect a change in behavior.

USE OF DRUG DOG

Students of DeWitt School District should be aware that school district officials have access to a registered drug dog. The dog is a gentle dog, which has been trained to locate marijuana and other illegal drugs in lockers and automobiles. 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.

The primary purpose for using the dog is to serve as a deterrent against drugs being brought onto the school campuses. It is hoped that very few students will have to be subjected to suspension, expulsion, or legal action. 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 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, if possible, and the parent or guardian of the student. Any illegal substance secured during a search will be used as evidence in applying school district policies for suspension or expulsion. Students may not be arrested unless circumstances such as an inordinate quantity of illegal substance exist.

Secondary principals may call for a search when reasonable suspicion exists that a quantity of illegal substance is present in a specific location. In such cases a warrant will normally be acquired, and the student will be arrested and prosecuted in addition to being suspended or recommended for expulsion if any illegal substance is found.

Rule 11 – Damage or Destruction of School Property

A student shall not cause or attempt to cause damage to property or steal or attempt to steal school property. Any student or other persons who shall willfully destroy or inure any school building, furniture, fixtures, or who shall deface, mar or disfigure any such building, furniture or fixtures, by writing, cutting, painting, or pasting thereon shall be subject to a fine in accordance with state law. (Section 80-1903) DeWitt School District is entitled to recover damages from the student(s) destroying school property. Parents of any minor student under the age 18 will be liable for damages caused by said minor. Furthermore, a student violating this policy may be prosecuted according to local, state, and federal laws. (Ark. Stat. 50-109, 80-1903, 800-1904)

Minimum Penalty – Student given chance to make restitution

Maximum Penalty – Expulsion

Rule 12 – Theft

A student shall not steal or attempt to steal property belonging to the school or public or private property while under jurisdiction of the school. Students shall make restitution of any property stolen by them and shall be subject to other disciplinary measures.

Minimum Penalty – Student given chance to make restitution

Maximum Penalty – Expulsion

Rule 13 – Damage, Destruction or Theft of Student’s Property by a Student

A student shall not cause or attempt to cause damage to the property of an employee/student of the DeWitt School District, or steal or attempt to steal property of said employee/student whether on or off school property during or after the regular school day. The DeWitt School District will attempt to assist the employee/student in the recovery of damages from the student destroying or damaging employee’s/ student’s property.

Minimum Penalty – Restitution and Reprimand

Maximum Penalty – Expulsion

Rule 14 – Extortion

A student shall not obtain or attempt to obtain something of value from another person by either physical force or threats (illegal acts).

Minimum Penalty – Corporal Punishment or Detention Hall

Maximum Penalty – Expulsion

Rule 15 – Terroristic Threats

A student who threatens by writing or calling in a bomb threat or the placing of explosive devices on school property and/or any threat to the health and safety of students and employees will be referred to the local authorities.

Rule 16 – Profanity

A student shall not use abusive or irreverent language at school and/or school functions at any time. This includes general cursing and profane language either verbally, written or signaled.

Minimum Penalty – Detention Hall or Corporal Punishment

Maximum Penalty – Expulsion

Rule 17 – Cafeteria Conduct

Students shall not cut in front of others in the cafeteria line.

Minimum Penalty – Warned and student is to go to end of line

Maximum Penalty – 3-day Suspension

Rule 18 – Student Identification

Students on school property or attending school functions at home or away from home shall upon request properly identify themselves to school personnel. Failure to comply will result in disciplinary action.

Minimum Penalty – Reprimand

Maximum Penalty – Expulsion

Rule 19 – Public Display of Affection

Public display of affection is not appropriate behavior at school. (Holding hands, kissing, hugging, hands on body, sitting in lap, etc., will not be permitted.)

Minimum Penalty – Reprimand

Maximum Penalty – 3-day Suspension

Rule 20 – Student Conduct in Assemblies

Assemblies have a three-fold purpose: to instruct, to inspire, and to entertain. Some assemblies may stress all three purposes, while some have a single purpose. Students will refrain from loud talking and disruptions during assemblies.

Minimum Penalty – Reprimand

Maximum Penalty – 3-day Suspension

Rule 21 – Possession of Tobacco

No student may use or possess tobacco, tobacco products, or electronic cigarettes or devices on school property, on a school bus or at a designated school bus stop or at a school sponsored activity. Tobacco, tobacco products, and/or electronic cigarettes and devices discovered in the possession of students under the age of 18 will be confiscated and destroyed by school officials.

Minimum Penalty for 1st offense – 3 days ISS plus completion of Tobacco Cessation

Training to be completed before they leave ISS

2nd offense – 3-day Suspension

3rd offense – 5-day Suspension

4th offense – 10-day Suspension

Rule 22 – Loitering by Suspended Students

When a student has been notified that he/she is suspended from school he/she shall leave the buildings and grounds and remain away from school premises until a parent or guardian returns with her/him for a student-parent-principal conference. Students who are suspended are not to attend or participate in any school activities during the time of the suspension.

Minimum Penalty – Warning

Maximum Penalty – Student(s) may be arrested and charged in accordance with Arkansas Law (Act 75 of 1971) or Expulsion

Rule 23 – Violations of Parking and Driving Regulations

A student using any type of vehicle (bicycle, motorcycle, automobile, truck) as a means of transportation to and from school shall not violate the rules and regulations that are necessary to help relieve the traffic problems and ensure safety to students before school and after school. Students must adhere to the following regulations:

1. Before entering the parking lot, students must reduce speed to 10 miles per hour. Spinning tires on pavement, racing engines, and honking horns is prohibited. Also, disregard for safe driving procedures around the school will be reported to the police.
2. Students must have a valid driver's license and must have obtained a parking space number from the principal's office.

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3. Students will not be allowed to sit in parked cars before school or during the noon period.
4. Students are to park in the parking lot east of the high school building.

Remember, school buses and pedestrians have the right-of-way entering and leaving the school area.

Minimum Penalty – Restitution and Reprimand

Maximum Penalty – Expulsion

Rule 24 – Forgery of Passes, Notes, Admit Slips, or Tardy Slips

A student shall not forge another person's name to any pass or note or alter admit or tardy slips.

Minimum Penalty – Detention Hall or Corporal Punishment

Maximum Penalty – 3-day Suspension

Rule 25 – Leaving Classes Without Permission

Minimum Penalty – 1 day ISS

Maximum Penalty – Expulsion

Rule 26 – Truancy

A student who is truant from any class will be given an unexcused absence and subject to the following disciplinary actions:

1st offense – 3 days ISS

2nd offense – 5 days ISS

3rd offense – 5 days ISS

Rule 27 – Walkouts and Boycotts

A student shall not participate in a school walkout or boycott.

Minimum Penalty – Suspension

Maximum Penalty – Expulsion

Rule 28 – Trouble or Vandalism on School Property

Minimum Penalty – Hold up credits until events have been cleared with school personnel

Maximum Penalty – No credit for the semester

Rule 29 – Food and Gum on Campus

Students shall not chew gum in the school buildings. No eating food in the halls or other areas in the building unless it is provided by the school. Students may not leave, bring back food, or have someone drop off food in their vehicle during school hours. Students are not allowed to have food or drinks on school premises except in designated areas. Parents should not bring food to their child. Clear water bottles are the only permitted drinking receptacle.

