

**Blevins School District Student Handbook 2023-2024**

**Approved: July 10, 2023**

**Amended: August 14, 2023**



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# SCHOOL CALENDAR 2023-2024

## BLEVINS SCHOOL DISTRICT 2023-2024 SCHOOL CALENDAR 4-Day School Week

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug 2	Staff Development
Aug 7-10	Staff Development
Aug 10	Open House
Aug 14	First Day of School
	Start of 1st Quarter
Sep 4	Labor Day-No School
Sep 6	Staff Development-4:00-5:00
Sep 14	Parent Teacher Conferences-4:30-7:30
Sep 20	Staff Development-4:00-5:00
Oct 4	Staff Development-4:00-5:00
Oct 12	End of 1st Quarter
Oct 16	Start of 2nd Quarter
Oct 18	Staff Development-4:00-5:00
Nov 16	Parent Teacher Conferences-4:30-7:30
Nov 20-24	Thanksgiving Break-No School
Dec 21	End of 2nd Quarter
Dec 25-28	Christmas Break-No School
Jan 1-5	Christmas Break-No School
Jan 8	Start of 3rd Quarter
Jan 10	Staff Development-4:00-5:00
Jan 15	Martin Luther King's Birthday-No School
Jan 24	Staff Development-4:00-5:00
Feb 8	Parent Teacher Conferences-4:30-7:30
Feb 14	Staff Development-4:00-5:00
Feb 19	President's Day-No School
Feb 28	Staff Development-4:00-5:00
Mar 13	Staff Development-4:00-5:00
Mar 14	End of 3rd Quarter
Mar 18-22	Spring Break -No School
Mar 25	Start of 4th Quarter
Apr 3	Staff Development-4:00-5:00
Apr 17	Staff Development-4:00-5:00
Apr 25	Parent Teacher Conferences-4:30-7:30
May 15	Staff Development-4:00-5:00
May 21	End of 4th Quarter
	Last Day of School
May 27	Memorial Day
May 22-24	Make Up Day
May 28-29	Make Up Day
	143 Days x 1.25=178 Instructional Days
	143 Days+9 Contract Days x 1.25=190 Teacher Contract Days
	192 Days x 1.25=240 Contract Days

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## EQUAL EDUCATIONAL OPPORTUNITIES-STUDENTS

It shall be the policy of the Board of Education that Blevins School District shall place an equal emphasis upon the nondiscriminatory provision of educational opportunities for children and no person shall be denied the benefits of any education program or activity on the basis of race, color, handicap, creed, national origin, age, sexual orientation, gender identity, or sex. All programs offered by the Blevins School District will be open to all students in compliance with statutory and judicial requirements. The District has a limited open forum granting access to the Boy Scouts of America and other youth groups.

Blevins School District provides services to students with disabilities covered under Section 504. The physical or mental impairment must result in a substantial limitation of one or more major life activities, as defined in the regulation. These may include life activity functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. For qualifying students, accommodations may be written by the 504 Committee to assure that the student is provided a —free appropriate public education.

Discrimination is any behavior that prevents individuals from achieving their full human potential. Discrimination involves treating persons as members of groups, and staff will strive to remove any vestige of discrimination in employment, assignment, and promotion and personnel; in educational services and opportunities offered students; in location and use of facilities; and in educational materials.

The Blevins School District will base educational needs and discipline of students with disabilities contingent upon existing federal and state laws, rules and regulations.

The Gun-Free Schools Act applies to students with disabilities. However, the Act must be implemented consistent with IDEA and Section 504 of the Rehabilitation Act of 1973.

For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Perceived acts of discrimination related to race, color, sex, religion, or age should be reported to:

Superintendent	Stephanie Dixon	(870) 874-2801
Director of Special Education	Zach Harris	(870) 874-2801
ESL/504 Coordinator	Fredrica Monk	(870) 874-2801
Homeless Liaison	Stephanie Clark	(870) 874-2801

## STUDENT HANDBOOK

### 4.42—Student Handbook

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

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

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

## MISSION AND VISION STATEMENT

### Elementary and High School Mission Statement

Our mission is to cultivate our diverse student body to achieve academic excellence. We strive to produce civic minded members of society that thrive in the global, multicultural world by providing a challenging curriculum that connects students' lives and their future in a safe, supportive, and nurturing environment.

### Elementary and High School Vision Statement



## SCHOOL COLORS AND SCHOOL MASCOT

Blevins School colors are red and white. The school mascot is the hornet. Students are encouraged to identify with these symbols as a representative of our school pride and spirit.

## **SCHOOL SONG**

*(To the tune of "Sweet Genevieve")*

*Oh, BHS you'll always be  
First in our hearts and memory  
As number one in all the land  
For you we'll ever proudly stand  
BHS our battle cry,  
Your banners, flags we'll  
Wave them high  
For you we'll live or gladly die  
The school we'll love until the end.*

## **PARENT AND FAMILY ENGAGEMENT PLAN**

The mission of the Blevins School District's Parent and Family Engagement Committee is to team up with student, parent, and community team members to improve parent and community involvement.

- The parent and community involvement committee will meet in the month of September and set other meeting dates on that meeting to monitor and set up goals to encourage and increase parental and community involvement as well as discuss strategies to maintain and improve procedures already in place.
- The District family and community involvement plan will be available for review at the yearly Blevins School Report to the public on October 9, 2023.
- Blevins School District provides opportunities for parents to sign-up for volunteer services and to join the district Parent Teacher Organization at open house. These sign-up sheets will also be available at the Districts yearly report to the public and student parent teacher conferences.
- Members of the District's Parent and Family Engagement Committee are made up of all district and community team members.
- Parental needs assessment surveys will be given each semester.

The Blevins School District will ensure that all professional development requirements are met by teachers and administrators by requiring all administrators, teachers, and district support staff to attend parental involvement training and are trained to assist parents with:

- parents playing a role is developing student learning and develop ways to encourage attendance
- train staff in various ways to communicate with parents and community
- develop a volunteer program to assist district staff
- utilize various ways of communication with district staff and parents through social media, districts webpage, school app, Swift12 alert systems, and staff emails
- welcome parents to the district to work as equal partners
- develop an open line of communication for parent and team member concerns and those concerns will be addressed in a timely manner

The Blevins School District will provide the necessary tools to help build on parent and student proportions.

- The Blevins School District parental involvement committee will meet multiple times a year to set up goals and guidelines for increased student success, student attendance, increased reading and parental involvement.
- Blevins School District will provide parents with individual student academic test results and explain those results.
- The district webpage will provide helpful information for parents to track student achievement and progress.
- The Blevins School District will provide a description and explanation of the tests used to measure student progress and achievement levels of challenging state academic standards. The progress will be observed through student progress reports, quarterly grades, NWEA testing, ACT Aspire testing and student AR reading goals during Open House and Parent/Teacher Conferences.
- Teachers will provide information on website that will aide in student instruction.
- Automated text/phone calls will be used to remind parents and students of important upcoming dates and information.

## **SCHOOL DAY**

### **Elementary**

The elementary school will begin their day at 7:40 a.m. and dismiss at 4:00 p.m. Car riders will be dismissed at 4:00 p.m. The building will open at 7:20 a.m. each day.

### **High School**

The high school's first bell will ring at 7:35 a.m. and the tardy bell will ring at 7:40 a.m. School will dismiss at 4:00 p.m. Car riders will be dismissed at 4:00 p.m.

## **EARLY DISMISSAL FOR SENIORS**

The following criteria must be met in order for a student classified as a senior to be dismissed from campus early:

- Must be enrolled in five instructional periods daily
  - Concurrent credit will count toward the required instructional periods
- Documentation of employment and/or
- Enrolled in an AP or concurrent credit course
- Credits must be on-time
- No excessive absences

## **STUDENT DROP OFF AND PICK UP LOCATIONS**

All elementary students must be dropped off and picked up at the door facing the playground. All high school students must be dropped off and picked up at the end of the high school door facing the PE building.

### **DELIVERIES TO SCHOOL**

Flowers for students may be delivered to the school office where they will be picked up by the student at the end of the day. No balloons of any kind are allowed on school buses.

### **FIELD TRIPS**

Students may go on field trips with clubs, groups, or classes etc. if they have a grade point average of 2.0 or higher for the previous nine weeks grading period and if they have not been assigned out of school suspension during the current semester. Students cannot participate if unexcused absences exceed seven (7) in a semester. The principal may grant an exception, if the field trip is part of the basic curriculum of the academic class. Other rules may be pre-established for elementary field trips at the discretion of the teacher and/or principal.

Students on field trips must have written permission from parents/guardians. Parents will be notified in advance of school field trips. Students on school-sponsored trips are under the direct supervision of their teachers/sponsors and subject to all school rules and bus safety rules.

- All students will ride the bus from the school to all planned stops and destinations.
- Students will return on the bus unless a parent/guardian personally signs the student out in the office to ride home with the parent before the bus leaves the school on the field trip.
- No student will be allowed to ride with another parent home from a field trip unless a note signed by the parent/guardian is given to the office prior to the field trip.
- Students, chaperones, and school employees are the only persons who may ride the school bus to and from field trips.

### **HOMECOMING**

- Grades 7th-11th will select one maid per grade.
- The queen, maids and escorts must be a student one complete semester prior to the homecoming election.
- The 12th grade class will vote to determine queen, maid of honor, and class maid. The queen will be determined by the highest votes, maid of honor by the second highest votes, and class maid will have received the third highest votes.
- The senior boys' basketball team will select one (1) maid from the senior girls' basketball team.
- The senior boys' basketball captains will present the crown and flowers to the queen.
- The maids and queen must be escorted by a parent/guardian, adult sibling, or adult relative during the evening presentation.

- During the daytime presentation, maids and queen will be escorted by the junior and senior boys' basketball players.
- Junior high maids' escorts must be a junior high boys basketball player chosen from grades 7th-9th and senior high maids escorts must be a senior boys basketball player chosen from the 10th-12th grades.
- Maids cannot serve two consecutive years; however, a maid who served during her junior year may serve her senior year.
- Each member of the homecoming royalty must have a 2.0 GPA for the previous semester.
- Seniors may serve as homecoming queen and Miss BHS.
- Participants cannot have had out of school suspension for the current school year. If a student selected to be on the homecoming court receives out of school suspension prior to the date of the homecoming ceremony they will forfeit their position on the homecoming court.
- The crown bearer and flower girl will be chosen from the kindergarten class by the homecoming sponsor, with input from the queen. Consideration shall first be given to children and grandchildren of district employees.
- Students cannot participate if unexcused absences exceed seven (7) in a semester.

## **MONEY, TOYS, AND OTHER ITEMS AT SCHOOL**

### **Elementary**

Please place money your child brings to school in a marked, sealed envelope designating its allocation, child's name and teacher. Students should not bring any more money than they need for lunch, school supplies, library fees, or for a school activity or field trip. It is the student's responsibility to keep up with his/her money and valuables.

Items such as toys, cologne, make-up, perfume, fingernail polish, permanent markers, CD players, MP3 players, collectable cards, radios, magazines, electronic games, phones, CDs, laser pointers, etc. are not to be brought to school. Materials, as the above mentioned, will be confiscated and parents will have to pick up the item (s). According to Act 1408 of 199, laser pointers will be confiscated and turned over to the local law enforcement authorities.

## **OUT OF STATE TRIPS**

Extracurricular trips by any organization will need prior approval from the school board before any fundraising activities are scheduled. The request should include an itinerary, a detailed budget and the academic purpose of the trip.

## **PARTIES**

### **Elementary**

Christmas and Valentine's Day are the only holiday parties celebrated in the classroom. Teachers will inform parents of the time and arrangements for the party. All students, regardless of conduct grades or unpaid fees, will be allowed to participate in these parties. Arkansas Food

Code: 3-201.11 states that all foods brought to school must be prepared in a commercial food service establishment. Therefore, any food provided for a party must be store bought.

## **PROM**

- Each junior and senior may invite one guest to prom. This guest must be between the ages of 10th grade and 19. The guest must be in good standing with their school or community. The guest must be registered a minimum of three (3) weeks prior to prom and may not be changed after that deadline. No refunds will be given for nonattendance except in extreme circumstances (death in family or illness) with approval of the sponsors and the high school principal. Juniors must have all balances paid before attending prom. Anyone attending as a guest who does not attend Blevins High School must provide a copy of their identification as proof of age when being registered. The student inviting the guest will be responsible for his/her guest. Exemptions to the rule can be reviewed at the principal's discretion.
- Students will not be allowed to leave prom to visit their vehicle and re-enter the building. Once the student has left prom, he/she will not be allowed to re-enter.
- Alcohol and/or drug use is forbidden. If anyone is caught with either, the local authorities will be notified.
- Students attending will be dressed in formal attire. For males this includes: dress slacks, button up dress shirt, and a tie or a tuxedo. For females this includes: formal dress or pants suit is required.
- If there is a question whether the student's attire meets the following guidelines, please see an administrator prior to the day of the event. Students not meeting these standards will not be admitted into the event and parents will be notified. If attire is altered once students are admitted into the event in such a way as to make it violate the specified dress code standards, the student(s) may be removed from the dance and parents will be notified. Students should dress appropriately and with dignity for the occasion, including but not limited to:
  - No dress may be shorter than fingertip length.
  - No plunging necklines.
  - No bare midriffs or midriffs covered by sheer material.
  - The back of the dress may be no lower than the waist.
  - Pants may not be lower than the hip bone.
  - No caps or sunglasses permitted.

## **TEXTBOOKS, CALCULATORS, AND EDUCATIONAL EQUIPMENT**

Students and their parents are responsible for payment of lost/damaged textbooks. If the book is lost or damaged beyond use, the student will be charged for the entire cost of the book. Books returned damaged and beyond an acceptable condition may be assessed a damage fine at the school's discretion. Guidelines are as follows:

- Minor damage will be assessed at 25% of cost (removal of bar code)
- Major damage will be assessed at 50% of cost
- Lost books will be assessed at up to 100%

Calculators are required in math classes and certain science classes. Calculators are available for checkout through the math department. Fines will be levied for the following offenses:

- Lost calculators-replacement cost of calculator.

It is the student and parent's responsibility to clear all fines.

## **TRANSPORTATION CHANGES**

### **Elementary**

For safety purposes, students must have a note signed by a parent or guardian or a call to the office before 2:00 pm in order to stay after school for ball practice, ball games or to go home with another student or adult. The child's regular bus driver must also have a note if the child is to ride another bus. If a note or call is not made to the office, the student will not be allowed to make the change.

## **WITHDRAWAL FROM SCHOOL**

Upon notification of an official request to withdraw from school, the building counselor will obtain withdrawal grades from teachers. Books and other school materials must be turned in to the proper personnel and all accounts must be paid in full. The building counselor will be responsible for submitting copies of records for enrollment to the next school.

