

**Beebe High School
Beebe Junior High
Badger Academy**

2018-19 Student Handbook

Table of Contents

SCHOOL INFORMATION

Vision, Mission Statement, & Alma Mater	6
School Calendar	7
Forward	8
Student Handbook	8
Pledge of Allegiance	9
School Mascot	9
School Colors	9
Phone Number for District Offices	9
School Telephone	9
Civic Responsibility	10
Philosophy of Beebe Public Schools	10
Code of Ethics	10
Family Education Rights and Privacy Act (FERPA)	11
Equal Education Opportunity	12
Special Education	12
Daily Time Schedule	13
Early Dismissal Procedures	13
Daily Bulletin	13
Emergency Drills	13
School Resource Officers	14
Guidance and Counseling	14
Security Surveillance	15
Visitors on School Campus	15
Deliveries	15
Contact with Students While at School	15
Contact by Non-Custodial Parent	15
Contact by Law Enforcement, Social Services, or by Court Order	16
Contact by Professional Licensure Standards Board Investigators	17
Privacy of Students' Records/District Information	17
Free Textbooks	19
Distribution of Literature	20
Library	20
Fees/Lockers	20
Reports to Parents	20
Parent Involvement Plan	21
Volunteer Organizations	21
College Entrance Requirements	21
Student Participation in Surveys	22
Lost and Found	22
Check Return Policy	22
SCHOOL ENROLLMENT	
Residence Requirements	23
Entrance Requirements	24
Uniformed Services Member's Children	25

Student Transfers	26
School Choice	27
Homeless Students	31
Home Schooling	33
Foster Children	35
Moving from the School District	37
ATTENDANCE	
Attendance Policy	38
Excused Absences	38
Unexcused Absences	39
Compulsory Attendance Requirements	40
Procedures for Absences	40
Make-Up Work	40
Exemption from Semester Tests	41
Tardiness	41
Truancy	42
ACADEMICS	
Classification of Students	43
Smart Core Curriculum & Graduation Requirements for the Classes 2018, 2019, 2020	43
Smart Core Curriculum & Graduation Requirements for the Classes 2021 and Thereafter	47
Grading	51
Grading Policy	52
Grading, Class Standing, and Grade Point	52
Report Cards and Progress Reports	53
Homework Policy	53
Student Promotion and Retention	54
Seventh and Eighth Grade Promotion Policy	55
The Arkansas Comprehensive Testing, Assessment, and Accountability Program	56
Student Acceleration	56
Digital Learning Courses	56
Correspondence and Summer School Work	58
Concurrent Credit	58
Graduation	59
Early Graduation	59
Honor Graduate	60
Honor Graduate Requirements	60
Valedictorian and Salutatorian Requirements	61
Arkansas Scholars Program	61
Athletic Scholarship Awards	62
Transcripts	62
REGULATIONS FOR SCHOOL ORGANIZATIONS	
School Organizations	63
Holding Student Council Offices	63
Holding Class Office	63

Who's Who	63
Trying Out for Cheerleader/Dancer/Mascot	64
Homecoming Queen and Maids	64
Badger Pride Maids	64
Assembly Programs and Class Meetings	65
Student Organization/Equal Access	65
EXTRACURRICULAR ACTIVITIES	
Extracurricular Activities	66
Interscholastic Activities	67
Academic Requirement: Junior High	67
Academic Requirement: Senior High	68
Students with an Individual Education Program	68
Arkansas Activities Association	68
Intra-scholastic Activities	68
Extracurricular Activity Eligibility for Home Schooled Students	69
Random Drug Testing	70
Activities Conduct	71
STUDENT CONDUCT & DISCIPLINE	
Who is Responsible for Student Conduct?	72
Bullying	73
Demonstrations and Strikes	75
Dress Code	76
Drug and Alcohol Policy	77
Sexual Harassment	78
Search, Seizure and Interrogations	79
Terroristic Threats	81
Student Discipline	81
Misconduct/Discipline	82
Physical Abuse or Assault of School Staff	82
Weapons and Dangerous Instruments	82
Tobacco Regulations	84
Fighting	84
Theft	84
Forging Doctor Notes	85
Damage or Destruction of School Property	85
Cell Phone Regulations	85
Gang, Signs, Symbols, Attire	86
False Alarms of Danger	86
Hazing	87
Insubordination	87
Disruption and Interference with School	87
Profanity Verbal Abuse-Obscene Gestures	87
Fireworks	88
Gambling	88
Leaving Campus	88
Loitering	88