Minimum Penalty – Reprimand and/or Detention Hall

Maximum Penalty – Expulsion

Rule 30 – Skip Days

The Board of Education does not approve of skip days and students who participate are subject to disciplinary action. (See Truancy and Attendance Policy)

Rule 31 – Possession And Use Of Cell Phones And Other Electronic Devices

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.

As used in this policy, “electronic devices” means anything that can be used to transmit or capture images, sound, or data.

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.

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.

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Before and after normal school hours, 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.

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. 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 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.

Legal References: A.C.A. § 6-15-2907, A.C.A. § 6-18-515, A.C.A. § 27-51-1602, A.C.A. § 27-51-1603, A.C.A. § 27-51-1609, DESE Test Administration Manual

Students are not allowed to use cell phones, smart watches, or other electronic devices during instructional time. The classroom teacher may make exceptions if the use is for instructional purposes. Students are not allowed to make phone calls or take pictures or video events at school without permission from the principal. During standardized testing any cell phone violation will result in an automatic suspension.

Students using electronic devices during instructional time in a disruptive manner or for any purpose other than teacher-approved instruction shall be subject to the following discipline:

1st offense -- Warning

2nd offense -- 1 day of after school detention and students may pick up their phone after school.

3rd offense – 1 day of ISS and device will be turned into the office until the end of the day.

4th offense -- 3 days of ISS and device will be turned into the office until the end of the day.

Failure to comply with a request from any faculty member to adhere to this policy may result in 3 days of out of school suspension.

Rule 32 – Behavior Not Covered

General Statement of Jurisdiction - Act 742 of 1997

A student may be suspended or expelled for immorality, refractory conduct, insubordination, infectious disease, habitual uncleanness, or other conduct that would tend to impair the discipline of the school or harm the other students, regardless of whether the student's conduct occurs on or off campus and during or between school terms and regardless of whether a specific prohibition of the conduct is contained in this student handbook.

Note: This policy was developed to protect a school district's ability to discipline students for off campus acts and misbehavior not specifically addressed by a district's student handbook. (A school district's authority in these areas was severely limited by Act 742 of 1997).

Rule 33 – Gangs and Gang Activity

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:

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

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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.

Legal References: A.C.A. § 5-74-201 et seq., A.C.A. § 6-15-1005(b)(2)

Minimum Penalty – Reprimand

Maximum Penalty – Expulsion

Rule 34 – Internet Policy

Act 801 of 1997

Students may have the opportunity to use a variety of technologies at school, including computers and the Internet. Students are to use this technology as directed by the staff in conformity with school curriculum.

Students who use any technology in an inappropriate manner and/or not as directed by the school are in violation of school policy and subject to discipline, up to and including the loss of the right to use the technology (which may involve loss of credit if the technology use was course work.) Students who violate the technology use agreement are also subject to the penalties outlined in the agreement.

In an effort to help protect student welfare when they navigate the Internet, the district will work to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Students who use technology to violate other policies will be subject to discipline for misuse of technology as well as the policy violation. Example: a student sends a threatening e-mail message to another student. This student would be disciplined for misusing technology as well as threatening another student.

Minimum Penalty – Reprimand

Maximum Penalty – Expulsion

Rule 35 – Bullying

Acts 681 of 2003 and ACT 1431 of 2013

The DeWitt School District has an obligation to and is committed to providing a safe learning environment for each of its students. Student achievement is best attained in an atmosphere that is free from the fear of emotional and physical intimidation and threats. Bullying is a destructive behavior that will erode the fundamental principles on which a school is built. This school will not tolerate any behavior that is classified under the definition of bullying on school property, at a school-sponsored activity or on school buses and will take steps needed to eliminate such behavior.

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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 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; ACT 1431 of 2013 makes cyber bullying of a school employee a Class A misdemeanor.

- 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.

Students who believe that they have been victimized by a bully or parents, who believe their child has been victimized by a bully, should first file a complaint by contacting a school counselor, teacher, or principal. The school will then notify the superintendent of such complaint. The child will receive help and the school will take the appropriate steps to ensure that such behavior is stopped. To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students, parents, or teachers who file a complaint against a student who is guilty of being a bully, will not be subject to retaliation or reprisal in any form. Students or adults, who knowingly fabricate allegations and falsely accuse a student of being a bully, will be subject to disciplinary action. Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of a student for the purposes of bullying, shall be subject to disciplinary action.

Believing that prevention is the strongest means available in eliminating bullying, this school will offer programs or educational material regarding the nature of bullying, its consequences should a child choose to engage in this type of behavior, and the procedures for reporting an incident which involves bullying. The information will emphasize that this district will not tolerate bullying, and that school employees, volunteers, and students are encouraged to report any instances of bullying without fear of consequences. Any reports will take into account the age of the offending student, the level of seriousness of the behavior, and whether or not the offending student has developed a habit of engaging in bullying behavior. Appropriate measures will be taken in dealing with such students. Consequences will follow the policies stated in the school's handbook and adopted by the DeWitt School Board.

SENDING THREATS USING ELECTRONIC DEVICES

Students who receive threatening messages over email, text web pages, etc. are encouraged to save these messages and turn that information over to the proper authorities. However, if

it is proven that these messages were sent during school hours, while the student was on campus, from another student, the student sending the message, or sending retaliatory messages is subject to disciplinary action.

Legal Reference: A.C.A. 6-18-514 - Last Revised: 2011

Minimum Penalty – Reprimand

Maximum Penalty – Expulsion

Rule 36 – Laser Pointers

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; on 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.

Legal Reference: A.C.A. § 6-18-512

Minimum Penalty – Warning

Maximum Penalty – 5-day Out of School Suspension

Rule 37 – Dress Code

Students shall adhere to the Dress Code Policy.

Minimum Penalty – Suspension from class with an unexcused absence until attire is judged suitable

Maximum Penalty – Expulsion

STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

Student Media

All student media that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored media. School-sponsored media does not provide a 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 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 literature, publications, or materials (hereinafter "non-school 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 materials shall have school authorities review their non-school materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school materials, prior to their distribution and will bar from distribution those non-school 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 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 materials;

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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.

The Superintendent, along with the student media advisors, shall develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and timelines for the review of materials.

Legal References: A.C.A. § 6-18-1202, 1203, & 1204, Tinker v. Des Moines ISD, 393 U.S. 503 (1969), Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986), Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

EXCHANGE STUDENTS

DeWitt School District will accept work done at school outside the United States provided the following conditions are met:

1. The student must have completed a Carnegie unit (120 hours for a full credit and 60 hours for one-half credit) in order to receive credit.
2. The course to be transferred must be one on which we can grant credit either as a required course or as an elective. DeWitt School District reserves the right to accept or reject any unit.
3. The credit will be assigned a letter grade if one is not already in evidence to conform to our system of grades.
4. The credit transferred will not be used in figuring the cumulative grade point average for that student.