## **RESIDENCE REQUIREMENTS**

### **4.1—Residence Requirements**

#### **Definitions**

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

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

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

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

“Residential address” means the physical location where the student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis reside. A student may use the residential address of a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis only if the student resides at the same

residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

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

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

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

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

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

## **ENTRANCE REQUIREMENTS**

### **4.2—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.

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

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

- 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.
- 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 birth certificate;

- A statement by the local registrar or a county recorder certifying the child’s date of birth;
  - An attested baptismal certificate;
  - A passport;
  - 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;
  - United States military identification; or
  - Previous school records.
- 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.
  - In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

### **Uniformed Services Member's Children**

For the purposes of this policy:

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

“Active duty” means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ chapters 1209, and 1211 or 42 U.S.C. § 204.

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

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

- Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
- Required as a condition of his or her employment to maintain membership in the Selected Reserve; and
- 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:

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

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

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

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

An eligible child as defined in this policy shall:

- 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;
- 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;
- 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;
- 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;

- 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;
- 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;
- 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;
- 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:

- Academic courses;
- Electives;
- Sports; and
- Other relevant information regarding the public school.

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

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

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

### **International Exchange Students**

"Host family" means the individual or family with whom an international exchange student is placed by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq.

"International exchange student" means a student who is placed with a host family by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq.

Before an international exchange student may attend a District school, the District requires all international student exchange visitor placement organizations that are placing international exchange students within the District to:

- Be certified by the Council on Standards for International Educational Travel;
- Provide documented proof of the international exchange student's English proficiency; and
- Notify the District at least three (3) weeks before the beginning of the academic semester the international exchange student plans to enroll in the District.

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.

Upon an international exchange student's arrival, the international exchange student may be required to submit to quarantine to prevent the spread of infectious diseases as may be necessary, which shall not exceed seven (7) days unless otherwise recommended by the Arkansas Department of Health or the Centers for Disease Control and Prevention.

International exchange students are expected to follow the District handbook and student code of conduct as the District has the authority to expel a student for violations of the school district's written student discipline policies or if the international exchange student presents a danger to the District's students or employees.

Statewide assessment results achieved by an international exchange student enrolled in the District shall be included in the District's results on the statewide assessments.<sup>7</sup>

The District shall provide English-language services to international exchange students as necessary.

## **COMPULSORY ATTENDANCE**

### **4.3—Compulsory Attendance Requirements**

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

- The child is enrolled in private or parochial school.
- The child is being home-schooled and the conditions of policy (4.6—HOMESCHOOLING) have been met.
- 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.

- The child has received a high school diploma or its equivalent as determined by the State Board of Education.
- 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.
- 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).

## **STUDENT TRANSFERS**

### **4.4—Student Transfers**

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

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

Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from 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.

## SCHOOL CHOICE

### 4.5—School Choice

#### **Standard School Choice**

##### **Exemption**

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

##### **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.<sup>5</sup>

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.<sup>6</sup>

##### **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, between January 1 and before 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:

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

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

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

### **Accepted Applications**

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

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

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

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

### **Rejected Applications**

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

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

An application may be provisionally rejected if the student's application was beyond the student's resident district's three percent (3%) cap. The student's resident district is responsible for notifying this District that it is no longer at its three percent (3%) cap. If a student's application was provisionally rejected due to the student's resident district having reached its three percent (3%) cap and the student's resident district notifies this District that it has dropped below its three percent (3%) cap prior to July 1, then the provisional rejection may be changed to a provisional acceptance and the student would have to meet the acceptance requirements to be eligible to enroll in the District.

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

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

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

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

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

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

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

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

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

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

#### **Opportunity School Choice**

##### **Transfers into or Within the District**

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

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District<sup>10</sup> or from the student's resident district into the District if:

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

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

- Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
- Includes the parent's or guardian's military transfer orders; and
- 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.<sup>12</sup> A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

A student's transfer under Opportunity School choice is effective at the beginning of the next school year and the student's enrollment is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This

provision for continuing eligibility under Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

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

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

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

- A school district that has not been classified by the State Board as in need of Level 5 Intensive Support; or
- 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
- If there is not more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of “F”, a public school that does not have a rating of “F” within a School district that has not been classified by the State Board as in need of Level 5 Intensive Support.

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

### **Unsafe School Choice Program**

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

## **HOMESCHOOLING**

### **4.6—Homeschooling**

#### **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 homeschool. The notice shall be given:

- At the beginning of each school year, but no later than August 15;

- 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
- 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 homeschool shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation by email;
- By mail; or
- In person.

The notice shall include:

- The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
- The mailing address and telephone number of the home school;
- The name of the parent or legal guardian providing the home school;
- Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
- A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
- A statement if the home-school student plans to seek a driver's license during the current school year;
- 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 homeschool; and
- A signature of the parent or legal guardian, which must be notarized if the home-schooled student plans to seek a driver's license during the school year.

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

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

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

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the

board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

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

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

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

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

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

- As indicated by the documentation submitted by the home-schooled student;
- By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or
- 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:

- Award of course credits earned in the home school;
- Placement in the proper grade level and promotion to the next grade level;
- Participation in any academic or extracurricular activity;
- Membership in school-sponsored clubs, associations, or organizations;
- 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 Scholarships.

## STUDENT ORGANIZATIONS/EQUAL ACCESS

### 4.12—Student Organizations/Equal Access

Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

- The meeting is to be voluntary and student initiated;
- There is no sponsorship of the meeting by the school, the government, or its agents or employees;
- The meeting must occur during non-instructional time;
- Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
- The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

## VISITORS

### 4.16—Student Visitors

The board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should be taking place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation to the classroom shall be allowed only with the permission of the school principal and all visitors must first register at the office.

### 6.5—Visitors to the School

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this

requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

Visitors, including parents, wishing to speak with students during the school day shall register first with the office.

Visitors to the school are directed to not use a 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; or
- Create, send, share, capture, or post audio, video, or photographs of District students unless the visitor:
  - Has received permission to do so by someone authorized to grant such permission on behalf of the student or the student if the student is eighteen (18 years old);
  - Received authorization from the District to do so on behalf of the District; or

Is required to do so as part of the individual's job duties, including as a member of the media.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

#### **4.15—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 the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply.

Arkansas law provides that, in order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal

school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student's building principal. Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

#### **Contact by Law Enforcement, Social Services, or by Court Order**

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen (18) years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, 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 lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

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

#### **Contact by Professional Licensure Standards Board Investigators**

Investigators for the Professional Licensure Standards Board may meet with students during the school day to carry out the investigation of an ethics complaint.

## **EMERGENCY DRILLS**

#### **4.37—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 year. Students who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

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

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

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

### **PERMANENT RECORDS**

#### **4.38—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 attendance. A copy of the student’s permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received.

#### **Student Records**

Information in an active student’s permanent record file should include the name of the students, name of parent and/or guardian, date of birth, address, social security number, semester grades, grade point averages, state and/or local mandated testing scores, health records, and other information deemed necessary (home phone, contact person, emergency contact number, medical attention choice, and medical/health problems).

#### **Release of Student Records**

The school may release student records without the written consent of the parent or the eligible student to the following:

- School officials including teachers who have been determined to have legitimate educational interest in the information;
- Other schools to which the student has transferred, upon that school’s request;
- Student or parents of student;
- In compliance with a judicial order or subpoena, parents will be notified in this case;
- Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety the student or other persons;
- An agency to whom data release is required by state statute, e.g. State Board of Corrections, state or local law enforcement officers including probation officers or

administrators, officers or employees of a county agency responsible for protective services to children when seeking information on a minor requiring investigation or supervision;

- Personal memoranda prepared by a teacher, counselor, or administrative staff member concerning observations of the staff or teachers with reference to students' personalities and behavior problems will not be exhibited to the parents/guardians or student.

### **Challenges to the Content of Records**

Parents, legal guardians, or eligible students may review a student's records to ensure accuracy. A written response to any information on the records may be submitted to the principal. Upon request, a hearing shall be conducted by the school board to resolve a dispute concerning a student's record.

### **Records of Special Education Students**

Records of special education students will be managed according to state and federal regulations and laws. The special education teacher will make this information available to parents or guardians of special education students.

## **HOMELESS STUDENTS**

### **4.40—Homeless Students**

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

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

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

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

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

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

- Continue the child's or youth's education in the school of origin for the duration of homelessness:
  - In any case in which a family becomes homeless between academic years or during an academic year; and
  - For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
- 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:

- Are:
  - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
  - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
  - Living in emergency or transitional shelters;
  - Abandoned in hospitals; or
- 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;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 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.

## **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.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

- A school-sanctioned band program;
- A school-sanctioned chorale program, vocal group, or vocalist; or
- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

## **PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE**

### **4.46—Pledge of Allegiance and Moment of Silence**

The Pledge of Allegiance shall be recited:

- During the first-class period of each school day;
- At the commencement of each school-sanctioned after-school assembly; and
- 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.

## **VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING**

### **4.48—Video Surveillance and Other Student Monitoring**

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

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near

school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

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

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

Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or student handbook; any release or viewing of such records shall be in accordance with current law. Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

## **SPECIAL EDUCATION**

### **4.49—Special Education**

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, as required under the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes.

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

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

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with

disabilities. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

## **FOSTER CHILDREN**

### **4.52—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.

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in his/her school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical. Upon notification to the District's foster care liaison by a foster child's case worker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.

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

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

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

### **Foster Child School Choice**

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is

postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

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

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

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

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

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

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

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

## **CLOSED CAMPUS**

### **4.10—Closed Campus**

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

### **Check In and Out Procedures**

Blevins School District is a closed campus. Students may not leave campus after their arrival until the end of the school day or until checked out by a person listed on their emergency/information sheet. Since every minute of the school day is planned to fulfill the school's mission, early check outs should be avoided.

- The campuses of Blevins School District are closed during lunch, which means students are not allowed to check out in order to leave campus during lunch period, and no visitors are allowed on campus during lunch period without permission from the principal or designee.
- Students will not be allowed to check out from school with any persons that are not listed on their emergency/information sheet.
- Students who leave school for any reason, including illness, must physically be checked out by a parent/guardian or any person(s) listed on their emergency/information sheet.
- Students will not be allowed to check out and walk home, to the store or gas station during school hours.
- Parents picking up their child during the school day are required to come into the front office to sign the student out and may need to show their driver's license.
- Students who drive their vehicle to school:
  - May be checked out, by a person listed on their emergency/information sheet, over the phone and/or with a note.
  - Will not be allowed to check out and leave campus during lunch period.

## **EQUIVALENCE BETWEEN SCHOOLS**

### **5.23—Equivalence Between Schools**

The Blevins School District is committed to providing a quality education for all students in each of the district's schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as a whole, are substantially comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of qualified personnel shall be equivalent between all schools in the district when compared on a *grade-span by grade-span basis, school-by-school basis*. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as:

- Changes in enrollment after the start of the school year;
- Varying costs associated with providing services to children with disabilities,
- Unexpected changes in personnel assignments occurring after the beginning of the school year;
- Expenditures on language instruction education programs and;

- Other expenditures from supplemental State or local funds consistent with the intent of Title I.

## **STUDENT PARTICIPATION IN SURVEYS**

### **5.24—Student Participation In Surveys**

**Section One:** No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

- political affiliations;
- mental and psychological problems potentially embarrassing to the student or his/her family;
- sex behavior and attitudes;
- illegal, anti-social, self-incriminating, and demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or student's parent; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

**Section Two:** No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

**Section Three:** Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10) \* days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following;

- A student's name;
- The name of the student's parent or member of the student's family;
- The address, telephone number, or email address of a student or a member of a student's family;
- A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
- Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

## **VOLUNTEERS**

### **6.4—Volunteers**

Enlisting the support of volunteers is a way the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow licensed personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

All volunteers who intend to act as head coaches or assistant coaches must:

- Be at least twenty-two (22) years of age; and
- Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be a registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

- Football;
- Basketball; and
- Track and field.

### **Background Checks for Volunteers**

For the purposes of this policy, “clear background check” means that:

- A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;
- The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks;
- The potential school volunteer’s name was not found on the Child Abuse Central Registry; and
- The Arkansas Educator Licensure System does not indicate the potential volunteer to:
  - Have a currently suspended or revoked educator’s license; or
  - Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for five years<sup>1</sup>; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

The Application for an initial background check may be made through the District administrative office. The District may charge the potential volunteer the same fee charged by the State of Arkansas for performing the check. For a volunteer who has passed his/her previous background check, the District will incur the fee charged by the State of Arkansas for performing a renewal background check.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration: the circumstance or circumstances surrounding the act or omission that lead to the conviction, Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission; the length of time that has passed without reoffending; and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required for those individuals who are required to be or who seek to become Registered Volunteers, as defined in A.C.A. § 6-22-102 et seq. In addition to volunteers wishing to participate in the registered volunteer program, clear background checks are required for.

Clear background checks for school volunteers are required prior to any volunteer service to the school district, school, teacher, or classroom, and all clear check volunteers will be issued special volunteer identification to wear prominently when performing their volunteer duties; no person may serve as a volunteer without wearing the provided identification.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three (3) years.

The District shall maintain the following information on volunteers:

- The total number, location, and duties of all volunteers;
- The total number of annual hours of service provided by volunteers; and
- Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers who are mandated reporters will be made aware of their status as mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.<sup>7</sup>

## **PARENT, FAMILY, AND COMMUNITY ENGAGEMENT-DISTRICT**

### **6.11—Parent, Family, and Community Engagement-District**

The Blevins School District understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the district shall work to:

- Involve parents, families, and the community in the development of the long-range planning of the district;
- Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
- Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;

- Explain to parents, families, and the community the State’s academic and achievement standards; State and local student assessments; how the district’s curriculum is aligned with the state’s academic standards and assessments; and how parents, families, and the community can work with the district to improve students’ academic achievement;
- Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community-based organizations to foster parent and family engagement and provide literacy and technology training to parents.
- Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
- Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
- Find ways to eliminate barriers that work to keep parents and families from being involved in their child’s education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
- Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;
- Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
- Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To ensure the continued improvement of the district’s parent, family, and community engagement program, the district will conduct an annual review of its parent, family, and community engagement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school’s Title I plan and shall be distributed to parents of the district’s students and provided, to the extent practicable, in a language the parents can understand.

## **ABSENCES**

### **4.7—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.

### **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:

- 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. *Doctor and parent notes are included in the maximum 6 days of excused absences. However, a medically documented concern can be approved, but it must be reported to the principal within five school days of the absence.*
- Death or serious illness in their immediate family;
- Observance of recognized holidays observed by the student's faith;
- Attendance at an appointment with a government agency;
- Attendance at a medical appointment;
- Exceptional circumstances with prior approval of the principal;
- Participation in an FFA, FHA, or 4-H sanctioned activity;
- Participation in the election poll workers program for high school students.
- 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.
- 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).
- Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
- Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.

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

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

**When a student has three (3) 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 four (7) 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.

## **LATE ARRIVAL/EARLY DISMISSAL**

### **Elementary**

A student must be present for 3 hours and 45 minutes of consecutive hours of instruction to be considered present for a ½ day. A student must be present for 7 ½ hours of instruction to be considered present for a full day. Parents are encouraged to schedule a student's doctor and dental appointments outside school hours. If this is not possible, parents must come to the main

office to check out a child. For the child's safety, the teacher will not release a child who has not been properly checked out through the office. Frequent late arrivals and/or early dismissals are disruptive to a child's education and are discouraged. Changes in transportation home or early pick-up from school may not occur within 30 minutes of building dismissal time, unless it is an unavoidable emergency.