Public Display of Affection	89
Cheating	89
Behavior Not Covered	89
Discipline for Disabled Students	89
Corporal Punishment	89
Suspension from School	90
Expulsion	91
Student and Parent Complaints	93
Due Process	93
Definitions	94
MEDICAL INFORMATION	
Health Services	96
Physical Examination/Screenings	96
Student Illness/Accident	96
Administration of Medication	97
Communicable Diseases and Parasites	99
Head Lice	100
Wellness Policy	100
ELECTRONICS	
District Website	105
Beebe School Technology for Parent Use	106
Network User Policy/Internet Safety and Electronic Device Use Policy	106
Possession and Use of Cell Phones and Other Electronic Devices	110
FOOD SERVICE	
Payment Procedures	112
Student Meal Charges	112
School Meal Modifications	114
Rules Governing Nutrition in Arkansas Public Schools	114
TRANSPORATOIN	
Policies for Students Riding School Buses	116
Snow and Ice Routes	117
Student Parking	118
CURRICULUM DEVELOPMENT & SCHOOL IMPROVEMENT	
Curriculum Development	119
Beebe Public School Planning for Education	119
School Improvement Team	120



BEEBE PUBLIC SCHOOL

VISION

Preparing Every Student for Success.

Mission Statement

The mission of the Beebe Public School District is to utilize all resources in providing learning opportunities, tools, progressive technology, and guidance to enable all students to become productive citizens and life-long learners.

Alma Mater

Badgers, we are loyal
Yes, we're loyal to you
And to the school we love
Let us always be true, Badgers.

Fight for our future,
Let's win this game. Give
Us a victory for Beebe Senior High

**BEEBE PUBLIC SCHOOL DISTRICT
SCHOOL CALENDAR
2018 – 2019**

Monday	August 6	Policies and Procedures
Tuesday	August 7	District Professional Development
Wednesday	August 8	District Professional Development
Thursday	August 9	Open House 4:00 pm-7:00 pm / Staff 12:00 pm - 7:00 pm
Monday	August 13	First Day of School
Monday	September 3	No School – Labor Day
Friday	October 12	<u>End of First Quarter-44 Days</u>
Tuesday	October 16	P/T Conferences – Grades 7 th -12 th 3:00 pm - 8:00 pm
Thursday	October 18	P/T Conferences – Grades K-6 th 3:00 pm - 8:00 pm
Friday	October 19	No School – Possible: Weather Make-up Day
Monday – Friday	November 19 – 23	No School – Fall Break
Thursday	December 20	<u>End of Second Quarter-43 Days</u>
Friday – Friday	Dec. 21 – Jan. 4	No School – Winter Break
Monday	January 7	First Day of Second Semester
Monday	January 21	No School – Possible: Weather Make-up Day
Monday	February 18	No School – Possible: Weather Make-up Day
Friday	March 8	<u>End of Third Quarter-43 Days</u>
Thursday	March 14	P/T Conferences – Grades K-12 th 3:00 pm - 8:00 pm
Friday	March 15	No School – Possible: Weather Make-up Day
Monday-Friday	March 18 – 22	No School – Spring Break
Friday	April 19	No School – Possible: Weather Make-up Day
Friday	May 24	<u>End of Fourth Quarter-48 Days (Last Day of School)</u>
Monday	May 27	No School – Memorial Day

** Five make-up days are included in the calendar. If necessary, additional make-up days will be added after May 27, 2019.*

SCHOOL INFORMATION

Foreword

Many policies in this handbook are based on state and federal legislation. It is our sincere desire that this handbook may provide clearer understanding for teachers, students, and parents, so that by working together we may accomplish our school mission.

To new students who come to the Beebe School District, this book brings you the assurance of welcome and good will. May your time at Beebe be happy and successful.