DRESS CODE

The Board directs the principals and teachers to see that students wear clothes to school, which will be conducive to a positive learning environment and which will be in keeping with the pride of the community. Parents and guardians are encouraged to see that their child/children dress appropriately for school, according to the following guidelines.

Students shall observe modesty, appropriateness and neatness in clothing and personal appearance. A student is not appropriately dressed if he/she is a disturbing influence in class or school because of his/her mode of dress.

The principal or teacher shall judge whether the dress of a student is a disturbing influence in class or inappropriate for school wear. The principal shall have total discretion on judgmental matters regarding the interpretation of the dress code policy. The principal's

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judgment shall be final. Anything that disrupts the educational process may be banned or limited by the administration.

It is not the desire of any school official to embarrass students. We are, therefore, asking for your complete cooperation in making the appearance of our student body something of which we can be proud. If, despite this request, violations occur, principals will deal with the individual situation.

Guidelines for appropriate dress:

- Lycra, latex, holes or mesh above knees, spandex, or similar body material garments will not be permitted. No tight fitting clothing of any kind.
- Bare midriff or bareback attire will not be permitted.
- No low-cut blouses that show cleavage will be permitted. According to ACT 835 of 2011, wearing of clothing that exposes the breast of a female is prohibited.
- No cut off shorts, or skirts will be permitted.
- Sunglasses may not be worn in any building, unless approved by the principal for medical reasons.
- No hats, caps, or head coverings are to be worn during regular school hours.
- No tank tops are permitted. Boys may not wear sleeveless shirts of any style.
- Wearing apparel having obscene or suggestive emblems or advertising alcohol or drugs will not be permitted.
- Pajamas and house shoes will not be permitted.
- No sagging. According to ACT 835 of 2011, wearing of clothing that exposes underwear or buttocks is prohibited. For all clothing with a waistband, the top of the waistband must be no lower than the top of the hipbone.
- All shorts must be worn with that is 5 inches above the knee crease on the back of the knee.
- Skirts, or dresses must be worn with that is 2.5 inches above the knee crease on the back of the knee.
-
- School-issued and approved uniforms are acceptable.
- Students wearing unacceptable clothing will be sent home to change and given unexcused absences in the class or classes that they miss. It will be the student's responsibility to find transportation for going home to change. Students not able to find transportation to change will not be allowed to attend class until dressed appropriately.
- **Minimum Penalty – Student will attend ISS until they receive proper clothing**
Maximum Penalty – Expulsion

HALL TRAFFIC

With about 350 students moving in the halls to and from classes, it is necessary to observe the following regulations to prevent traffic jams:

- Students are to keep to the right of the halls and walk briskly to classes.

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- While waiting in line at the water fountains, students are to keep the line near the wall.
- There will be no running at any time in the halls or in the classrooms.
- Loitering in the halls after the bell has rung will not be tolerated.

HOMEWORK AND MAKE-UP WORK POLICY

Homework is an important part of the educational process. It is considered to include not only written work, but also activities to classroom work such as viewing specific television programs, news reporting or recreational reading, etc. to classroom work. These assignments are assigned to the entire class to be done at home.

Reasons for Homework:

- To complete work started in class.
- To expand and/or enrich regular class work.
- To build interest in reading and learning.
- To make up work missed due to absence.
- To encourage parents' awareness of and participation in student learning.
- To provide an opportunity to pursue special interests or ability areas.
- To increase learning time.
- To establish independent study skills.

Students will follow this procedure to get your assignment for day(s) you are absent:

- Students who are absent will email teachers to request the assignments that students are going to miss if they are not posted in Schoology.
- The assignments can be made to send them home with another student.
- Students have **3 school days** after they return to school, to make up their classwork/homework, regardless of excused/unexcused absences.
- Exams are to be made up **the day students return to school**, regardless of excused/unexcused absences.
- Homework/classwork will not be accepted late

LOCKERS

Students will be assigned lockers alphabetically by grade. You are not to change lockers or share lockers without permission from the principal. Each student will be responsible for the appearance of his or her locker. Students will be permitted to go to their lockers during class changes, but must do so as quietly as possible. Students should plan their day's activities so that they will not need to go to the lockers every period. Excessive noise will necessitate some restrictions on locker use. No student should ever find it necessary to go to his/her locker during class time. Lockers remain the property of DeWitt School District and periodic searches will be conducted. Location of lockers by grades:

- 12th grade - Senior Hall
- 11th grade - Junior Hall
- 10th grade - Sophomore Hall

- 9th grade - Freshman Hall

LOCKER SEARCHES AND PERSONAL SEARCHES

School districts must create a climate in the schools, which assures the safety and welfare of all students. School authorities may search a student's locker or make a personal search and seize any contraband materials. Lockers and textbooks belong to the school district; therefore, the locker and a student's property in the locker are subject to periodic administrative searches, and the district reserves the authority to search lockers without the consent of the student if necessary. Searches should be made under the following conditions:

LOCKER SEARCHES

- Students should be informed of the conditions governing the use of school lockers when locker assignments are made.
- Searches should be made only by the building principal or an official duly authorized for that purpose by the building principal with a witness present. The search of a particular locker should be made upon a reasonable assumption that the student is secreting evidence of an illegal act or contraband materials.
- Blanket searches of every locker should not be permitted except in unusual circumstances. Periodic requests for all students to remove all books, followed by a search for lost books are not considered a blanket search and are permissible.
- If practical, the student should be given the opportunity to be present when a search of personal possessions in his/her locker is conducted if there is no reason to believe that his/her presence would be a threat to the safety of the student or others.

PERSONAL SEARCHES

- Search of a student's person should be limited to a situation in which the administration has reasonable belief that the student is concealing evidence of an illegal act, contraband, or violation of a school rules. Dangerous items (such as firearms, weapons, knives), controlled substances as defined by Act 590 of 1971, as amended, and other items which may be used to disrupt substantially the educational process and will be removed from the student's possession and will be reported and transmitted to the proper authorities.
- An adult witness will be present when a personal search is conducted.
- Students should be asked for their consent prior to a personal search. A search warrant should be obtained if a student objects to a personal search, unless there is reasonable cause to believe that a dangerous weapon such as a gun or knife is being concealed.
- A pat-down search of a student's person should be done by a school official of the same sex and with an adult witness present.
- Automobiles on school property may be searched if reasonable suspicion exists.

Legal Reference: State vs. Stein, 203 Kan. 628, 456 P 2d (1969) Cert. Denied 90 S. CT. 996 (1970). "Although a student may have control of his locker against his/her fellow student, his/her possession is not exclusive against the school and its officials. A school does not supply its students with lockers for illicit use in harboring pilfered property or harmful

substances. We deem it a proper function of school authorities to inspect the locker under their control and to prevent their use in illicit ways or for illegal purposes. We believe this right of inspection is inherent in the authority vested in school administration and that the same must be retained and exercised in the management of our school if their educational functions are to be maintained and the welfare of the student body preserved."