### **High School**

A student absent more than 32 minutes of any period will be considered absent the entire period.

### **Senior College Day**

The following is a guideline for documentation of Senior College Day:

- Must be used to visit a college campus.
- Two trips during the school year and cannot be taken during any test week or the month of May.
- ASVAB is given on campus and may not be used as a college trip.
- Armed Services physicals or college physicals may be used in lieu of a college trip.
- A senior wishing to take a college trip(s) that meets the above requirements must also complete the following requirements at least two (2) days in advance of the proposed college trip.
- Bring a note signed by a parent/guardian stating:
  - College to be visited
  - Date of visit
  - Have the college day form signed by a college official
- Form will be filed in the Principal's office

## **MAKE-UP WORK**

### **4.8—Make-Up Work**

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

- Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
- Teachers are responsible for providing the missed assignments when asked by a returning student.
- Students are required to ask for their assignments on their first day back at school or their first-class day after their return.
- Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
- Students shall have one class day to make up their work for each class day they are absent.
- Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
- Students are responsible for turning in their make-up work without the teacher having to ask for it.

- Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
- As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for unexcused absences unless the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES. Out-of-school suspensions are unexcused absences.

Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.

In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—IMMUNIZATIONS.

## **PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION**

### **4.13—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 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 Blevins 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, 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

## **STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE**

### **4.14—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:

- 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.
- 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.
- 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.
- Prohibited media includes those that:
  - Are obscene as to minors;
  - Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, made with knowledge of their falsity or a reckless disregard of the truth;
  - Constitute an unwarranted invasion of privacy as defined by state law;
  - Suggest or urge the commission of unlawful acts on the school premises;
  - Suggest or urge the violation of lawful school regulations;
  - Attacks ethnic, religious, or racial groups; or
  - 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:

- Not contain any non-educational advertisements;
- Adhere to the restrictions regarding use of Directory Information as prescribed in Policy

- 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;
- 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:

- Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
- Be uniformly applied to all forms of non-school materials;
- Allow no interference with classes or school activities;
- Specify times, places, and manner where distribution may and may not occur; and
- Not inhibit a person’s right to accept or reject any literature distributed in accordance with the regulations.
- Students shall be responsible for the removal of excess literature that is left at the distribution point for more than five 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.

### **Freedom of Expression, Assembly and Distribution of Literature**

The Blevins School District recognizes and respects the rights of student’s self-expression; therefore, the following guidelines have been established:

- Students have the right to express themselves by speaking, writing, wearing or displaying symbols of ethnic or cultural value or through any medium of expression, except that which the administration may feel will cause substantial disruption of the school.

- Students have the right to assemble in a non-disruptive manner at a time that does not interfere with regular school activities.
- Students have the right to distribute/possess literature, except when the school administration feels that the literature will cause, or is causing, substantial disruption of school activities. All literature shall be free of obscenities, libelous statements and personal attack and shall be within the bounds of reasonable conduct.

## **INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY**

### **4.29—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:

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

#### **Internet Use and Safety**

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and

shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- Interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

### **Misuse of Internet**

The opportunity to use the District's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally, identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and 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.

### **Blevins School District Acceptable Use Policy Including Internet Safety and CIPA Requirements**

Internet access is available to students and teachers in the Blevins School District. We believe this internet access offers vast, diverse, and unique resources to students and teachers. Our goal is to promote educational excellence in schools by facilitating resources, sharing innovation, and communication.

The internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers, students, and teachers have access to:

- Email communication with people all over the world.
- Public domain software and shareware of all types.
- Discussion groups on an abundance of topics.
- Access to many university library catalogs and ERIC.

With access to computers and people all over the world also comes availability of material that may not be of educational value in the context of the school setting. Blevins School District has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial

information. Blevins School District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may obtain information that is not consistent with the educational goals of the District. Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire.

- The Blevins School District provides all internet access points with firewall protection provided by the Arkansas Department of Education.
- Online activities are monitored by the program SMART Sync to ensure appropriate online behavior.
- The Blevins School District will provide training for both students and staff on appropriate online behavior, including social networking websites and chat rooms.
- The Blevins School District will educate the students about cyberbullying awareness and the correct response by victims of this crime to ensure safe internet use by all individuals of this school district.

In general, this requires efficient, ethical, and legal utilization of the network resources. If a Blevins School District user violates any of these provisions, his or her account may be terminated and future access could be denied.

## **Internet Safety**

### **General Warning: Individual Responsibility of Parents and Users.**

All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to the person designated by the District.

### **Personal Safety**

Be safe. In using the computer network and internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information which might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you “meet” on the computer network or internet without your parent’s permission (if you are under 18). Regardless of your age, you should never agree to meet a person you have only communicated with on the internet in a secluded place or in a private setting.

### **“Hacking” and other Illegal Activities**

It is a violation of the policy to use the school’s computer network or internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

### **Confidentiality of Student Information**

Personally, identifiable information concerning students may not be disclosed or used in any way on the internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the internet, particularly credit card numbers and Social Security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

### **Active Restriction Measures**

The District, either by itself or in combination with the DIS providing internet access, will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. The District will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors. The term “harmful to minors” is defined by the Communications Act of 1934 (47 UK Section 254 [h][7], as meaning any picture, image, graphic image file, or other visual depiction that:

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

### **Children’s Internet Protection Act (CIPA)**

It is the policy of Blevins School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [PUB. L. No. 106-554 and 47 USC 254 (h)] to the best of our organization's ability.

**Definitions**-Key terms are as defined in the Children’s Internet Protection Act.

### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or “internet filters”) shall be used to block or filter the internet, or other forms of electronic communications, access to inappropriate information. Filters in place currently include M86 Filtering Software as provided by the State of Arkansas APSCN Network.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the Blevins School District online computer network when using electronic mail and other forms of

direct electronic communications. Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called “hacking”, and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

### **Supervision and Monitoring**

It shall be the responsibility of all members of the Blevins School District staff to supervise and monitor usage of the online computer network and access to the internet accordance with this policy and the Children’s Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Technology Coordinator or designated representatives.

CIPA definition of terms:

- **TECHNOLOGY PROTECTION MEASURE**-the term “technology protection measure” means a specific technology that blocks or filters internet access to visual depictions that are:
- **OBSCENE**- as that term is defined in section 1460 of Title 18, United States Code;
- **CHILD PORNOGRAPHY**-as that term is defined in section 2256 of Title 18, United States Code; or
- **HARMFUL TO MINORS**-the term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
  - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
  - Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- **SEXUAL ACT; SEXUAL CONTACT**- the terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of Title 18, United States Code.

### **Health and Wellness**

The Blevins School District Health Services is available to support health care in the educational setting as necessary. The school nurse is responsible for the following:

- Hearing and Vision Screenings for K, 1,2,4,6 and 8
- Height and Weight for all Kindergarten, K, 2nd, 4, 6th, 8th and 10th grades
- Scoliosis for 6th grade girls and 6th and 8th grade boys and girls
- Dental and Blood Pressure
- Enforcing the Arkansas Department of Health Policies and Procedures
- Training staff in first aid, ADE and CPR, Bleeding Control Measures
- Maintaining a confidential school health record on each student
- A third-party Billing Agent will be used to collect funds for vision and hearing screening services. Students name and date of screening will be disclosed to this agent. Parents must

notify the school nurse if they do not approve of this Health Insurance billing and disclosure.

## **COMMUNICABLE DISEASES AND PARASITES**

### **4.34—Communicable Diseases and Parasites**

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant *Staphylococcus aureus*), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any bloodborne, foodborne, and airborne pathogens exposures. Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

In accordance with 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up at the end of the school day. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

Each school may conduct screenings of students for human host parasites that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

## **STUDENT MEDICATIONS**

### **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 giving such medications are included in the student's IHP.

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.

### **Schedule II Medications**

Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse)<sup>1</sup> shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes only to the extent the student's doctor has specifically authorized such attendance and participation. A doctor's prescription for a student's Schedule II medication is not an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall not be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

### **Self-Administration of Medication**

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

- Self-administer either a rescue inhaler or auto-injectable epinephrine;
- Perform his/her own blood glucose checks;
- Administer insulin through the insulin delivery system the student uses;
- Treat the student's own hypoglycemia and hyperglycemia; or
- Possess on his or her person:
  - A rescue inhaler or auto-injectable epinephrine; or
  - 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:

- The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
- A written order from the student's treating physician stating that the student:
  - Is capable of completing the proper method of self-administration of the stress dose medication, and
  - Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or
- At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

### **Emergency Administration of Glucagon and Insulin**

Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

- An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
- 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:
  - The time scheduled for a dose of insulin in the student's IHP; and
  - Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

A student shall have access to a private area to perform diabetes monitoring and treatment functions as outlined in the student's IHP.

### **Emergency Administration of Epinephrine**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer auto-injector epinephrine to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from a licensed health care provider to self-administer auto-injectable epinephrine and who have written permission from their parent or guardian shall provide the school nurse an epinephrine auto-injector. This epinephrine will be used in the event the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying his/her /epinephrine auto-injector or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

#### **Emergency Administration of Albuterol**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

#### **Emergency Administration of Anti-opioid**

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

#### **Emergency Administration of Emergency Adrenal Insufficiency Medication**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

## **STUDENT ILLNESS/ACCIDENT**

### **4.36—Student Illness/Accident**

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

### **Acute Illness**

Parents of children who become ill at school will be notified to check on their child and if necessary, remove them from the educational environment. Parents will be expected to pick up children when any one or a combination of the symptoms listed below are noted.

- Temperature of 100.4 orally
- Vomiting or diarrhea
- Rash
- Suspected communicable illness
- Injury or illness requiring a doctor's evaluation
- Those noted by their teacher as unable to complete school tasks
- Head lice or nits
- Ringworm

- Conjunctivitis (Pink Eye)

Sick children should remain at home until they have been free of fever for 24 hours without the use of medication. Children who have vomited within 24 hours should not be sent to school. Any contagious disease should be cleared through a doctor or health department, or should be shown as treated and completely free of symptoms before a student returns to school.

## **PHYSICAL EXAMINATIONS OR SCREENINGS**

### **4.41—Physical Examinations or Screenings**

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 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.

## **IMMUNIZATIONS**

### **4.57—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 against:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;

- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation. The only types of proof of immunization the District will accept are immunization records provided by a:

- Licensed physician;
- Health department;
- Military service; or
- Official record from another educational institution in 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. 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:

- Proof of immunization showing the student to be fully age appropriately vaccinated;
- 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;
- A copy of a letter from ADH indicating immunity based on serologic testing; and/or
- A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.
- Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

### **Temporary Admittance**

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1<sup>st</sup> is later in the current school year than the thirty (30) days following the student’s admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above. Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician

demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

### **Exclusion From School**

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for twenty-one (21) days or longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization; and

- The percentage of a population that must receive an immunization for herd immunity to exist.

## **STUDENT ORGANIZATIONS/EQUAL ACCESS**

### **4.12—Student Organizational/Equal Access**

Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

- The meeting is to be voluntary and student initiated;
- There is no sponsorship of the meeting by the school, the government, or its agents or employees;
- The meeting must occur during non-instructional time;
- Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
- The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Fraternities, sororities, and secret societies are forbidden in the District’s schools. Membership to student organizations shall not be by a vote of the organization’s members, nor be restricted by the student’s race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

## **SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2023, 2024, AND 2025**

### **4.45—Smart Core Curriculum and Graduation Requirements for the Classes of 2023, 2024, and 2025**

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student enrolls in the district for the first time and there is not a signed waiver form in the student’s permanent record. This policy is to be included in student handbooks for grades six (6) through

twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

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

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

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph. To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

### **Graduation Requirements**

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 1 unit to graduate for a total of 23 units. The

additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

**Digital Learning Courses**

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

**Personal and Family Finance**

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

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

**English: Four (4) units** – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Oral Communications: one-half (½) unit

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

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

- 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.

**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 (½) unit

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

**Physical Education: one-half (½) unit**

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

**Health and Safety: one-half (½) unit**

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

**Fine Arts: one-half (½) unit**

**Career Focus: Six (6) units**

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

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

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

**Core: Sixteen (16) units**

**English: four (4) units** – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Oral Communications: one-half (½) 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**

- 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 (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

**Physical Education: one-half (½) unit**

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

**Health and Safety: one-half (½) unit**

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

**Fine Arts: one-half (½) unit**

**Career Focus: - Six (6) units**

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

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

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

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

**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 (7<sup>th</sup>) grade, or when a seventh (7<sup>th</sup>) through twelfth (12<sup>th</sup>) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

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

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

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

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

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

## **Graduation Requirements**

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 1 unit to graduate for a total of 23 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.<sup>7</sup> 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** – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Oral Communications: one-half (½) unit

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

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

- 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.

### **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 (½) unit

World History - one unit

American History - one unit

Other social studies – one-half (½) Unit

**Physical Education: one-half (½) unit**

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

**Health and Safety: one-half (½) unit**

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

**Fine Arts: one-half (½) unit**

**Career Focus: - Six (6) units**

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

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

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

**Core: Sixteen (16) units**

**English: four (4) units** – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Oral Communications: one-half (½) 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**

- 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
- 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.

**COMMUNITY SERVICE LEARNING**

Act 648 of 1993 was written to develop a spirit of civic engagement and volunteerism. It allows students in grades nine (9) through twelve (12) who have completed 75 hours of community service learning (CSL) to earn one (1) academic credit toward graduation.

## **PLACEMENT OF MULTIPLE BIRTH SIBLINGS**

### **4.53— Placement of Multiple Birth Siblings**

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

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

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

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

## **STUDENT ACCELERATION**

### **4.54- 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/school 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<sup>1</sup>. 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.

## **STUDENT PROMOTION AND RETENTION**

### **4.55—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.

Each time a student is assessed by use of a high-quality literacy screener, At with results 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 (8<sup>th</sup>) grade shall be notified in writing of the student's independent grade-level-equivalency in reading and, in a parent friendly manner, the student's reading progress.

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:<sup>1</sup>

- A student who has not met the third-grade reading standard as defined by the state board shall not be promoted to fourth(4<sup>th</sup>) grade unless the student has a good cause waiver. The following students may receive a good cause waiver:
- Limited English Proficiency students who have had less than three (3) years of instruction in an English language learner program;
- Students with a disability who are not eligible for the alternate assessment and who have an individualized education program or a 504 plan that reflects that the individual student:

- Has received an intensive, evidence-based literacy intervention program aligned to the science of reading for more than two (2) years; and
- Still demonstrates a need in reading proficiency or previously was retained in kindergarten, grade one (1), grade two (2), or grade three (3);
- Students who:
- Have received an intensive, evidence-based literacy intervention program aligned to the science of reading for two (2) or more years;
- Still demonstrate a need in reading proficiency and who previously were retained in kindergarten, grade one (1), grade two (2), or grade three (3);
- Have received a special education referral and a full comprehensive evaluation; and
- Have not met exceptional education criteria;
- Students who have already been retained in kindergarten, grade one (1), grade two (2), or grade three (3) for one (1) year;
- Students who can demonstrate that they are successful and independent readers and can perform at or above grade level by use of subsequent student assessments or alternative assessments; or
- Other students with necessary, justifiable good-cause exemptions identified as appropriate by the state board, in consultation with reading experts.