MEDIA CENTER

Wide reading of books and efficient research in reference materials are major elements of education. The school encourages maximum library use by students and faculty. The Media Specialist and student assistants invite questions and requests for help.

Media center hours are 7:45 a.m. to 3:30 p.m., earlier or later by consulting the media specialist. Students coming before school and at noon shall enter the front (west) door, speak to the duty teacher, and not expect to go to a locker.

A teacher may allow a student to come to the library from class, but the student, consulting the media specialist only if he/she requires assistance, should then proceed with his/her assignment.

Students entering or leaving through the double doors during class time must be coming from or returning to class as stated on media center passes, or must speak to the media specialist or teacher about where they wish to go. Students are to respect all rules of conduct in the media center. Students will be subject to fines for overdue books and will be asked to pay for lost books.

CARE OF BOOKS

The books in the media center are public property and must serve many people. With good care, books will last longer, and more money otherwise used for replacements will be available for purchasing new books. Especially good care will be taken of federally purchased books.

- Read books with clean hands and avoid spoiling pages with food.
- Use a thin bookmark. Laying a book on its face, inserting a heavy object, or turning down a page corner breaks the binding and defaces the pages.
- Books with loose or torn pages should be reported when returned. This is preferable to attempting the repairs yourself.
- Only a poor citizen would mark or draw in a library book. Cutting or tearing is a serious offense.
- Students are responsible for their library books in lockers on school buses, and in homes.
- Protect books from moisture. Books left in rain need rebinding, the cost of which is approximately \$6.00.
- Lost books are paid for in full after much searching. The media center prefers having its books returned rather than collecting money and ordering replacements. The replacement fee is \$15.00 for hardbacks and \$7.50 for paperbacks. No fine is charged in

addition to the lost book payment. If a book is found in good condition, a refund (minus the accumulated fine) may be made to the student.

- Please use library books, but do not abuse them.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

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 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.

Legal References: A.C.A. § 6-10-115

A.C.A. § 6-16-108

NATIONAL ANTHEM

4.44—NATIONAL ANTHEM

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.

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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.

Legal References: A.C.A. § 6-10-136

DESE Rules Governing the Star-Spangled Banner Act

NONDISCRIMINATION : GRIEVANCE PROCEDURES

For Title VI, Title IX and Section 504

If at any time an employee or student of the district feels that he/she has a legitimate grievance based upon discrimination because of sex, race, or handicap of the person, the following procedures should be used:

- Contact the school principal at the principal's office or call 946-3576 to register a complaint.
- After discussion of the complaint with the principal and the feeling exists that there has been discrimination based upon sex, race, or handicap, the complaint will be referred to a grievance committee.
- The grievance committee will meet with the person or persons as soon as a meeting can be arranged by the chairman to hear the grievance and to make recommendations for possible solution of the grievance.
- If the person or person's is/are not satisfied with the recommendations of the grievance committee, he/she may appeal to the superintendent. The appeal

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must be registered in writing to the contact persons to the superintendent. The superintendent shall arrange a conference with person or persons as soon as his/her schedule permits.

In keeping with the guidelines on Title VI, Section 601, Civil Rights Act of 1964, Title IX, Section 901, Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the district assures that no person in the United States shall on the basis of race, color, national origin, sex, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Legal References: Section 601 Title VI, Civil Rights Act of 1964; Section 901, Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973.

PHILLIPS COMMUNITY COLLEGE, U OF A

DeWitt High School students attending Phillips Community College, U of A, DeWitt Campus, must remember to obey all rules and regulations of both schools. Students must ride the bus to and from PCCUA. Textbooks are provided for high school students taking classes at PCCUA. Textbooks must be turned in at the end of the school year.

SCHOOL BUS POLICY AND DISCIPLINE POLICY

This is not intended to cover all the “dos” and “don’ts”, but it is a very specific guide. The driver may find it necessary to interpret these policies in light of his or her own bus needs.

1. Be at the bus stop at the scheduled time. Stand back about ten feet from the bus stop and wait until the door is opened before moving closer to the bus. Do not play on the highway. If you miss the bus, do not attempt to hitchhike a ride or walk to or from school.
2. While loading or unloading enter or leave the bus quickly and in an orderly manner.
3. While riding the bus, students are under the supervision of the driver and must obey the driver at all times.
4. Students are expected to conduct themselves in a manner such that they will not distract the attention of their driver or disturb other riders on the bus which includes keeping your hands to yourself, attending to your own matters, leaving other students alone, and being reasonably quiet.
5. No knives or sharp objects of any kind, firearms, pets or other animals, etc. are allowed.
6. Students are to remain in assigned seats at all times. Act 1744 requires that students be seated while the bus is in motion. This policy will be strictly adhered to.
7. Students are not to tamper with any of the safety devices, such as door latches, fire extinguishers, etc.

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8. Students are not to put their hands, arms, heads, or bodies out of the window. Do not yell at anyone outside the bus.
9. Students are not to deface the bus or any school property. Do not write on the bus or damage the seats, etc. Do not throw paper, food, or any other object on the floor of the bus. No eating or drinking on the bus. No smoking or use of smokeless tobacco while riding a school bus. Keep the aisle of the bus clear of books, lunches, coats, etc.
10. Do not ask the driver to let you off the bus in town, at the store, to get mail out of the mailbox, or any place except your regular stop.
11. If you must cross the highway to enter the bus, try to be on the right side of the road while waiting for the bus. Wait until the bus has come to a complete stop and the driver has signaled you to board.
12. Students, who must cross the road after leaving the bus in the afternoon, must go to a point on the shoulder of the road ten feet in front of the bus. Cross the highway only after the driver or student patrol has signaled you to do so.
13. Do not damage road signs or warning signals placed on the highway by the highway department.
14. Students cannot ride any bus except their own. Visitors are not allowed to ride except in the case of an emergency or when permission has been obtained from the principal.
15. The driver has the same authority as a teacher in disciplining children on the bus, but is not to administer corporal punishment. In case of misconduct, the driver should bring the child to the principal's office. Incidents on the bus must be reported to the principal immediately.
16. The principal has the authority to suspend a student's privilege to ride the bus for misconduct.

SENIOR PRIVILEGES

DeWitt High School is proud of all its students and recognizes that seniors occupy an honored place in our school. Therefore, the following senior privileges will be given to the seniors. Any abuse of this can result in all privileges being revoked.

1. Seniors will park on the front rows of the student parking lot.
2. Seniors may choose to personalize their assigned parking place by painting the paved surface in the student parking lot for a \$25 fee; designs must be approved by the office prior to application.
3. Seniors may leave 5 minutes early for assemblies.
4. Seniors may leave 5 minutes early for lunch.
5. Each senior will have two days to visit the college, vocational school, or business school of his/her choice. The student will not be counted absent from school or from any class if he/she follows the procedure listed below. If he/she does not follow the procedure below, he/she will be counted absent in all classes missed.

- Make arrangements with the principal's office by turning in the college day form three school days in advance of the planned visit.
- Notify each teacher in time to do the assigned work before the visit.
- Avoid missing any major test.
- Bring verification from the college.

EXTRACURRICULAR ACTIVITIES — SECONDARY SCHOOLS

Definitions:

"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.¹

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete with students from within the same school.¹

"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

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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 one per week per extracurricular activity (tournaments excepted)². 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.³ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁴

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.

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.⁵

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

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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 the second semester in the ninth grade 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.⁶

Interscholastic Activities

AAA Governed Activities

Students participating in interscholastic 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 interscholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.⁷

Non-AAA Governed Activities

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

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
 4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: Arkansas Activities Association Handbook
 A.C.A. § 6-4-302
 A.C.A. § 6-15-2907
 A.C.A. § 6-16-151
 A.C.A. § 6-18-713
 A.C.A. § 6-28-108

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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.

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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 activities 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 30th 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 (11th) 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;

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- 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 (7th) 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.

Legal References: A.C.A. § 6-15-509, A.C.A. § 6-16-151, A.C.A. § 6-18-232, A.C.A. § 6-18-713 Arkansas Activities Association Handbook, Commissioner's Memo COM-18-009, Commissioner's Memo LS-18-015, Division of Elementary and Secondary Education Rules Governing Home Schools

STUDENT ACTIVITIES: AAA SANCTIONED/ STUDENT WAIVER

To meet the eligibility requirement for AAA sanctioned activities, beginning with the first semester of the ninth (9th) grade year, a student must pass four (4) academic courses the previous semester and earn a grade point average of 2.0 or higher from all academic courses taken.

In addition, a student in grades 9-12 must maintain a 2.0 cumulative grade point average beginning their ninth (9th) grade year. Students in 9-12 grade that have a cumulative GPA of 2.0 or higher that do not achieve a 2.0 GPA for a semester will be placed on probation.

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Students on probation that participate in a Supplemental Instruction Program Plan (SIPP) will be allowed to continue to participate in extracurricular activities while on probation. Students must make a 2.0 GPA or higher the semester they are on probation. Students not making a 2.0 GPA or higher the semester they are on probation must sit out the next semester.

SUPPLEMENTAL INSTRUCTION PROGRAM PLAN (SIPP)

DeWitt School District has been granted a waiver program by the State Department of Education for students who fall below the 2.0 grade point, but want to participate in AAA sanctioned activities. This means that students will meet for a minimum of 100 minutes a week with a certified teacher and be given work in the area they are deficient. This time is in addition to the regular classroom day. The athletic director will be in direct control of this program and will be the contact person for parents and guardians both in the initial program setup and in any areas that could come up. Also, a face-to-face meeting at the end of each semester will determine if a student will exit the program or needs to remain for another semester. Parents will be given a bi-weekly report of progress.

STUDENT ACTIVITIES: PROGRAM AND GUIDELINES

Extracurricular activities are a basic part of education in American high schools. They are designed to teach democratic processes, parliamentary procedures that giving of one's services improve his/her environment, leadership, and fellowship. These factors are vital to the education of youth to enable them to take part in adult activities that Americans believe are essential to democracy. School activities are as much a part of a student's education as community activities are a part of an adult's life. We believe that these activities must be provided to produce mature adults who are ready to take their place in our American democratic society.

These activities are many and varied. There are more than 25 honors, academic, services, or athletic groups in which students may find places of service and enrichment. Due to the large number of school sponsored clubs and organizations, it is necessary to have certain regulations or guidelines to standardize procedures for administrative and control purposes.

Students are restricted to serve as president of only one organization or class or activity per year. This enables each leader to serve to the best of their ability. It also provides leadership training to more students each year. Parents should monitor the number of clubs and organizations their student belongs to. Some students' grades suffer as a result of their time being spent in club activities instead of academic pursuits.

DeWitt School District recognizes the value of participating in extracurricular activities. Extracurricular and co-curricular activities are important components of the total educational program.

GUIDELINES

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- Students will not be allowed to participate in any field trip for the following reasons: current failing grades, excessive absences, or suspensions.
- All school organizations should have a written constitution and/or bylaws on file in the principal's office. The constitution should clearly state the purpose of the organization, method of selecting members, requirements, and other essential information.
- All school organizations must have a faculty sponsor approved by the principal. The faculty sponsor should be at all meetings and/or activities conducted by the organization.
- Fundraising activities (selling candy, advertisements, magazines, etc.) must be approved by the superintendent. Requests for money making projects should be submitted early in the school year.
- Before scheduling any activities all organizations and classes must clear the activities with the principal. After arrangements are completed, the date will be scheduled on the activity calendar.
- Students may not exceed six unexcused absences from any class per semester to participate in a field trip.
- Before requesting permission to use school facilities, written plans should be submitted by the sponsor to the principal for approval. If the plans are approved, arrangements will have to be made with the superintendent for use of school facilities.
- ONLY THE SUPERINTENDENT OF SCHOOLS CAN GRANT PERMISSION FOR USE OF SCHOOL FACILITIES.
- School groups and organizations making out-of-town trips must have a faculty sponsor and a sufficient number of adult chaperones. Requests for making out-of-town trips should be submitted to the principal several weeks in advance.
- Field trips include all school trips, activity groups and class groups. The principal must approve all field trips. Students taking field trips must observe the same code of conduct while on the trip that they would observe in the classroom. All school policies will apply and disciplinary measures will be the same. Remember you are representing your parents, community, and school.
- No dances will be sponsored by any school organization.
- Long out-of-town trips are discouraged. Mid-week activities at night are discouraged.

STUDENT ACTIVITIES: SCHOOL SPONSORED

Good judgment and good taste must be exercised in selecting junior and senior plays. Plays regarded as appropriate for college or professional groups are not suited for high school. Plays that feature drinking, swearing, or other vices are not acceptable. A committee consisting of the sponsor, play director, principal, and student representatives will select the junior and senior plays.

All students going on school-sponsored trips (athletic, band, choir, etc.) will be expected to go and return by transportation provided by the school. However, under certain circumstances, and if the parent's request, students may return with their parents providing they adhere to the following conditions:

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- The parent or legal guardian should make pre arrangements if possible with the person in charge of that particular activity and sign a release form.
- The parent or legal guardian must pick up the student. Do not send word by another person, or request that the student return home with friends or relatives. Students must arrange for their equipment to be taken care of.
- In cases of injuries, illness, or other types of emergencies, the supervising school personnel will have authority to release the student under his charge to the parent or legal guardian, providing they sign a release form. All sponsors of activities will be supplied with release forms to carry with them on school trips.
- It is recommended that a liability release form be used.

STUDENT ACTIVITIES: YEARBOOK

Juniors or Sophomores wishing to apply for Yearbook will be selected using the following criteria:

1. A cumulative 3.0 GPA in all English classes taken in grades 9, 10, and 11.
2. Application process to include writing assignment.
3. Teacher recommendation – Applicants must have an average of “3” from all their teachers.
4. Students must have a passing grade in the prerequisite of Journalism.
5. Students enrolled in Yearbook will receive credit as Yearbook Practicum I for the first year and Yearbook Practicum II for the second year.