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:

- The building principal or designee;
- The student's teacher(s);
- School counselor;
- A 504/special education representative (if applicable); and
- 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.

The SSP for a student in kindergarten through grade three (K-3) who does not meet the reading standard As set by the state board and determined by a high-quality literacy screener or the statewide assessment shall include an individual reading plan for each student. An individual reading plan shall include:

- The student's specific, diagnosed reading skill needs, including without limitation:
- Phonemic awareness;
- Phonics decoding;
- Text reading fluency;
- Vocabulary-building strategies; and
- Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
- The goals and benchmarks for the student's growth;
- How the student's progress will be monitored and evaluated;
- The type of additional instructional services and interventions the student may receive;
- The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
- Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

All parents, legal guardians, or persons standing in loco parentis shall be notified in writing:

- Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and
- By no later than October 1 of each year, or as soon as practicable if a student's reading need is identified after October 1:
  - Of their student's eligibility to participate in the literacy tutoring grant program;
  - The process for applying for the literacy tutoring grant program; and
  - Other information provided by DESE.

For each student who does not meet the reading standard established by the state board by the end of third (3<sup>rd</sup>) grade, including students who are promoted to the fourth (4<sup>th</sup>) grade under a good cause waiver, the District, during the subsequent summer and school year, shall:

- Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- Assign the student to:
  - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
  - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
- With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or

- Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
- Provide parents, legal guardians, or persons standing in loco parentis to students with a “read-at-home” plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student’s individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
- Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student’s eligibility for a literacy tutoring grant;
- Be given priority to receive a literacy tutoring grant; and
- Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

The SSP of a student in kindergarten through grade eight (K-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall include a math intervention plan. The math intervention plan may include the:

- Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;
- Assignment to:
  - if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or
- if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:
  - With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
  - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and
  - Provision of each student with extended time on math instruction during or after school.

All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student’s math intervention plan throughout the school year.

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

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

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

- The student’s SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
- Provide a basis for counseling concerning postsecondary preparatory programs.

A student's SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student's selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student's SSP annually and to revise the student's SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

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

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

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.<sup>5</sup> Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

## **DIGITAL LEARNING COURSES**

### **5.11—Digital Learning Courses**

#### **Definitions**

For the purposes of this policy:

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

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

“Instructional Materials” means:

Traditional books, textbooks, and trade books in printed and bound form;

Activity-oriented programs that may include:

- Manipulatives;
- Hand-held calculators;
- Other hands-on materials; and
- Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

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

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually. Digital Course Offerings The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student.

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

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

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

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach. A student may elect to take any or all of his/her scheduled courses digitally. The student's attendance in the student's digital course(s) shall be determined in accordance with Policy 4.7—ABSENCES

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

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

## **COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES**

### **5.12—Computer Science Internships and Independent Studies**

#### **Internships**

The Board of Directors believes that students who intend to begin careers immediately upon high school graduation or intend to complete post-secondary training prior to starting a career can benefit from an internship experience. The desired outcomes of the District's internship program include students advancing computer science skills, sharpening soft-skills, and learning new skills while in a workplace environment. The internship program provides intense, competency-based worksite immersion in advanced computer science concepts while linking the internship participants to current resources, information, and guidance from computing professionals.

Students who wish to participate in the internship program shall submit an application to the building principal. In order for a student to be eligible to participate in the internship program, the student must have:

- Received enough credits to qualify as a junior;
- Either:
  - Have at least one (1) credit from Division of Elementary and Secondary Education (DESE) approved computer science course; or
  - Submit computer science work product that satisfactorily demonstrates the competencies expected within the (DESE) Computer Science Standards to the building principal.

The student participating in an internship program is responsible for making sure the building principal receives documentation authenticated by the student's supervisor of the hours worked by the student, proof of the student having completed projects, and regular evaluations of the student's work by the student's internship supervisor.

A student who completes a computer science internship shall receive credit for the internship as a Computer Science Flex Credit based on the amount of documented on-the-job work hours as follows:

- Half (1/2) credit for completing sixty (60) on-the-job work hours; or
- One (1) credit for completing one hundred twenty (120) on-the-job work hours.

### **Independent Studies**

A Computer Science Independent Study Program shall be designed to enrich the student's computer science educational experience. A student who desires to complete an independent study shall:

- Either:
  - Have at least one (1) credit from DESE approved computer science course; or
  - Submit computer science work product that satisfactorily demonstrates the competencies expected within the DESE Computer Science Standards to a local advisor;
- Develop an educational plan that is tied directly to extending the computer science concepts found within:
  - The most current revision of the Arkansas High School Computer Science Standards;
  - College Board AP Computer Science Principles or A; and/or
  - IB Computer Science SL or HL;
- Submit the study plan to a local advisor for approval; and
- Produce a final product for presentation.

The advisor is responsible for reviewing, monitoring, and approving the student's study plan. The study plan should include anticipated objectives that allow the advisor to evaluate the student's study progress. The student is responsible for submitting regular written reports to the advisor concerning the student's progress towards the student's independent study goals.

The student's hours of study shall be documented by the most appropriate of the following methods:

- Being assigned a class period during the instructional day that is dedicated to the student's independent study
- Using the District's system to track student time for digital courses if the student's attendance and assignments are through a digital classroom; and
- Using another hour tracking system approved by the district Superintendent that provides for accurate tracking of hours and provides safeguards against improper reporting by the student.

A student who completes a computer science independent study shall receive credit for the independent study as a Computer Science Flex Credit based on the amount of documented study hours as follows:

- Half (1/2) credit for completing sixty (60) study hours; or
- One (1) credit for completing one hundred twenty (120) study hours.

## SUMMER SCHOOL

### 1.13—Summer School

Students in kindergarten through third grade (K-3) not performing at grade level during the regular school year shall successfully participate in a summer school remediation program to be eligible for promotion to the next grade. Transportation to and from the school shall be the responsibility of the student's parent or guardian.

### High School Summer Session Credit Recovery

A student is only eligible to enroll in the summer session if the course was taken previously and the student received a failing grade.

If a summer session credit recovery program is offered through Virtual Arkansas, the following will be used as a guideline:

- Dates for the session will be determined by Virtual Arkansas.
- Students may earn up to one (1) full credit during this window of opportunity.

The summer session will be conducted differently than the traditional academic year courses. The primary differences are:

- Students will cover the required standards and frameworks for the course.
- All courses will be conducted as flex paced and are NCAA approved. Students may work at an accelerated pace that would result in their completing the course prior to the end date.
- Teachers are not required to conduct the scheduled live sessions with students. However, students may request that the teacher connect with them over Zoom if they are having difficulty with the course.
- Students must be on-campus to complete the course content.

The district will set the hours for their students. Given the three-week time-frame, to earn a .5 unit of credit, it would require a student to work on the content for 3.5 to 4 hours per day to cover the course content in the time allowed. To earn a full unit of credit, it would require a student to work on the course content 7.5 to 8 hours per day.

The district is responsible for ensuring the required materials are available to their enrolled students. As in all courses through Virtual Arkansas, we provide a numerical grade and the district/school provides the letter grade.

## HOMEWORK

### 5.14—Homework

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful.

Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

Parents shall be notified of this policy at the beginning of each school year.

## **HOMEWORK POLICY**

### **Elementary**

Homework will be assigned only as a reinforcement of a previously taught skill. Blevins School District recognizes the importance of developing good study habits and responsibility for assignments. We also recognize the importance of learning acquired by young people outside of school, through reading, extracurricular activities, play, and the need for free time to engage in these activities.

Parents can help by providing a suitable place for study, establishing a regular time to study, and giving encouragement and showing interest in their child's work.

- During the first weeks of school, each student's teacher will inform parents of the homework procedure and requirements for that grade. Assignments will consist of learning activities related to the school program and will be appropriate to the age of and ability of the students.
- Unfinished class work must be completed by the student in addition to the regular homework assignment.
- The types of homework and length will vary according to the student's grade level.
- In kindergarten through second grade homework will be minimal.
- In third through sixth grade homework should not exceed two hours.
- Special projects, such as for science or social studies, may take longer and extend over a period of time.

### **High School**

Teachers will assign appropriate homework to aid the students in achieving the goals and objectives of each course. Homework can provide practice and drill that reinforces classroom learning and can provide opportunities for independent study, research, and creative thinking.

Students will be expected to complete their assigned homework for each class, regardless of scheduled load. Parents shall be responsible for their children's independent study that is necessary to meet class requirements.

## **GRADING**

### **5.15—Grading**

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

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

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

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

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

The grading scale for all 9<sup>th</sup>-12<sup>th</sup> grade students in the district shall be as follows:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

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

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

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

thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus, the final grade would be  $(0.25 \times 83) + (0.75 \times 75) = 77\%$ .

## STANDARDS BASED REPORT CARDS

Students in K-8th grade will be provided standards based report cards instead of the traditional report cards that contain letter grades. This type of report card will give parents descriptive feedback about their student's progress in meeting grade-level standards. The grading scale will be:

- 4(A) **Exceeding:** Demonstrates academically superior skills, proficiency above grade level work and advanced knowledge.
- 3(B) **Ready:** Has proficient understanding of the subject area and meets grade level essential standards.
- 2(C) **Close:** Has a basic understanding of essential standards and partially meets grade level essential standards.
- 1(D) **In Need of Support:** Has a minimal understanding of the subject area and is not making progress toward grade level essential standards.

## CLASSIFICATION OF STUDENTS

A student will advance from one grade to the next in accordance with the completion of required courses and the earning of sufficient credits. Classification will be set at the beginning of school, and will not change during the school year.

### Minimum Requirements

5.5 Credits 10th Grade  
11.0 Credits 11th Grade  
16.0 Credits 12th Grade

## COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

### 5.16—Computer Science Course Prerequisites and Progression

#### Traditional Progression

A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

#### Alternative Progression

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:

- The student's grade point average;

- Recommendation from the student’s teacher(s);
- Completion of computer science internships or independent studies;
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.

## **HONOR ROLL AND HONOR GRADUATES HONOR ROLL**

### **5.17—Honor Roll and Honor Graduates Honor Roll**

Students in grades K-6 who maintain a 3.0 grade point average (GPA) for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

Students in grades 7-12 who participate in the Smart Core Curriculum and maintain a 3.5 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

### **Honor Graduates**

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the Higher Education Coordinating Board and the State Board of Education and have a cumulative GPA of 3.5 will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

### **Valedictorian and Salutatorian**

The honor student with the highest GPA and who has been enrolled in public school in grades 9 through 12 and in Blevins High School for his/her entire senior year shall serve as the valedictorian of his/her graduating class. Students who finished their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year enrolled in a high school which has been closed due to consolidation/annexation with the Blevins District shall be selected valedictorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in Blevins High School. Their selection shall be separate from and in addition to selection of the valedictorian from non-consolidated/annexed students enrolled in Blevins High School.

The honor student with the second highest GPA and who has been enrolled in public school in grades 9 through 12 and in Blevins High School for his/her entire senior year shall serve as the salutatorian of his/her graduating class. Students who finished their 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade year enrolled in a high school which has been closed due to consolidation/annexation with the Blevins School District shall be selected salutatorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in Blevins High School. Their selection shall be separate from and in addition to selection of the salutatorian from non-consolidated/annexed students enrolled in Blevins High School.

Parents or guardians of a student, or a student eighteen (18) years of age or older, who choose to not have the student publicly identified as an honor roll or honor graduate student must submit a written request that the student not be so identified.

Exchange students are not eligible for this honor.

## **ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES**

### **5.21—Advanced Placement, International Baccalaureate, and Honors Courses**

Students in grades 7-12 who take advanced placement (AP) courses; International Baccalaureate (IB) courses; honors or concurrent credit college courses; or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) shall be graded according to the following schedule:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course:

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course. "Honors Courses" are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation.

Students who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses; and other courses approved by DESE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

## **GIFTED AND TALENTED PROGRAM**

The Gifted and Talented Program of Blevins School District is committed to the intellectual and creative development of students to their fullest potential. The curriculum is designed to challenge the students, foster creativity, and promote the growth of problem-solving skills. Emphasis is also placed on the development of leadership skills. Referrals of potential candidates for the program may be made at any time. Referred students are evaluated in the area of: achievement, intellectual ability, creativity, and leadership. Final selection is made by a committee of administrators, counselors, teachers, and the GT Coordinator. All students who are in grades K-3 will receive planned whole group enrichment for the purpose of pre-identification screening for the gifted program. This enrichment is delivered by the GT facilitator once per week.

Gifted and talented students in grades 4-6 will receive direct instruction from the GT facilitator in a resource room pull-out class. They will have the opportunity to work at their level of abilities and in the area of their interest or talent. Gifted and talented students in grades 7-12 have the opportunity to participate in the Advanced Placement and Pre-Advanced Placement programs.

## **CONCURRENT CREDIT**

### **5.22—Concurrent Credit**

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

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

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

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

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

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

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District.<sup>2</sup> Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced-price meals are responsible for any and all costs associated with concurrent credit courses.

### **AWARD OF DIPLOMA**

The award of the high school diploma will not be made until all graduation requirements are met and all accounts must be paid in full.

During the graduation ceremony, diplomas will be handed to the graduate by their district employee of choice.

### **DROPPING AND CHANGING COURSES-HIGH SCHOOL**

After one (1) week of a semester, students will not be allowed to change or drop courses with the exception to drop from a more rigorous course to a less rigorous course in the same content area. After four (4) weeks of a semester, students who drop a course will receive a failing grade (F) for that semester which may affect eligibility in student organizations and/or extracurricular activities. The drop policy also applies to college courses taken during the school day.

### **EARLY GRADUATION**

When a student is within one year of completing the District's graduation requirements and the student wishes to graduate early, he/she must submit a written request, signed by the parent/guardian, for early graduation to the high school principal. If the student requests to graduate at the end of the sixth semester of high school, the request must be made prior to the beginning of the fifth semester. If the students wish to graduate at the end of the seventh semester, the request must be made prior to the beginning of the sixth semester.

A plan for early graduation will be reviewed in a conference to include the student, counselor, parents/guardians, and the high school principal. If it is determined that the student can complete the requirements for high school graduation early, then he/she will be permitted to do so, with signed parent consent if the student is a minor.

If the student is granted early graduation, they will participate in all activities (homecoming, class meetings, prom, etc.) for their current grade with the exception of any activities associated with graduation.

## **GRADUATION DRESS**

Gentlemen are expected to wear a white shirt with collar, black tie, dark pants, and dark shoes. Ladies must wear a solid-colored (no design/pattern) dress or slacks under their graduation gowns (unless no part of the dress is visible beneath the gown) and black shoes.