STUDENT ORGANIZATIONS: BETA CLUB

The Beta Club is an honor and service society, which promotes scholarship, leadership, and good citizenship at the DeWitt High School. Standards of membership in the DeWitt High School Chapter of the National Beta club conform to the general features of the National constitution and are approved by the principal of DeWitt High School.

The classes from which members are drawn shall be the 10th, 11th, and 12th grade. The academic requirement for membership in this chapter of the National Beta Club shall be a 3.3 cumulative GPA at semester for students in the college preparatory curriculum at DeWitt High School.

Other membership requirements shall be worthy character and commendable attitude. All certified teachers on the high school faculty should vote on the students in the areas of character, attitude, and attendance. Three votes against a prospective member shall disqualify him or her from membership that school year. He or she is eligible the following year, however if the scholastic requirement is met again. Any out-of-school suspension in that school year shall result in a student’s forfeiture of an invitation to join or the loss of membership.

TELEPHONE

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Students are not to use the office telephone except in cases of emergency or when conducting business directly related to the school. When you do need to use the telephone, you should get permission before using it. Students that are tardy as the result of being on the phone will receive an unexcused tardy.

STUDENT PUBLICATIONS AND DISTRIBUTION OF MATERIAL

The students at DeWitt High School have the right to establish and maintain a student or school newspaper, if the publication is to report school news. Students have the right to editorialize. However, the students must refrain from printing anything, which might contain obscene language or libelous materials.

VIDEO SURVEILLANCE

The board 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. 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 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.

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.

Videos 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 shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

SAFETY AND WELLNESS

INCLEMENT WEATHER POLICY

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Opening or closing of school due to inclement weather will be broadcast through local and state media and the district website. Do not call school officials.

EMERGENCY DRILLS

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.¹ Students who ride school buses,² shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown at all schools in the District in collaboration with local law enforcement and emergency management personnel. The lockdown drill training will use of the District's emergency communication method with law enforcement.^{3,4} Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.⁵

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's² emergency communication with law enforcement method³. Students shall be included in the drills to the extent practicable.⁵

FIRE DRILLS

Fire drills will be conducted monthly without advance notice. These drills are for the protection of students and teachers and should be taken seriously. Report of drills will be made to the State Fire Marshal.

1. The signal will be a series of short bells.
2. Under the direction of the teachers, the students are to walk out of the building quietly and in an orderly manner. Do not stop to get personal belongings.
3. All doors must be closed. The first student reaching the outside door will hold open the door until the last person is out.
4. The evacuation plan will be posted in each classroom, and each student should familiarize himself with the fire instruction until he/she knows without question the procedure to follow in case of fire.
5. The following evacuation plan will be used for all fire drills:
 - South wings will use the south exits.
 - North wings will use the north exits.
 - Media center and office will use the front exit (west).
 - Cafeteria, band and kitchen will use the east exits.

STORM DRILLS

The following procedures will be used in case of storms or severe weather. The plan is a precautionary measure to ensure the maximum safety possible for all students and teachers in case of severe storms. It is not intended to create panic and should be conducted in a calm and orderly manner. The signal for severe weather will be a long continuous ringing of the school bell (20 seconds or longer). Do not confuse this with the fire alarm, which are several short bells.

1. All students and staff should report to their assigned locations in the safe room beside the DHS Gym.
2. Any additional information that might be needed for any special circumstances will be given over the intercom system.
3. The all-clear signal will be one short bell.

ACTIVE SHOOTER DRILLS

Conducted in accordance with state law.

STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"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;

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- 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 reoccurring after the crisis 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

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- 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;

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- 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;

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- 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.¹

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:²

- 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;³
- 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.

Notes: A copy of the DESE Guidance on the Use of Restraint along with the Physical Restraint or Seclusion Incident Record and Debriefing Report can be found at: <https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/guidance-and-resources>.

¹ There is nothing in the statute that requires the complaint to be handled in the same manner as a debriefing. This is intended only as a default method as you are required to have procedures governing the handling of a parental complaint. After consultation with appropriate staff, replace this language with your local procedures on how a complaint will be handled.

² While you can, and should, add additional staff members to the list of those required to attend a debriefing meeting, A.C.A. § 6-18-2307 requires these individuals be included at a minimum.

³ A.C.A. § 6-18-2307 requires that the debriefing report be submitted to a designated district administrator. If you would rather have all debriefing reports provided to one single individual at the district staff level instead of keeping them at the school level, replace this with the district level position to whom debriefing reports should be submitted.

Cross Reference: 3.6—LICENSED PERSONNEL EMPLOYEE TRAINING

Legal Reference: A.C.A. § 6-18-2401 et seq.

GUIDANCE AND COUNSELING

The guidance program emphasizes the importance of recognizing and providing for the individual needs, interests, aptitudes, and abilities of students in achieving their maximum potential from their school experience.

This program includes the accumulation of health, personal, academic, and test data about each student, and this information is readily available for guidance purposes. The program also includes the administration and interpretation of standardized tests of academic ability, achievement, and test at various grade levels. Educational and career information will be made available to the students and parents to help them understand the various opportunities and requirements related to future education and careers.

Students and parents are encouraged to consult this office at any time regarding the academic and social progress of their child. If students or parents would like an appointment, they may check with the counselor's office or call the school, and an appointment will be made. This will enable us to provide parents and students with a more effective service.

You will find the counselor will carefully consider your own ideas. You are invited to express your opinions freely, and you may rest assured that your confidence will be respected.

HEALTH SERVICES

The district will provide a health services program under the direction of a licensed nurse. The program shall include screening, referral and follow up procedures for all students. Facilities, equipment and materials necessary for the operation of the program shall be provided. Current health appraisal records for all students will be maintained in accordance

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with guidelines provided by the Arkansas State Department of Education. It will be the responsibility of the superintendent to insure that proper measures are taken in each school to insure the safety of all students and protect those students against injuries, which may occur in or on the school facilities or site.

MEDICATION POLICY

4.35—STUDENT MEDICATIONS

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-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. 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 that 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.¹

Schedule II Medications²

Option 1: The only Schedule II medications that shall be allowed to be brought to the school are 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).

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy.³ Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.⁴

Option 2: 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 sentence³ 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.⁵ 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.⁴

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.

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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 trained⁶ 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 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 trained⁶ 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 trained⁶ 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 trained⁶ 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 trained⁶ 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.

Notes: A.C.A. § 17-87-103(11) provides for the administration of Glucagon, insulin, or both to students suffering from diabetes.

Districts are not under any obligation to "recruit" volunteers and 4.11 of the Rules explicitly states that no employee shall be pressured into volunteering.

¹ The time frame in this paragraph is not statutorily mandated and may be changed to better suit your district and the employment contract of the school nurse. Any changes you make, however, need to address the need for students to have their medications through the last day of school and the reality of parent's work schedules.

² This policy offers two different options regarding permissibility of students attending and participating in classes while taking Schedule II medications. Be sure only one option is included in the adopted policy and delete the "Option One" or "Option Two" language after your selection along with the language for the unchosen option in the final version. Be sure to consult with your school nurse when selecting an option.

³ Here is a helpful, but not all-inclusive, list of prohibited Schedule II medications: Opium, morphine, codeine, hydromorphone (Dilaudid), methadone, meperidine (Demerol), cocaine, oxycodone (Percodan), amobarbital, pentobarbital, sufentanil, etorphine hydrochloride, phenylactone, dronabinol, secobarbital, and fentanyl.

⁴ A student who has surgery or is in an accident may be taking a Schedule II medication outside of those a student may take and be permitted to attend classes under Option 1 or may have been told by his/her doctor to not attend class during the time the student is taking the Schedule II medication. In such cases, a 504 plan can be developed to cover the duration of the student's recovery, which could include homebound instruction.

⁵ The specific authorization should be provided on the doctor's letterhead along with the completed Medication Administration Consent Form (4.35F).

⁶ The certification may be received through training that is provided by a nationally recognized organization experienced in training laypersons in emergency health treatment or other persons approved by the Department of Health. Examples of National programs are those provided by the American Heart Association and the American Red Cross.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities

Division of Elementary and Secondary Education and Arkansas State
Board of Nursing Rules Governing the Administration of Insulin, Glucagon,
and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas
Public School Students

A.C.A. § 6-18-701

A.C.A. § 6-18-707

A.C.A. § 6-18-711

A.C.A. § 6-18-714

A.C.A. § 6-18-717

A.C.A. § 17-87-103 (11) and (14)

A.C.A. § 20-13-405

HEAD LICE

After a student has been sent home two times a semester with head lice, a doctor's note stating that they are free of lice will be required for re-admission into school.

HEALTH SCREENINGS

During the school year students in kindergarten, first, second, fourth, sixth and eighth grades are screened for vision and hearing. Also, all students in Special Services (Special Education classes, Speech, Learning Disability) and transfer students regardless of grade are screened. These are recommendations set by the Arkansas Department of Health. Any student who request to be checked or is referred by a parent or teacher is also screened. Scoliosis screening (curvature of the spine) is done on sixth grade girls and all eighth grade students. Height and weight are measured on students in kindergarten, second, fourth, eighth and tenth grade students to determine body mass index (BMI). This information is confidential and only the parent receives the results. If your child fails any of these screens, a referral will be sent to you for your consideration.

These tests are only screens and do not identify all problems. If you notice any vision or hearing problems at home, please take your child to a professional for further evaluation.

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.

Legal References: A.C.A. § 6-18-701 (b), (c), (e)

ACCIDENTS, ILLNESS, AND FIRST AID

Accidents to students on the school grounds or buildings are reported to the principal. Only first-aid treatment is given and the family is notified. If necessary, the family physician may be called. The school assumes no responsibility for financial obligations involved in treatment. When students are injured or become ill, their parents should be notified and requested to take them home.

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There are several faculty members in each building certified to administer CPR and first-aid. First-aid will be given to your child while at school unless it is against your family's religious practices. In cases of severe injuries while at school (broken bones, deep laceration, etc.) every effort will be made to contact a parent or legal guardian. If we are unable to locate one, we will take the student to a local doctor designated on your child's school record for treatment. The child will only be taken to a doctor in emergency cases. You will be responsible for the physician's bill.

Emergency care for students filing religious exemption cards shall be treated as follows:

- Minor injuries, such as small cuts and abrasions, shall be washed with plain soap and water only. If the injured requires more than the above, the parent should be contacted.
- No additional first aid should be given.
- If lifesaving measures are indicated and the parents cannot be reached, the student should be taken to the emergency room at the hospital.

Since school age children become ill quickly, it may be necessary for us to contact you during the school day and request that you come after your child. Transportation will be provided if a parent is unable to come after their child.

Students who have fever (99.6), vomiting, or any symptom of contagious disease should not be sent to school.

Students will be given at least two (2) days to complete homework without a penalty after being absent as long as an excused absence is returned by the student; additional days may be granted by the principal or teacher.

IMMUNIZATIONS

Definitions

"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 against¹:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;

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- 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;
- D. Official record from another educational institution in Arkansas; or
- 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 1st 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 for 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.²

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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.³

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;
- 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.

Notes: ¹ The table showing the age appropriate immunizations is referred to as "Table I" in the Division of Elementary and Secondary Education (DESE) rules and as "Table II" in ADH rules.

² You can amend this sentence to reflect your school's practice for when teachers are required to have their lesson plans ready in advance.

³ Your district may choose to adopt a different schedule such as docking the work a certain percentage for each day it is late.

Cross References: 4.2—ENTRANCE REQUIREMENTS

4.7—ABSENCES

4.8—MAKE-UP WORK

4.34—COMMUNICABLE DISEASES AND PARASITES

Legal References: A.C.A. § 6-4-302

A.C.A. § 6-18-702

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A.C.A. § 6-28-110

DESE Rules Governing Immunization Requirements in Arkansas Public
Schools

ADH Rules Pertaining to Immunization Requirements

COMMUNICABLE DISEASES

Any student noted by a physician or the school nurse as having a communicable disease may be required to withdraw from school for the duration of the illness in order to give maximum health protection to other students. The student will be readmitted to regular classes upon termination of the illness, as authorized by the student's physician or as authorized by a health assessment team. The board reserves the right to require a written statement from the student's physician indicating that the student is free from all symptoms of the disease.

In the event that student is absent from regular class for more than three consecutive days or the principal has been notified that a student has a communicable disease, the principal shall determine whether a release shall be obtained from the student's physician before the student re-enters school.

Decisions regarding the type of education and care setting for a student with a severe communicable disease shall be based on the behavior, neurological development, and physical condition of the student and the expected type of interaction with others in that setting. These decisions are best made using the team approach including the school nurse, student's physician, public health personnel, the student's parent or guardian, and personnel associated with the proposed care of educational setting.

In each case involving a student with a severe communicable disease, the board shall reserve the right to make a final decision regarding the placement of the student after taking into account the recommendations of the health assessment team, the risks and benefits to both the infected student and to the others in the proposed educational setting.

Routine checks may be made of children during flu season or when other contagious viruses are present. This is done to try to prevent widespread illnesses in the classroom.

STUDENTS WITH SPECIAL HEALTH CARE NEEDS

All requests for performance/supervision of nursing care or medical treatment not usually considered functions performed by school personnel are to be evaluated by the administration in conjunction with the school nurse on an individual basis.

Parents must request in writing the services desired and include a release of liability statement. The physician shall recommend in writing the specific service needed in order for the student to attend school. It must be a service that has to be performed during regular

school hours with no other time schedule accommodating the child's need. The physician also agrees to accept responsibility for monitoring the child. The school shall provide the physician with periodic reports at his/her request or as deemed necessary by school personnel. The administrator, building principal, or school nurse will make review of the above request and recommendation. The school nurse will coordinate necessary training and/or instruction of individuals designated to perform the service. The parent will provide adequate, necessary equipment to perform the service. A written record will be maintained indicating when and by whom the service was provided. All arrangements for care and supervision must be accomplished before the child is placed in a situation in which the school assumes responsibility.