Graduates will not be allowed to have anything on their cap or gown. Any graduate that has altered their cap or gown will not be able to participate in the graduation ceremony.

Graduates will not be allowed to wear sunglasses or any other items that are not part of the formal graduation attire.

## **GRADUATION REHEARSAL**

Seniors not able to attend graduation rehearsal must have prior approval by administration before they will be allowed to participate in graduation.

## **PARTICIPATION IN GRADUATION CEREMONY**

In order to be a participant in the graduation ceremony, the student must be within one unit of completing the graduation requirements and must have enrolled in and paid the tuition, if applicable, for the one-half or one unit to be taken in summer school (or, alternately, in another approved credit-earning program). All high school students and their parents will be informed in writing of this expectation when course lists and graduation requirements are published for the spring registration process.

The principal or designee will make a determination of potential graduates at the end of the junior year and each quarter of the students' senior year and inform students and their parents immediately if it is determined that the student is in danger of not graduating. Such students will be advised of all the appropriate credit-earning options, including, but not limited to, summer programs, credit recovery, correspondence courses, online courses, and concurrent credit.

## **PARTICIPATION IN GRADUATION CEREMONY AFTER SIX SEMESTERS**

If after six semesters, the student lacks one-half or one unit of credit to complete the requirements for graduation and has complied with the requirements of early graduation, he/she will be allowed to participate in the graduation ceremony, provided that the additional one-half or one unit can be earned in summer school, concurrent credit, or through completion of correspondence or another form of approved distance learning courses.

## **PARTICIPATION IN GRADUATION CEREMONY AFTER SEVEN SEMESTERS**

If the student has completed the credits required for graduation after seven semesters and has complied with the requirements for early graduation, the student may participate in the graduation ceremony at the end of the eighth semester with the other students in the graduating class. All records completed at the end of the student's seventh semester will be used for calculating class rank and honors. All arrangements for participation in the graduation ceremony, such as acquiring the cap and gown, invitations, etc. are the responsibility of the student.

### **SEMESTER TESTS/FINAL EXAMS**

A student will be considered exempt from taking final exams if the following qualifications have been met per semester:

- A student does not exceed more than 3 absences per semester in a class.
- A student has not exceeded more than 2 tardies per semester.
- A student has not received any detention, Friday school, or suspensions during the semester.
- A student must have a grade of B or higher in each course.

### **SPELLING BEE**

Students must be school winners before they can be participants at the county spelling bee.

### **EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS**

#### **4.56—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.

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

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

### **Extracurricular Eligibility**

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted). Additionally, a student’s participation in, and the District’s operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

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

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

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

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

### **Interscholastic Activities**

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

## **ACADEMIC REQUIREMENTS: JUNIOR HIGH**

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

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

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

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of 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:

- Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
- 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 a 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.

### **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.

### **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).

## **EXTRACURRICULAR ACTIVITY PARTICIPATION**

In order for students to participate in extracurricular activities they must comply with the following guidelines:

- Students must have a “C” average or better.
- Students must have lunch/library charges paid for.
- Students cannot participate if serving out of school suspension.
- Students must show positive sportsmanship qualities.
- Students cannot participate if unexcused absences exceed seven (7) in a semester.

Students must have a note or a call to the office from parents/guardians in order to stay after school for ball practice, ball games, or to go home with another student or person.

A student must be at school for one half of the day, on the day of an activity, to participate in after school activities. The principal may grant an exception for some types of excused absences that may be beyond the control of the student.

## **EXTRACURRICULAR ACTIVITIES - ELEMENTARY**

### **4.56.1—Extracurricular Activities-Elementary**

#### **Definitions**

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

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

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

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

### **Extracurricular Eligibility**

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments or other similar events excepted with approval of the Superintendent). All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school’s administration, the student’s participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.

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

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

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

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.

## **EXTRACURRICULAR ACTIVITY PARTICIPATION**

In order for students to participate in extracurricular activities they must comply with the following guidelines:

- Students must have a “C” average or better.
- Students must have lunch/library charges paid for.
- Students cannot participate if serving out of school suspension.
- Students must show positive sportsmanship qualities.
- Students cannot participate if unexcused absences exceed seven (7) in a semester.

Students must have a note or a call to the office from parents/guardians in order to stay after school for ball practice, ball games, or to go home with another student or person.

A student must be at school for one half of the day, on the day of an activity, to participate in after school activities. The principal may grant an exception for some types of excused absences that may be beyond the control of the student.

## **EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS**

### **4.56.2—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 school’s subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

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

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

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

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic 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 30<sup>th</sup> percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

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

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

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

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

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

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

- Immediately upon being approved for participation for all interscholastic activities other than athletic activities; and

- One (1) calendar year after being approved to participate in interscholastic activities that are athletic activities unless the approval is prior to July 1 of the school year the student would have been enrolled in seventh (7<sup>th</sup>) grade if the student were enrolled in public school.

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

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

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

#### **Discipline During Extracurricular Activity**

Coaches and/or sponsors are responsible for maintaining discipline among student participants in activities they coach and/or sponsor. In addition, the coach and/or sponsor may have rules and impose discipline not included in this student handbook, but approved by the school administration and athletic director.

- Coaches and/or sponsors must provide student participants with a written code of conduct. The student's parent/guardian (s) will be given a copy of the code of conduct, and a signed parent/guardian (s) form will be maintained by the sponsor.
- When a coach and/or sponsor is considering excluding a student from participation, **all previously established due process procedures must be followed.**

#### **Interscholastic Athletics, Cheerleading, Drill Team and Pep Club**

The athletic director, principal and superintendent are responsible for designating the coaches and sponsors of athletic teams and spirit groups.

- Schools will follow rules and regulations of the Arkansas Activities Association.

### **PHYSICAL EXAMINATIONS**

The student must have a consent form signed by the parent/guardian(s), along with the physical form signed by a physician, on file at the Athletic Director's office and at the school site with the coach.

It is mandatory that all students trying out or participating in Athletics (interscholastic sports) have a physical exam before any activity occurs. It is the parent/guardian(s) responsibility to see this is provided.

## **TRANSFER OF A STUDENT FROM JUNIOR HIGH ATHLETICS TO SENIOR HIGH ATHLETICS**

- **Required transfer due to eligibility rules set by the Arkansas Activities Association**  
A 9th grade student may move up from junior high athletics to senior high athletics if athletic eligibility has run out for junior high athletics by Arkansas Activities Association rules or at the end of the junior high season. However, this move cannot interfere with the academic plan that the student has chosen to participate in. The student must complete academic requirements established by the Blevins Board of Education first and participate in the senior high athletic program as an extracurricular activity until all academic requirements are completed.
- **Voluntary**  
The parent/guardian of a 9th grade student may request for their child to move up in athletics by submitting a written letter to the Superintendent. A plan in conjunction with the high school counselor, and basketball coach must be submitted with the parent request. However, this move cannot interfere with the academic plan the student has chosen to participate in. The student must complete academic requirements established by the Blevins School Board of Education first and participate in the senior high athletic program as an extracurricular activity until all academic requirements are completed.

## **ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME-SCHOOLED STUDENTS**

### **4.59—Academic Course Attendance by Private School and Home-Schooled Students**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SCHOOL MEAL MODIFICATIONS

### 4.50—School Meal Modifications

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

- Physicians, including those licensed by:
  - The Arkansas State Medical Board;
  - The Arkansas State Board of Chiropractic Examiners (Chiropractors);
  - The Arkansas Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
- Physician Assistants (PAs who work in collaborative practice with a physician); and
- Dentists.

The medical statement should include:

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

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

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

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

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

## FOOD SERVICE PREPAYMENT

### 4.51—Food Service Prepayment

## **Meal Charges**

The district does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment at the building office;
- 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
- 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.

## **SCHOOL MEAL PRICES**

### **Student- Breakfast**

Paid	\$3.00
Reduced	\$0.40

### **Student- Lunch**

Paid	\$4.65
Reduced	\$0.40

### **Staff and Visitor**

Breakfast	\$3.00
Lunch	\$4.65

## **FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA**

### **4.58—Food Sharing and its Removal From Food Service Area**

### **Food Sharing Table**

In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have in the district cafeteria a food sharing table located at the end of the service line. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:

- Raw whole fruit traditionally eaten without the peel (e.g. bananas and oranges);
- Raw whole fruit traditionally eaten with the peel provided the fruit is wrapped to prevent contamination (e.g. apples and grapes);
- Raw whole vegetables provided the vegetable is wrapped to prevent contamination (e.g. carrot sticks);
- Milk; and
- Juice

Fruit and vegetables to be shared are to be placed into a designated container on the table.<sup>3</sup> Milk and juice to be shared are to be placed in an ice-filled cooler. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the table to place an item for sharing after the student has left the service line.

At all times, the sharing table will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no item may remain on the table for longer than four (4) hours.

### **Removing Food Items From the Food Service Area**

At the end of the meal period, a student may leave the cafeteria with up to two whole fruit or whole vegetable food items. Students may not remove from the cafeteria milk, juice, or any other item requiring a temperature-controlled environment.

Except for food service workers as required by their job duties, District employees may only remove school provided food items from the food service area when required by a 504 plan or a student's IEP.

## **STUDENT DISCIPLINE**

### **4.17—Student Discipline**

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

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

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to: a felony or an act that would be considered a felony if committed by an adult; an assault or battery; drug law violations; or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.<sup>1</sup>

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 Blevins School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

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

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

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

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

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

## **TEACHER'S REMOVAL OF STUDENT FROM CLASSROOM**

### **3.49-Teacher's Removal of Student From Classroom**

A teacher may remove a student from class whose behavior the teacher has documented to be repeatedly interfering with the teacher's ability to teach the students in the class or whose behavior is unruly, disruptive or abusive that it interferes with the ability of the student's other classmates to learn. Students who have been removed from their classroom by a teacher shall be sent to the principals or principal's designee's office for appropriate discipline.

The teacher's principal or the principal's designee may:

- Place the student into another appropriate classroom;
- Place the student into in-school suspension;
- Return the student to the class; or
- Take other appropriate action consistent with the District's student discipline policies and state and federal law.

If a teacher removes a student from class two (2) times during any nine-week grading period, the principal or the principal's designee may not return the student to the teacher's class unless a conference has been held for the purpose of determining the cause of the problem and possible solutions. The conference is to be held with the following individuals present:

- The principal or the principal's designee;
- The teacher;
- The school counselor;
- The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and
- The student, if appropriate

However, the failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference does not prevent any action from being taken as a result of conference.

## **DISCIPLINE FOR CHILDREN WITH DISABILITIES**

### **Removal of a Child with Disabilities for Ten School Days or Less**

When misconduct appears, or in the case of a child whose behavior impedes his or her learning or that of others, the Individual Education Plan team will consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

Educational services will not be continued during the removal of a child with a disability from his or her educational placement for ten school days or less.

### **Removal of a Child with Disabilities from His or her Current Educational Placement for More Than Ten School Days in a Given School Year**

- A manifestation of determination must be made.
- A functional behavioral assessment will be conducted if not previously done.
- The school district may seek to obtain a court order to remove any student disability from school or to change the student's current educational placement if the school district

believes that maintaining the student in the current educational placement is substantially likely to result in unjust to the student or to others.

- The school district may ask a hearing officer to move children with disabilities to an interim alternative educational setting for up to 45 days if they are substantially likely to injure themselves or others in their current placement.

## **STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT**

### **4.60—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;
- 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 an FBA;

- A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
- A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
- A plan for managing a crisis situation;
- A system to collect, analyze, and evaluate data about the student;
- The school personnel, resources, and training needed before implementation of the BIP; and
- The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to himself or herself or others.

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from recurring after 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
- Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:

- Occurs within the context of data-based problem-solving and involves:
- The review of existing records and other sources of information;
- Diagnostic or historical interviews;
- Structured academic or behavioral observations; and
- Authentic, criterion-referenced, or norm-referenced tests; and
- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

"Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

"Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

"Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

"Positive behavioral support" means the application of behavior analysis that:

- Is used to achieve socially important behavior change;
- Occurs at the;
- Prevention level for all students in a school;
- Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
- Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and Involves a planned and collaborative school-wide approach that is implemented with a goal:
  - Of establishing a positive and supportive school environment that:
  - Teaches and reinforces prosocial behavior in a student;
  - Holds a student positively accountable for meeting an established behavioral expectation; and
  - Maintains a level of consistency throughout the implementation process; and
  - That is accomplished by using positive behavioral programs, strategies, or approaches.

"Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

"Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

"Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

### **Positive Behavioral Supports**

The District shall implement positive behavioral supports to be used at the:

- Prevention level for each student in a school;
- Strategic intervention level for a student who is not responding, from a social, emotional, or 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.

The District's positive behavioral support shall include:

- The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- Holding a student positively accountable for meeting an established behavioral expectation;
- Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- 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 multi-tiered 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:

- A student has the right to be treated with dignity;
- A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
- 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;
- Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and

- 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 an 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:

- Work with the teachers of a student to complete an FBA of the student and an assessment of any problematic situations involving the student;
- 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
- Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

### **Physical Restraint**

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- Use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- Continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
  - To punish or discipline the student;
  - To coerce the student;
  - To force the student to comply;
  - To retaliate against the student;
  - To replace the use of an appropriate educational or behavioral support;
  - As a routine safety measure;
  - As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
  - As a convenience for school personnel; or
  - To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;

Physical restraint that is life-threatening or medically contraindicated; or Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if

additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's problem-solving and intervention team;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student. Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

### **Reports and Debriefing**

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

School personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

- Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
- Be maintained in the student's education record; and
- Be provided to the student's parent within one (1) school day of the completion of the report.
- A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:
  - A member of school personnel who was present during the incident;
  - 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;
  - A school administrator; and
  - 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:

- Consider relevant information in the student's education record, including without limitation:
  - The concerns of the student's parent;
  - The student's social and medical history
  - The student's FBA, if one exists; and
  - The student's BIP, if one exists;
- Consider relevant information from the teachers, parents, and other District professionals;
- Discuss whether positive behavior supports were appropriately implemented;
- Discuss the duration and frequency of the use of physical restraint on the student;
- Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
- Consider whether additional intervention and support is necessary for the student;
- Consider whether additional intervention and support is necessary for school personnel; and
- Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
  - The student;
  - The student's parent; and
  - Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

## **PROHIBITED CONDUCT**

### **4.18—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 and are hereby prohibited by the Board. Prohibited behaviors include, but shall not be limited to the following:

- Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
- Disruptive behavior that interferes with orderly school operations;
- Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
- Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
- Possession or use of tobacco in any form on any property owned or leased by any public school;
- Willfully or intentionally damaging, destroying, or stealing school property;
- 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;
- 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;
- Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
- Inappropriate public displays of affection;
- Cheating, copying, or claiming another person's work to be his/her own;
- Gambling;
- Inappropriate student dress;
- Use of vulgar, profane, or obscene language or gestures;
- Truancy;
- Excessive tardiness;
- 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;
- 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;
- Hazing, or aiding in the hazing of another student;
- 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;
- Sexual harassment;
- Bullying;
- Operating a vehicle on school grounds while using a wireless communication device; and
- 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.