STUDENTS WITH HIV/AIDS

Persons with a handicapping infectious disease are covered by Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against handicapped persons in programs that receive federal funds.

Children, whose health is impaired by AIDS, and because of that impairment need special education and related services, are also covered under the EHA, which guarantees a free appropriate public education to handicapped children.

The team approach should be utilized in planning the type of educational care setting for the AIDS infected child. The team should be composed of: the child's physician, the child's parent or guardian, the school principal, the school superintendent, the school nurse, and the LEA supervisor; only when the need for special education or related services is necessary.

The team should consider the following:

1. Recommendations made by the Department of Education AIDS Advisory Board
2. The child's behavior—biting tendencies,
3. The child's neurological development—control of bodily secretions,
4. The child's physical condition—uncover able, open oozing sores,
5. The child's educational development.

An evaluation to access needs for a restricted environment should be performed upon entry and whenever the situation changes or there are illness or behavioral changes.

Persons involved in the care and education should respect the child's right to privacy including confidential records. Those persons should be provided with appropriate information concerning such precautions as may be necessary and should be aware of confidentiality requirements.

Under the circumstances a child with AIDS/ARC might pose a risk of transmission to others:

- If the child lacks toilet training,
- If the child has open sores that cannot be covered,

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- If the child demonstrates behavior (biting), which would result in direct inoculation of infected, body fluids into the bloodstream of another.

If any of these circumstances exist, the school nurse, in consultation with the child's physician, must determine whether a risk of transmission exists. If it is determined that a risk exists, the student shall be temporarily removed from the classroom until an appropriate school program adjustment can be made or the team determines that the risk has abated and the child can return to the classroom. If the condition precipitating removal does not change, a homebound teacher shall be sought. To the extent that this requires personal contact between the student and teacher, only teachers who volunteer shall be utilized.

A child with AIDS/ARC may need to be removed from the classroom for his/her own protection when cases of measles or chicken pox are occurring in the school population. The school nurse should inform the parent/ guardian and the child's physician to make this decision.

These guidelines should be reviewed periodically, and revised as necessary to reflect new medical information regarding AIDS.

When a student with HIV/AIDS presents him/herself for enrollment the following procedure shall be followed:

1. The SUPERINTENDENT SHALL BE THE ONLY SPOKESPERSON.
All inquiries concerning said student shall be referred to the superintendent unless otherwise directed.
2. The involved school's principal shall immediately notify the superintendent. Any personnel present at the time of the enrollment that are privy to this information shall maintain confidentiality. The student's and parent's right to privacy may not be breached at any time by any school employee. There may be exceptions to this guideline and these will be determined by the administration and school board. In the event that the principal and/or superintendent are not available, the secretary or counselor shall inform the parents and student that enrollment of a student with HIV/AIDS must be through the administration office.
3. The school superintendent or contact person must notify the director of the Arkansas Department of Education before any action is taken by the school district.
4. The director of the ADE notifies the chairperson of the Arkansas AIDS Advisory Board. The director will give all pertinent information to the chairperson.

The chairperson of the AIDS Advisory Board will convene the board when necessary. The board consists of members from the ADE, Arkansas Department of Health medical representatives and legal representatives.

The Advisory Board will interact directly with the local school administrators to develop a plan of action, which maintains confidentiality.

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When a person who is currently enrolled in the school district is identified with HIV/AIDS, procedures three thru six shall be followed.

Upon enrollment or identification, a team approach should be utilized in planning the type of educational setting for the HIV/AIDS infected child based on the recommendations made by the Department of Education AIDS Advisory Board. The team should be composed of:

1. the student's physician
2. the student's parent/guardian, and or the student
3. the involved school's principal
4. the school superintendent
5. the school nurse
6. the school counselor
7. the LEA supervisor; only when the need for special education or related services is necessary.

Under the following circumstances, a child with HIV/AIDS might pose a risk of transmission to others:

1. If the student lacks toilet training,
2. If the student has open sores that cannot be covered.
3. If the child demonstrates behavior (biting) which could result in direct inoculations of infected fluids into the blood stream of another.

If any of these circumstances exist, the school nurse in consultation with the student's physician must determine whether a risk of transmission exists. If it is determined that risk does exist, the student shall be temporarily removed from the classroom until an appropriate school program adjustment can be made or the team determines that the risk has abated and the child can return to the classroom. If the condition precipitating removal does not change, a homebound teacher shall be sought. To the extent that this requires personal contact between the student and teacher, only teachers who volunteer shall be utilized.

A student with HIV/AIDS may need to be removed from the classroom for his/her own protection when cases of measles, chicken pox or any other highly contagious diseases are occurring in the school population. The school nurse should consult the student's physician and the parent/guardian (if aware) to make this decision.

These guidelines should be reviewed periodically and revised as necessary to reflect new medical information regarding HIV/AIDS.

Students with special health problems may be considered handicapped under Section 504 of the Rehabilitation ACT of 1973. As such they are protected against discrimination and entitled to a free, appropriate public education, which would include identification of health

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problems, which would impact learning, implementation of an individualized education plan and communication with the primary classroom teacher and primary health care provider.

INSURANCE

Students who have school insurance and who need to file a claim for a school connected accident will find forms available in the principal's office. Forms should be secured and completed as soon after the accident as possible. When an accident occurs, it should be reported immediately to the teacher in charge who will report it to the principal. The school carries accident insurance on all students during school activities.

LUNCH AND BREAKFAST PRICES

2022-23 Breakfast Prices

Students: FREE

Adults: \$1.50

2022-23 Lunch Prices

DeWitt Elementary: FREE

DeWitt Middle School: FREE

DeWitt High School: FREE;

Adults, all campuses: \$3.75

FOOD SERVICE PREPAYMENT

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 at the student's school;
- Depositing funds through the District's online service;

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance at the following times:

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 at no charge. 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

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- 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.

Legal References: Commissioner's Memo CNU-17-003, Commissioner's Memo CNU-17-024, A.C.A. § 6-18-715

STATEMENT REGARDING ASBESTOS

DeWitt School District In-House Notification

Parents, Students, and Teachers:

As a result of our recent building survey concerning asbestos, we are pleased to announce that areas of several buildings in our district that were found to contain asbestos pose no immediate health problems.

However, in the interest of your future safety, DeWitt School District has drafted and put into action an operations and management plan to safely manage all affected areas. This management plan is available for your reading from the hours of 9:00 A.M. to 3:00 P.M. Monday through Friday at the Administration Office located at 1841 South Grandview Drive in DeWitt. Should you have any questions, please call Jeff Rader, Director of Facilities at 870-946-3131.

FORMS

All required forms for the 2021-2022 school year are provided to students in a packet during the first week of school. These forms should be signed and returned as instructed.