## **CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY**

#### **4.19—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.

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.

### **LUNCH DETENTION**

Lunch detention will be held during the student's lunch period. Students assigned to lunch detention will receive lunch in the classroom. Talking to or disrupting other students while in detention will result in extra days of lunch detention.

After eight days of lunch detentions have accumulated in a semester, the student will be assigned another form of discipline.

### **FRIDAY SCHOOL**

Friday School Suspension is an on-campus educational setting provided as an alternative to Out of School Suspension (OSS) or In-School Suspension (ISS). Students assigned Friday School will be assigned regular classroom work under the supervision of a staff member. Students are responsible for obtaining work assignments from their teachers on the Thursday before Friday School begins. Friday School work will count as part of the student's class grade, and the student is to hand in the work to their classroom teachers on the Monday following the Saturday Friday School.

Students will report to the designated area prior to 8:00 a.m. and remain until noon, and follow all rules and regulations for Friday School. The doors are locked at 8:00 according to the staff member's time, so it is highly suggested to arrive 5-10 minutes early. Students who fail to report to Friday School or are late will attend Friday School the next time it is held. Any further missing of Friday School will be dealt with at the administrator's discretion.

Any student showing up late, or without sufficient work, will be turned away. It will be up to the discretion of the building administrator whether to suspend or add to the number of days that the student must attend Friday School Suspension.

## **IN-SCHOOL SUSPENSION**

- Students assigned to in-school suspension (ISS) must be in attendance for the entire day in order for that day to count as one day of ISS. Leaving early will cause the student to repeat the day of ISS.
- Students assigned to ISS will report to the high school office by 7:40am (on each day of suspension) with pencil, paper, Chromebook and charger, and all other necessary materials. Students without these items will not be admitted into the ISS room.
- No visitors are allowed at any time.
- Students are not allowed to disrupt ISS in any way.
- Students are not allowed to sleep.
- Students serving ISS shall be treated as if they were present at school. Students in ISS will NOT be allowed to participate in extracurricular activities during the time they are serving ISS.
- Students will not be able to leave ISS early for activities, sporting events, etc. Students who do not comply with ISS rules will be returned to ISS the next day and each succeeding day until the student has properly served the assigned days of ISS in accordance with this policy.

If a student's behavior requires removal from ISS, the student will be sent home for the remainder of the day and will be back in ISS until the assigned day has been served.

An in-person or phone parent conference will be required for the student to be readmitted to ISS.

After a student has completed the assigned work from the ISS director or classroom teachers, the ISS director will give the student additional remediation work to complete. A student may also elect to bring other schoolwork or a library book to read (magazines, newspapers, etc. will not be allowed).

Work assigned by the ISS director is to be completed and turned in at the end of the day. Work assigned by the teachers must be completed first. The ISS day is to be a full day of work. It is a day of discipline.

Failure to abide by any of these rules will result in the student being sent home. No credit will be given for any day in which the student is dismissed from ISS for any reason. A student who is dismissed from ISS for disciplinary reasons will be suspended (OSS) for any subsequent violation of school rules.

## **SUSPENSION FROM SCHOOL**

### **4.30—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 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:

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

Out-of-school suspension (OSS) shall not be used to discipline a student in kindergarten through fifth (5<sup>th</sup>) grade unless the student's behavior:

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

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:

- The student shall be given written notice or advised orally of the charges against him/her;
- 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
- 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.
- 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.

## **EXPULSION**

### **4.31—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 (5<sup>th</sup>) grade unless the student's behavior:

- Poses a physical risk to himself or herself or to others;
- Causes a serious disruption that cannot be addressed through other means; or
- 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 include statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted; however, any member of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

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

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

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

## **CORPORAL PUNISHMENT**

### **4.39-Corporal Punishment**

The Blevins 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 is to be administered to a student as one of the last means of correction. Corporal punishment will be administered using the following guidelines:

- Refusal to take corporal punishment will result in automatic suspension.
- A written report will be filed with the principal's office when corporal punishment is administered. The report will include: 1) the rule violations, 2) the witness signature, 3) the signature of the person administering the punishment and 4) other methods used to solve this behavior.
- Parents, who choose not to have corporal punishment administered to their child, must deliver such request in writing to the principal's office at the beginning of each school year. If a situation warrants corporal punishment, in this case, the student may receive a three (3) day suspension.

### **PERSISTENT DISREGARD FOR SCHOOL RULES**

A student who persists in acts of misconduct after reasonable efforts have been made by the school to modify the student's behavior shall be recommended for placement in ALE or expulsion.

### **MINIMUM AND MAXIMUM DISCIPLINE PENALTIES**

The Blevins School District's discipline penalties will range from a verbal warning to a recommendation of expulsion depending on the offense.

### **STUDENT VEHICLES**

#### **4.33—Students' Vehicles**

A student who has presented a valid driver's license and proof of insurance to the appropriate office personnel, may drive his/her vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

Students are not permitted to loiter in parking areas and are not to return to their vehicles during the school day for any reason unless given permission to do so by school personnel.

It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by District policy found in their vehicle. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle.

Student vehicle parking is provided in the parking lot by the gym. Students driving to school are to follow these instructions:

- All student drivers will be required to verify liability insurance and a valid driver's license.
- Obey all traffic laws and regulations.
- Leave cars parked from the time of arrival until school is dismissed, or until the student leaves school.
- Students are not allowed to sit in parked cars or be in the parking lot before school starts, during lunch break, or at any other time during the school day.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 5 Days of driving privileges suspended
- 2<sup>nd</sup> Violation: Driving privileges suspended for the remainder of the semester

It is illegal to pass a stopped school bus whenever its red lights are flashing, when students are present. Any student that passes a stopped school bus with its red lights flashing, while on campus, will lose driving privileges and law enforcement will be contacted.

### **LEVEL I OFFENSES**

Level I offenses are considered minor in nature. These are school rules with which teachers deal with almost daily. These were designed to give teachers individual input and to allow for a degree of professional judgement. Teachers may use one or more of the options listed but only after a careful assessment of all circumstances, including the nature, frequency, and severity of the offense.

### **BEHAVIOR NOT COVERED**

Blevins School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the school, even though such behavior is not covered specifically in this handbook.

### **PLAYGROUND BEHAVIOR**

#### **Elementary**

Students will be expected to observe the following rules when on the playground:

- Follow the directions of all school personnel; Play in the assigned areas;
- Use play equipment properly;
- Keep hands and feet to oneself;

- Do not throw harmful objects such as rocks, sticks, pinecones, etc....;
- Karate, kicking, wrestling, “play fighting”, are prohibited;
- Put your trash in the trash can;
- Balls should only be kicked in the field, not under the trees.

### CONSEQUENCES

- Minimum: Office referral
- Maximum: In-school suspension

## INAPPROPRIATE USE OF TECHNOLOGY/COMPUTERS

### 4.29—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:

taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

#### **Internet Use and Safety**

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety

and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- Interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

### **Misuse of Internet**

The opportunity to use the District's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally, identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and 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.

The use of computers to access, store or distribute obscene, pornographic or inappropriately suggestive material is prohibited. Users who violate this policy and regulations are subject to loss of network privileges as well as other disciplinary actions. Any student who finds inappropriate material on a computer or internet site is to immediately inform the teacher.

### **CONSEQUENCES**

- Minimum: In-school suspension
- Maximum: Out of school suspension

### **TARDIES**

A student is tardy when he\she fails to be in the classroom or assigned area by the time the tardy bell stops ringing. Tardies will accumulate on a semester basis rather than on a nine-week basis. Teachers will record all tardies for students in their classes. The tardy policy becomes effective one week after the opening of each school year to allow students time to learn their schedules.

### **4.9—Tardies**

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

### **Elementary**

- A student must be present for 7 ½ hours of instruction to be considered present for a full day.
- A student must be present for 3 hours and 45 minutes consecutive hours of instruction to be considered present for a ½ day.
- Doctor's excuses are the only excused tardies.
- Two tardies equal an absence.

The office will send home notice when a child has 6 tardies during each semester.

Parents will need to sign their child in if they arrive at school after 7:40am. Parents must sign their child out if they are leaving school early.

### **High School**

- Students who arrive after 7:40am will report directly to the office.
- Teachers will report tardies to the building office.
- A student is considered tardy if he/she is not in their assigned location, as specified by their teachers, when the tardy bell rings.
- All tardies are cumulative per semester.
- A student absent ½ of any period will be considered absent the entire period.
- Doctor's excuses are the only excused tardies.

### **CONSEQUENCES**

- 1<sup>st</sup> Tardy: 1 Day lunch detention
- 2<sup>nd</sup> Tardy: 2 Days lunch detention
- 3<sup>rd</sup> Tardy: 1 Day in-school suspension
- 4<sup>th</sup> Tardy: 2 Days in-school suspensions
- 5<sup>th</sup> Tardy: 3 Days in-school suspension
- 6<sup>th</sup> Tardy: 4 Days in-school suspension

Two tardies equal an absence.

### **LEVEL II OFFENSES**

These are offenses that are more severe than those in Level I. The behavior interferes with the learning of others. An increased number of corrective actions will be implemented and an administrator will be included in these actions.

### **INAPPROPRIATE PHYSICAL CONTACT**

Inappropriate physical contact is considered affectionate touching that is not appropriate for school. For example, but not limited to, hand holding, arms around one another, hugging.

### **CONSEQUENCES**

#### **Elementary**

- 1<sup>st</sup> Violation: Administrator and student conference
- 2<sup>nd</sup> Violation: 2 Days of lunch detention
- 3<sup>rd</sup> Violation: 3 Days of in-school suspension

#### **High School**

- 1<sup>st</sup> Violation: 3 Days of lunch detention
- 2<sup>nd</sup> Violation: Administrator and student conference
  - 1 Day of In-School Suspension
- 3<sup>rd</sup> Violation: 3 Days of in-school suspension

### **HORSEPLAY/MINOR ALTERCATIONS**

Horseplay is defined as the act of pushing, grabbing, patting, etc. another child playfully and with care not to harm the recipient of the physical conduct and where no injury occurs. Horseplay is forbidden because it can result in accidental injury or hurt feelings that lead to minor altercations and/or fights. All participants engaged in horseplay and/or minor altercations will be disciplined according to the degree of involvement of each student.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 2 Days of lunch detention
- 2<sup>nd</sup> Violation: 3 Days of in-school suspension
- 3<sup>rd</sup> Violation: 3 Days of out-of-school suspension

### **DRESS CODE**

#### **4.25—Student Dress and Grooming**

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

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however, to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

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

The following guidelines are to be used in determining appropriate dress and grooming in the school environment:

- Dress and grooming are to be in keeping with health, safety, and sanitary practices.
- Students may not wear clothing or hairstyles that can be hazardous in educational activities such as lab, shop, physical education or art classes.
- Shoes must be worn as required by law. slippers, heels (skate shoes) and similar footwear are inappropriate for school and are not to be worn.
- Clothing and accessories are not to substantially disrupt the education process.
- Students are not to wear clothing, buttons, patches, jewelry or any other items with words, phrases, symbols, pictures or signs that are indecent, profane, suggestive, inflammatory or that have negative overtones that appear to be derogatory or discriminatory.
- Students are not to wear suggestive or revealing clothing that diverts attention from the learning process.
- Students are not to wear sunglasses, caps, or hats in the building. Students are not to wear clothing, outerwear, pins, symbols or insignia of prohibited organizations or street gangs while at school or at any school-related activity.
- Act 835 – Act 835 requires school districts to prohibit the wearing of clothing that exposes underwear, buttocks, or the breast of a female.
- Students are prohibited from wearing the following while on the grounds of a public school during the regular school day and at school sponsored activities and events:
  - No tank tops or underwear as outerwear garments;
  - Any tops (halter, spaghetti straps, tank tops, muscle shirts, undershirts, etc.) which reveal the upper body. All tops will have a sleeve. No capped sleeves. Tops that are cut too low in front (too revealing) are prohibited. No skin should be visible between the waistband of the pants and the bottom of the shirt;
  - Shirts that show bare midriffs in full range of motion;
  - No see-through blouses and/or shirts;
  - No shorts or skirts more than four (4) inches above the knee;
  - Any clothing with holes above the knee which shows bare skin;
  - If leggings, yoga pants, or other form fitting lower garments are worn, tops must be worn and be no more than four (4) inches above the knee;
  - No spandex, biking shorts, jogging shorts, swim trunks, and other styles of an extreme nature;
  - No pajamas, sleepwear or lounge pants;
  - No house shoes;
  - No clothing with negative overtones that appear to be derogatory or discriminatory;
  - No clothing or accessories that are profane, suggestive or inflammatory;
  - No disruptive jewelry and/or clothing accessories;
  - No disruptive jewelry and/or clothing accessories that could be used as a weapon;
  - No shirts or blouses tied at the midriff, clothing with bare midriff, or not properly fastened;
  - No clothing or accessories of prohibited organizations or street gangs;
  - No pants that fall/sag below the waistline;
  - No bandanas, Do-Rags or hair bonnets;

- No head coverings (unless for religious reasons); and/or for the purposes of cultural/ethnic celebrations;
- No caps, hats, or toboggans (these items will be confiscated by school personnel and returned only to a parent);
- No hoodies are to be worn inside the buildings;
- No combs or hair picks to be worn in the hair;
- No headgear of any kind at any time in the buildings or hallways, including solid color bandannas, head rags, headbands (except those with elastic used to hold hair in place), or towels of any type.
- No disruptive hair;
- No painted faces;
- No blankets;
- No shoes with wheels;
- No clothing that exposes underwear, buttocks or clothing worn as undergarments;
- Any clothing which mentions or alludes to the use of alcoholic beverages, tobacco products, drugs, sex or weapons, obscenities, or words with double messages or vulgar language; or which harasses any population.
- No exposed obscene tattoos or body drawings.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: Parent notified and must bring approved clothing to school or given school-issued clothing
- 2<sup>nd</sup> Violation: Parent notified and must bring approved clothing to school or given school-issued clothing and assigned to 1-day ISS
- 3<sup>rd</sup> Violation: Up to 3 days home suspension.

Students, without transportation home or if parents are unable to bring approved clothing to school, will be taken to in-school suspension for the remainder of the school day.

### **ACADEMIC DISHONESTY**

Any student involved in an act of academic dishonesty (cheating, plagiarism, or other attempts of deception involving academic grades) will face disciplinary action. This includes both the student who is attempting to benefit from this deception and any student who is involved in aiding this deception. In addition to any disciplinary action that is taken, students will receive a zero on the grade for the assignment/test involved in the academic dishonesty. Plagiarism is defined as “copying or imitating the language, ideas and/or thoughts of another and passing off the same as one’s original work. Forgery of parent/guardian signature or falsifying information will not be tolerated.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: Zero on the grade for the assignment/test

### **INSUBORDINATION**

Failure or refusal to follow reasonable directives of school staff and school rules and regulations. A student shall not be insubordinate toward a teacher or school employee.

### **CONSEQUENCES**

#### **Elementary**

- 1<sup>st</sup> Violation: 3 Days lunch detention
- 2<sup>nd</sup> Violation: 3 Days in-school suspension
- 3<sup>rd</sup> Violation: 5 Days in-school suspension

#### **High School**

- 1<sup>st</sup> Violation: 3 Days in-school suspension
- 2<sup>nd</sup> Violation: 5 Days in-school suspension
- 3<sup>rd</sup> Violation: 3 Days out-of-school suspension
- 4<sup>th</sup> Violation: 5 Days out-of-school suspension and recommendation for expulsion

### **DISRUPTION OF SCHOOL**

#### **4.20-Disruption of School**

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

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

### **CONSEQUENCES**

- Minimum In-School Suspension
- Maximum Expulsion

### **LEVEL III OFFENSES**

These are offenses that are more severe than those in Level I and Level II. The behavior affects the teaching environment. An administrator will directly manage these corrective actions and an increased number of actions will be implemented. Persistent violations of Level I and/or Level II offenses will be considered a Level III offense.

### **FALSE ALLEGATIONS**

A student that commits the offense of making a false report or allegation against students and/or school staff.

### **CONSEQUENCES**

- Minimum In-School Suspension
- Maximum Expulsion
- Local law enforcement contacted

## **THEFT/THEFT BY RECEIVING**

To steal school property or property belonging to others or to knowingly receive stolen property. Items stolen that are valued in excess of \$500.00 will require police notification.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Full restitution of property
- Local law enforcement contacted

## **PUBLIC DISPLAY OF AFFECTION**

Physical intimacy or affection in the view of others, e.g. kissing, sexual acts not conducive to concentration or learning.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 1 Day of in-school suspension
- 2<sup>nd</sup> Violation: 3 Days of in-school suspension
- 3<sup>rd</sup> Violation: 3 Days of out-of-school suspension
- 4<sup>th</sup> Violation: 5 Days of out-of-school suspension and recommendation for expulsion

## **POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES**

### **4.47-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:

- Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
- Permitting any audible sound to come from the device when not being used for reason #1 above;
- Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
- 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;
- Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.
- ***Using a cell phone or electronic device to video a fight or any other inappropriate situation during school hours or at school activities. Students found to be videoing fights, altercations, or other inappropriate situations that result in disciplinary action will receive the same punishment as those individuals involved in the fight.***

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. 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.

The school is not responsible for loss, damage, or theft of any electronic device, including cell phones, brought to school and/or onto school district property.

High school students are able to use cell phones and/or wireless earbuds during their lunch period only.

**Students will not be allowed to use cell phones, smart watches, wireless earbuds, air pods, or Bluetooth headphones on campus for any reason. Cell phones will be required to be on silent and stored inside backpacks while the student is on campus and during school hours.**

The procedures that will be used to address any infractions will be as follows:

- For the first week of school only, the teachers will put the student's electronic device in a ziploc bag with the student's name on it and the student will be allowed to pick up the device from the building office once school dismisses. The building principal will contact the parent/guardian. The first week of school will help students learn the procedures. After the first week, any devices must be picked up by the student's parents.
- If at any time a student refuses to turn over the electronic device, the parents will be called to come to pick up the student and they will receive one day of out of school suspension.

## **SPITTING**

The act of forcibly ejecting saliva or other substances from the mouth onto another person is prohibited.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 3 Days of out-of-school suspension
- 2<sup>nd</sup> Violation: 5 Days of out-of-school suspension
  - Recommendation for expulsion

## **FIGHTING**

Mutual combat, in which participants intently inflict bodily harm to another person is prohibited. All participants involved will be disciplined according to the degree of their involvement.

### **CONSEQUENCES**

#### **Elementary (K-5<sup>th</sup>)**

- 1<sup>st</sup> Violation: 3 Days in-school suspension
- 2<sup>nd</sup> Violation: 5 Days in-school suspension
- 3<sup>rd</sup> Violation: 10 Days in-school suspension

#### **Elementary (6<sup>th</sup>)**

- 1<sup>st</sup> Violation: 3 Days of out-of-school suspension
- 2<sup>nd</sup> Violation: 5 Days of out-of-school suspension
- 3<sup>rd</sup> Violation: Recommendation for expulsion

#### **High School**

- 1<sup>st</sup> Violation: 3 Days out-of-school suspension
- 2<sup>nd</sup> Violation: 5 Days of out-of-school suspension
- 3<sup>rd</sup> Violation: Recommendation for expulsion

### **BULLYING/CYBER BULLYING**

#### **4.43—Bullying**

##### **Definitions**

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

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

- Physical harm to a public-school employee or student or damage to the public-school employee's or student's property;
- Substantial interference with a student's education or with a public-school employee's role in education;
- A hostile educational environment for one (1) or more students or public-school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;
- Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:
  - Cyberbullying;
  - Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,

- Pointed questions intended to embarrass or humiliate,
- Mocking, taunting or belittling,
- Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person,
- Demeaning humor relating to a student’s actual or perceived attributes,
- Blackmail, extortion, demands for protection money or other involuntary donations or loans,
- Blocking access to school property or facilities,
- Deliberate physical contact or injury to person or property,
- Stealing or hiding books or belongings,
- Threats of harm to student(s), possessions, or others,
- Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

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

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

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

- Building a fake profile or website of the employee;
- Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- Posting an original or edited image of the school employee on the Internet;
- Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- Signing up a school employee for a pornographic Internet site; or
- Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

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

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

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

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

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

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

- A building principal, or designee, who receives a credible report or complaint of bullying shall:
- As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
  - Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
  - Prepare a written report of the alleged incident of bullying;
- Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5<sup>th</sup>) school day following the completion of the written report.

- Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
- Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
  - That a credible report or complaint of bullying against their student exists;
  - Whether the investigation found the credible report or complaint of bullying to be true;
  - Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
  - Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
- Make a written record of the investigation, which shall include:
  - A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
  - Any action taken as a result of the investigation; and
- Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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

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

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

### **Intervention Practices**

After determining that bullying has occurred, the response to support students should balance the need for student accountability with the need to teach appropriate skills and behavior. The following non-exhaustive list of interventions may be used as a resource with the understanding that interventions should be student-centered. Student skill-building approaches might include:

- Provide academic and nonacademic **positive behavioral supports** to teach prosocial ways to achieve goals

- Increased adult **supervision** and/or video monitoring in areas where the student has been bullied
- **Informing other teachers/staff** as appropriate about concerns so they are better aware and able to maintain the safety
- Identify a **trusting adult who** agrees to daily check-in with the student
- Provide safety adjustments (*i.e.* move desks, change locker, go to the bathroom at different times, eat at different tables or with a teacher) for the student that exhibited bullying behaviors. The targeted student should not have to rearrange their routine for safety.
- Provide relevant education **activities for individual students or student groups** in consultation with guidance counselors and other appropriate personnel
- Offer individualized **skill-building session** based on the board approved bullying prevention curricula (*i.e.* problem-solving skills, social skills, life skills, anger management)
- Meet with parents to engage support in reinforcing skill-building sessions and the bullying prevention curricula at home
- Use behavioral plans to progress monitor the development of specific social skills
- Refer for evaluation of a disability and/or counseling or mental health services
- Increase training for teachers/staff on how to identify harmful behaviors.

### CONSEQUENCES

Minimum to maximum discipline measures may be a minimum of a warning to a maximum of expulsion. If the actions are severe enough and severe physical harm has occurred, steps may be skipped and more severe punishment administered at the discretion of the administration. A student will be found in violation of this policy if their conduct has been found to have the effect of humiliation and embarrassment on a student, and is sufficiently severe, persistent or pervasive that it limits the student's ability to participate in, or benefit from an educational program or activity.

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
  - Session on bullying with the school counselor
  - Parent conference
- 2<sup>nd</sup> Violation: 3 Days out-of-school suspension
  - Notify the Sheriff's Department
  - Parent conference
- 3<sup>rd</sup> Violation: 5 Days out-of-school suspension
  - Notify the Sheriff's Department
  - Parent conference
  - Warning of possible expulsion
- 4<sup>th</sup> Violation: Recommendation for expulsion

### TRUANCY

A student shall not be absent from school without parent's and/or school authorities' prior knowledge and consent. After arrival on campus, a student absents from his/her assigned

learning station without permission from school authorities shall be considered as truant. Students are considered truant if they:

- Leave school without checking out through the building office.
- Are absent from class without permission (this includes walking out of class).
- Obtain permission to go to a certain place and do not report or stay there.
- Come to school but do not attend class.
- Are in an unauthorized area.

### **CONSEQUENCES**

#### **Elementary**

- Minimum In-School Suspension
- Maximum Out-of-School Suspension

#### **High School**

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
- 2<sup>nd</sup> Violation: 3 Days of out-of-school suspension
- 3<sup>rd</sup> Violation: 5 Days of out-of-school suspension
  - Recommendation for expulsion

### **FAILURE TO FOLLOW BUS RULES AND REGULATIONS**

All school rules and regulations governing student behavior apply to conduct on the bus and at the bus stops. The Blevins Public Schools provide school bus transportation for students to and from school. This is a privilege, not a right, and may be forfeited when a student cannot follow the rules for safe transportation. Bus routes and stops are planned and established by the administration. Safety, efficiency, economy, and proper allocation of resources are some of the considerations which must be evaluated in determining bus policies. The following rules have been established in order to insure the safety of all students who ride buses:

- Be at the stop at the scheduled time. Stand back about ten feet and wait until the doors open before moving toward the bus.
- Remain in a safe place and behave in an orderly way while waiting for the bus.
- Use only the bus and bus stop assigned.
- Obey the driver at all times. Do not distract the driver while the bus is in operation. Be courteous and respectful, the driver is responsible for the safety of all students on the bus. Act 814 of 1977 makes it unlawful to threaten, curse, or use abusive language to a school bus driver in the presence of students.
- Remain seated, facing the front, while the bus is in motion.
- Keep head, arms, legs, etc. inside the bus.
- Talk quietly and make no unnecessary noise.
- Keep your bus clean; throw litter in the trash container when entering or leaving the bus.
- Students who must cross the road in front of the bus should wait for the driver to signal, then walk ten feet in front of the bus. Never walk behind the bus.
- Safety devices are put on the bus for the protection of students. Do not tamper with door latches, fire extinguishers, reflectors, etc.
- No balloons on the bus.

- No glass containers are allowed on the school bus.
- No animals are allowed on the school bus.
- A note or a call to the office by 2:00 pm from parents/guardians to change the regular transportation of the child is necessary before a child can ride a different bus or get on or off at another stop.

### **CONSEQUENCES**

Depending upon the behavior, consequences can range from a warning to bus suspension for the remainder of the semester.

### **FAILURE TO SERVE DETENTION**

A student who fails or refuses to serve detention when directed to do so by a school administrator will be subject to progressive discipline.

### **CONSEQUENCES**

#### **Elementary**

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
- 2<sup>nd</sup> Violation: 5 Days of in-school suspension

#### **High School**

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
- 2<sup>nd</sup> Violation: 5 Days of in-school suspension
- 3<sup>rd</sup> Violation: 3 Days of out-of-school suspension

### **VERBALLY ABUSIVE LANGUAGE, OBSCENE GESTURES OR FIGHTING WORDS**

Use of profanity, inflammatory or verbally abusive language, obscene gestures, intimidation and or the instigation of a fight among peers is prohibited. Mediation\Conflict Resolution is required.

### **CONSEQUENCES**

#### **Elementary**

- 1<sup>st</sup> Violation: Parent/guardian conference
  - 1 Day of in-school suspension
- 2<sup>nd</sup> Violation: 3 Days of in-school suspension
- 3<sup>rd</sup> Violation: 5 Days of in-school suspension

#### **High School**

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
- 2<sup>nd</sup> Violation: 5 Days of in-school suspension
- 3<sup>rd</sup> Violation: 3 Days of out-of-school suspension

## **LEVEL IV**

These are offenses that are more severe than those in Level I, Level II, and Level III. The behavior is considered harmful, illegal, and/or chronic. An administrator will directly manage these corrective actions and an increased number of actions will be implemented.

### **STUDENT ASSAULT OR BATTERY**

#### **4.21—Student Assault or Battery**

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:

- Cause a breach of the peace;
- Materially and substantially interfere with the operation of the school; or
- 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.

#### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion

### **PARTICIPATION IN GANGS AND GANG ACTIVITY**

#### **4.26—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:

- Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
- Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;

- Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
- Extorting payment from any individual in return for protection from harm from any gang.

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

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

#### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 3 Days of out-of-school suspension
- 2<sup>nd</sup> Violation: 5 Days out-of-school suspension
- 3<sup>rd</sup> Violation: Recommendation for expulsion

#### **FORGERY/FALSIFICATION OF INFORMATION/MISREPRESENTATION**

Falsifying teacher/administrator signatures or information on official school records, hall passes or documents and any item requiring a staff signature or giving a false name or information or refusal to give a name to a principal, teacher, security or school officials will not be tolerated.

#### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
- 2<sup>nd</sup> Violation: 3 Days of out-of-school suspension
- 3<sup>rd</sup> Violation: 5 Days of out-of-school suspension
  - Recommendation for expulsion

#### **THE USE OF PROFANE, VULGAR, OR ABUSIVE LANGUAGE TO PUBLIC SCHOOL EMPLOYEE-ACT 1565 OF 2001**

During regular school hours and in a place where a public-school employee is required to be in the course of his/her duties, it is unlawful for any person to address a public-school employee using language which is calculated to cause a breach of peace, interfere with the operation of the school, or to arouse anger in the person to whom it is addressed causing imminent retaliation.

A person who violates this law will be guilty of a misdemeanor and may be fined not less than one hundred (\$100) dollars.

#### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
- 2<sup>nd</sup> Violation: 3 Days of out-of-school suspension
- 3<sup>rd</sup> Violation: 5 Days of out-of-school suspension and recommendation for expulsion

#### **GAMBLING**

The unauthorized possession or use of any gambling paraphernalia will not be tolerated.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
- 2<sup>nd</sup> Violation: 3 Days of out-of-school suspension
- 3<sup>rd</sup> Violation: 5 Days of out-of-school suspension
  - Recommendation for expulsion

### **LOITERING BY SUSPENDED OR EXPELLED STUDENT**

Lingering on the school grounds or within 100 feet of the school without permission of a school administrator. Students, who are on a suspension or expulsion are not allowed on District property for any purpose while serving the suspension/expulsion. Students from other school campuses or non-students are not allowed on school property during school hours without permission from the school administrator. (A.C.A. 6-21-606, A.C.A. 6-21-607)

### **CONSEQUENCES**

- Parent notified and student may be referred to legal authorities
- Violations of this rule may increase the number of days suspended

### **TOBACCO AND TOBACCO PRODUCTS**

#### **4.23—Tobacco and Tobacco Products**

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures. With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

#### **Elementary (K-5<sup>th</sup>)**

- 1<sup>st</sup> Violation: 3 Days of in-school suspension
  - Tobacco Cessation Program
- 2<sup>nd</sup> Violation: 6 Days of in-school suspension
  - Local Law Enforcement Contacted
- 3<sup>rd</sup> Violation: Friday School

#### **Elementary (6<sup>th</sup>)**

- 1<sup>st</sup> Violation: 3 Days of out-of-school suspension
  - Tobacco Cessation Program
- 2<sup>nd</sup> Violation: 6 Days of out-of-school suspension
  - Local Law Enforcement Contacted
- 3<sup>rd</sup> Violation: Friday School

## **High School**

- 1st Violation: 3 Days of out-of-school suspension
  - Tobacco Cessation Program
  - Friday School
- 2<sup>nd</sup> Violation: 6 Days of out-of-school suspension
  - Recommendation for ALE
  - Local Law Enforcement Contacted
  - Recommendation for Expulsion

### **INDECENT EXPOSURE-Act 742 of 1997, Section 1-C**

Deliberately showing body parts/organs or touching yourself or others in a sexually suggestive manner. Students violating this rule will be required to participate in counseling sessions with a school counselor or administrator.

#### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
  - Local law enforcement contacted

### **SEXUAL MISCONDUCT**

To engage in or attempt to engage in a sexual act with another person, to touch in a sexually offensive manner or send sexually explicit pictures/sexting on District property or a school related activity is prohibited.

#### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
  - Local law enforcement contacted

### **SEXUAL HARASSMENT**

#### **4.27—Student Sexual Harassment**

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

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age

appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

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

### **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:

- A District employee:
  - Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in sexual conduct; or
  - Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
- The conduct is:
  - Unwelcome; and
  - 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

Constitutes:

- Sexual assault;
- Dating violence
- Domestic violence; or
- Stalking.

“Supportive measures” means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District’s

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

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

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

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

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

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;

- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- Explain to the complainant the process for filing a formal complaint.

### **Supportive Measures**

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

### **Formal Complaint**

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

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

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

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one

or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

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

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

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

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

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

No earlier than ten (10) days following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
  - Any notifications to the parties;
  - Interviews with parties and witnesses;
  - site visits;
  - Methods used to gather other evidence; and
  - Hearings held;
  - Findings of fact supporting the determination;
  - Conclusions regarding the application of the District's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including:
  - A determination regarding responsibility;
  - Any disciplinary sanctions imposed on the respondent; and
  - 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
  - The procedures and permissible bases for the complainant and respondent to appeal.

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

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

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of

sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's code of conduct.

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

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

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

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

### **Appeals**

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

- The existence of a procedural irregularity that affected the outcome of the matter;
- 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;
- 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
- An appeal of the disciplinary sanctions from the initial determination.<sup>4</sup>

For all appeals, the District shall:

- Notify the other party in writing when an appeal is filed;
- Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
- Implement appeal procedures equally for both parties;
- Ensure that the decision-maker<sup>5</sup> 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;
- Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- Issue a written decision describing the result of the appeal and the rationale for the result; and
- 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.<sup>5</sup>

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

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

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

### **Emergency removal**

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

### **Retaliation Prohibited**

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

### **Disciplinary Sanctions**

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

other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

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

### **Records**

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

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

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

### **HARASSMENT**

Unwelcome verbal or physical conduct or conduct done through an electronic act that causes substantial interference with others performance in school environment.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

## **BREAKING AND ENTERING/VANDALISM LESS THAN \$500**

Breaking into property belonging to another person or belonging to the school district; intentionally destroying property, cutting, defacing or damaging property belonging to another person or the District. Parent/guardian will be responsible for all damages to property caused by his/her child.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
  - Full restitution
  - Local law enforcement contacted

## **BREAKING AND ENTERING/VANDALISM OVER \$500**

Breaking into property belonging to another person or belonging to the District that is valued in excess of 500.00. Police notification is required.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
  - Full restitution
  - Local law enforcement contacted

## **VANDALISM TO COMPUTER HARDWARE/SOFTWARE**

Distributing viruses or seriously tampering with computers that result in the loss of school records and or programs or disrupts the normal learning/classroom environment.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

## **DISORDERLY CONDUCT**

Inappropriate behavior that substantially disrupts or interferes with or is likely to disrupt or interfere with the classroom setting, a portion of the school day, school function, bus or bus stop, activity or program.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion

## **HARASSING COMMUNICATIONS**

Use of voice, telephone, the mail, Email, Social Media or any other form of written, verbal or cyber bullying which constitutes election communication that intimidates, annoys bullies, causes alarm or threatens harm to another person. Note: Inappropriate participation in Social Media posting and distribution could result in prosecution by law and District disciplinary sanction.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

## **USE OF FIREWORKS**

Fireworks on a school campus or a school related activity is prohibited.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

## **USE, POSSESSION OR UNDER THE INFLUENCE OF DRUG PARAPHERNALIA, ALCOHOL, CONTROLLED SUBSTANCES OR UNAUTHORIZED DRUGS OR SUBSTANCES**

The use and/or possession of drug paraphernalia, non-prescribed narcotic drugs, hallucinogens, marijuana or any unauthorized drug or substance is a violation of district policy. In addition to suspension, students must show proof of having enrolled in an approved drug/alcohol counseling program prior to reinstatement. Failure to complete the prescribed drug/alcohol counseling program will result in an expulsion recommendation. Police notification required for possession of a controlled substance.

### **4.24—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 Blevins School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or appear to 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 supplements 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 supplements or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—  
STUDENT MEDICATIONS.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 Days of out-of-school suspension
- Recommendation for expulsion
- Local law enforcement contacted

### **FALSE ALARM**

Pulling or attempting to pull or calling in an alarm of a fire, bomb threat or other emergency without a lawful purpose is prohibited. The unauthorized use of a defibrillator is also prohibited. The act of communicating a false alarm includes to or about school, a school bus, at a school sponsored or related activity or any public facility.

### **Communicating a False Alarm (Act 567 of 2001)**

It is illegal to communicate a false alarm if the person purposely initiates or circulates a report of a present, past, or intended bombing, fire, offense, catastrophe, or other emergency knowing that the report is false and knowing that it is likely to:

- Cause action of any sort by a volunteer agency organized to deal with emergencies.
- Place any person in fear of physical injury or another person.
- Cause total or partial evacuation of any occupiable structure, vehicle, or public facility.

### **CONSEQUENCES**

- Communicating a false alarm will be considered a:
  - Class A misdemeanor or
    - Communicating a false alarm
  - Class D misdemeanor
    - Physical injury to a person results; or
    - The false alarm communicates a present or impending bombing and is made to or about a public or private educational institution.
- Ten day out-of-school suspension, with referral to juvenile authorities and a recommendation for expulsion

## **FAILURE TO PERMIT A LAWFUL SEARCH OR INSPECTION BY SCHOOL OFFICIAL**

The act of preventing or impeding a school official from conducting a search or inspection authorized by this handbook is prohibited.

### **4.32—Search, Seizure, and Interrogations**

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

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

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

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

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department 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 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, guardian, custodian, 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 Department of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting 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.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

### **LOCKS, LOCKERS, DESKS AND OTHER STUDENT STORAGE**

Locks, lockers, desks and other student storage facilities are school-owned property. Students may not use a lock on lockers other than the one issued by the school.

Desks and lockers are school property and remain at all times under the control of the school. School authorities may conduct periodic general inspections at any time for any reason related to school administration.

Inspection of individual lockers or desks may occur when there is a reasonable cause to do so and, in those cases, the student and two (2) adults shall be present.

### **LASER POINTERS**

#### **4.28—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.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

### **UNLAWFUL ASSEMBLY**

Two or more students assembling with the intent to commit an unlawful act will not be tolerated.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

### **INCITING TO RIOT**

An act or conduct that results in a riot or that urges others to commit acts of force and violence or participation in a gang fight or similar disturbance at school or at school related activities is prohibited.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

### **CRIME OF VIDEO VOYEURISM**

The unlawful use of a camera, video tape, photo-optical, photoelectric or any image recording device used for the purpose of secretly observing, viewing, photographing, filming, or videotaping on any District property or school function without the consent of any person(s) who has reasonable expectations of privacy is prohibited. A person shall be guilty of this offense if they voluntarily participate in posting or disseminating the photographic image(s) obtained in any public viewing area, i.e. internet, cell phone, camera, etc. Police notification required.

### **CONSEQUENCES**

- Minimum: Out-of-school suspension
- Maximum: Recommendation for expulsion
- Local law enforcement contacted

### **ARSON**

The willful and deliberate burning of or attempting to burn school property is prohibited.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 days of out-of-school suspension
- Recommendation for expulsion
- Local law enforcement contacted

### **EXTORTION/ROBBERY**

Obtaining or attempting to obtain money or property from an individual by force or threat of force is prohibited. The violent taking of any goods, money or other valuable items from another person by force and threats will not be tolerated. (Arkansas Code Ann. § 6-17-113 and §6-18-502)

#### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 Days of out-of-school suspension
  - Recommendation for expulsion
  - Local law enforcement contacted

### **DRUG/ALCOHOL SALE OR DISTRIBUTION**

The sale and/or distribution of alcohol, marijuana, non-prescribed/prescribed drugs, hallucinogens or similar substances is prohibited. Students expelled for this violation will be required to submit proof of successful completion of alcohol counseling and/or treatment program prior to petitioning the Board for Reinstatement.

#### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 days of out-of-school suspension
  - Recommendation for expulsion
  - Local law enforcement contacted

### **INSULT OR ABUSE OF A TEACHER-ACT 741 OF 1987**

It is unlawful for any person to abuse or insult a public-school teacher while that teacher is performing school responsibilities. Engaging in such conduct constitutes a misdemeanor and is punishable by a fine of not less than one hundred dollars (\$100) no more than fifteen hundred dollars (\$1500). School districts are required to report any prosecutions under this section to the Department of Education.

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/her duties, for any person to address a public-school employee using language which, in its common acceptance, is calculated to:

- Cause a breach of the peace;

Materially and substantially interfere with the operation of the school; or

Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

## **BATTERY OF SCHOOL EMPLOYEES-ACT 207 OF 1997**

A person commits battery in the second degree if he/she causes physical injury to another person. Battery in the second degree is a class D felony. Any student who commits battery will be expelled and charges will be filed.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 Days out-of-school suspension
  - Recommendation for expulsion

## **POSSESSION OF FIREARM**

The act of possessing a firearm, whether loaded or unloaded, on school district property or at a school-related event is prohibited. Expulsion for a full calendar year is required by law.

(Arkansas Code Ann. §§5-27-206, 5-73-119, 6-17-113, 6-18-502, and 6-18- 507). A firearm as defined in the Arkansas Code means:

- any device designed, made, or adapted to expel a projectile by the action of an explosive;
- any device readily convertible to that use, including such a device that is not loaded or lacks a clip or other component to render it immediately operable; or
- Components that can readily be assembled into such a device.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 Days of out-of-school suspension
  - Recommendation for expulsion
  - Local law enforcement contacted

## **4.22—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;
- Nun chucks;
- 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.

### **CONSEQUENCES**

- Violation: 10 Days of out-of-school suspension;
  - Recommendation for expulsion; and
  - Local law enforcement will be contacted

### **POSSESSION OR USE OF EXPLOSIVES**

Possession, use or threat to use any explosives or other such devices capable of inflicting bodily harm is prohibited. Expulsion for a full calendar year is required by law.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 days of out-of-school suspension
  - Recommendation for expulsion
  - Local law enforcement will be contacted

### **TERRORISTIC THREATENING-ACT 1302 OF 1995/ACT 1046 OF 2001**

Threatening to cause death, serious injury, or substantial property damage with the intent to scare, intensely scare, or intensely frighten another person constitutes terroristic threatening.

This offense is a Class D felony, unless the threat is merely to cause physical harm or property damage, which is a Class A misdemeanor. If a threat that would otherwise be a Class A misdemeanor is made to a school employee, then it is a Class D felony.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 Days of out-of-school suspension
  - Recommendation for expulsion
  - Local law enforcement will be contacted

### **FELONY VIOLATIONS**

The act of committing a felony not already referenced in this handbook on a school campus, a school bus or at a school-sponsored or related activity or an act committed in the community that substantially disrupts or has the potential to disrupt the school's environment will not be tolerated.

### **ACT 888 of 1995**

**Section 1.** (a) Whenever the principal, or other personal in charge, of a public school has direct knowledge or has received information leading to a reasonable belief that a student enrolled in the public school has committed a felony on school property, or while under school supervision, or has committed any other violent criminal act against a teacher, school employee or student, the principal, or the person in charge, shall immediately report the incident to the appropriate

local law enforcement agency for investigation and to the appropriate school district for resolution.

### **CONSEQUENCES**

- 1<sup>st</sup> Violation: 10 Days of out-of-school suspension
  - Recommendation for expulsion
  - Local law enforcement will be contacted

### **GRIEVANCE PROCEDURE AS REQUIRED BY TITLE IX AND SECTION 504**

The Blevins School District agrees to abide by the provisions of Title IX, Title VI, and Section 504 which says “No person in the United States shall, on the basis of sex, race or handicap be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The purpose of this procedure is to provide a means whereby any employee or student who feels that he or she has been subjected to unfair, discriminatory, or abusive treatment may secure a hearing without delay and be assured of a prompt, orderly and fair response to the grievance or appeal.

- Step #1: The complaint must be presented in written form, within five (5) working days, the complaint to the principal’s office, designated as the school grievance officer.
- Step #2: The responsible person has a working week (five days) in which to investigate and respond in written form.
- Step #3: If not satisfied, the complainant may appeal within five (5) working days to the superintendent of the school.
- Step #4: Response by the superintendent will be given within five (5) working days.
- Step #5: If not satisfied, the complainant may appeal to the school board president within five (5) working days. The school board president will address the issue at the next regularly scheduled board meeting.
- Step #6: Response by the school board will be given within five (5) working days.
- Step #7: If the complainant is not satisfied with the local school board, then depending upon the nature of the alleged discriminatory action, an appeal will be made to the appropriate agency.
- Step #8: A complaint or grievance concerning compliance with Title VI (race), Title IX (sex), and section 504 of the Rehabilitation Act of 1973 (handicap) may be submitted to:

Office for Civil Rights, U.S. Office of Education  
120 Main Tower Building  
Dallas, TX 75202

The following persons will serve as coordinator:

- Title VI (prohibits discrimination on the basis of race)- High School Principal
- Title IX (prohibits discrimination on the basis of sex)-High School Principal

- Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of a handicap)-LEA Supervisor
- Education Equity Guidelines-High School Counselor

## **ALTERNATIVE LEARNING ENVIRONMENTS**

### **5.26—Alternative Learning Environments**

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

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

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);

The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student's Student Action Plan (SAP).

- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

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

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- Abuse: physical, mental, or sexual;
- Frequent relocation of residency;
- Homelessness;
- Inadequate emotional support;
- Mental/physical health problems;
- Pregnancy;
- Being a single parent;
- Personal or family problems or situations;
- Recurring absenteeism;

- Dropping out from school; or
- Disruptive behavior.

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

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- Abuse: physical, mental, or sexual;
- Frequent relocation of residency;
- Homelessness;
- Inadequate emotional support;
- Mental/physical health problems;
- Pregnancy; or
- Single parenting.

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

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

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

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

The Alternative Education Placement Team shall assess the student's placement in ALE each semester.