The material in this handbook is published to familiarize new students with the regulations, organizations, and student activities of our school and to serve as a reference for all students, teachers, and parents. It is prepared for you, and we hope you will make frequent use of it.

Student Handbook

It shall be the policy of the Beebe 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 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 ADE 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.

During the months of May and June each year, a Handbook Committee is formed and the handbook is reviewed. The district's Personnel Policies Committee reviews the student discipline policies each year as well. The 2018-19 Handbook Committee members are:

Megan Churchwell - Admin.
Eli Lowry-Admin
Art Bell - Admin.
Matt Jenkins - Teacher
Wendy Joyce - Teacher
Paige Pruitt - Counselor
LuLynn Richards - Parent
Keaton Bell - Student
Cheryl Winningham - Counselor ALE

Shelma Winningham - Admin.
Karla Tarkington - Admin.
Lori Shannon - Teacher
Amy Elliott - Teacher
Tiffany Crafton - Counselor
Brian Bullard - Counselor
Kassi Bell - Parent
Kaden Richards - Student
Mark Pinkerton - Parent

Pledge of Allegiance

The pledge to the flag is given each morning. A student will be designated to lead the student body in stating the pledge. All students will stand and place their right hands over their heart and say:

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

School Mascot- Badger

Many years ago the founders of our school along with students and patrons put their heads together in an effort to select a school mascot that would represent our school with pride. The Badger was elected because it could overcome all odds by its tremendous strength, courage, alertness and intelligence.

School Colors

The colors of Beebe School are cardinal red and white. These are used all school interscholastic activities, in letters given by the school, and in all uniforms worn by various organizations and teams.

Phone Numbers for District Offices

District number	501-882-5463
Central Office	Ext. 1010
Support Services	Ext. 1000
Bus Shop	Ext. 1200
Special Education	Ext. 1248/1065
High School	Ext. 1058/1067
High School Counseling Center	Ext. 1076
Junior High	Ext. 1056/1057
Middle School	Ext. 2008
Elementary – 4 th grade	Ext. 1033
Elementary – 2 nd and 3 rd grade	Ext. 1115
Early Childhood	Ext. 1099/1100
Badger Academy	Ext. 1246

School Telephone

Phone messages should not be left for students in the office except in case of an emergency. Students will not be called to the office to take a phone call. Students should not ask to use the office phone unless there is an emergency or a teacher has asked a student to place a call

Civic Responsibility

As patrons of Beebe School District, students, teachers, and staff are all responsible for maintaining the school's facilities. Students are expected to participate in scheduled clean-up activities, as well as to make personal efforts to preserve a safe, clean school environment.

Philosophy of Beebe Public Schools

The Beebe Board of Education, administration, and teachers consider education a cooperative endeavor that includes the home, community, and state.

The primary role of the school is to teach educational skills while offering a broad-based and flexible curriculum which provides opportunities for individual students regardless of race, color, national origin, sex, or handicap.

Educational experiences, which include extracurricular activities, should promote good citizenship, encourage students to take responsibility for their own actions, encourage students to perform well in the classroom, teach the importance of cooperation and working together to achieve common goals, and provide opportunities for students to succeed.

The school should provide competent, qualified, and dedicated instructors for its students as well as a physical plant that lends itself to changing educational programs while providing a stimulating atmosphere.

In applying this philosophy, the following specific objectives will be sought:

1. To strengthen the curriculum in the basic areas such as reading, language arts, and math.
2. To broaden the scope of the curriculum to meet or exceed the recommended state educational standards.
3. To provide in-service training to help teachers to keep abreast of new developments in education.
4. To offer programs which will help each learner to develop toward his/her potential.
5. To provide educational experiences which will promote good citizenship, responsibility, and a spirit of cooperation.
6. To encourage increased parent-community participation in the school program.
7. To promote maximum student attendance.

Code of Ethics

- As a student of Beebe Public School, I shall uphold its standards and strive to raise them at all times.
- I shall endeavor to raise my scholastic record and to influence other students to do their best.
- I shall consider it an honor to represent my school to the best of my ability whenever possible.
- Because good manners and good conduct are essential to good citizenship, I shall practice them at all times.

- As a part of being a good citizen, I shall keep my school building and grounds clean and attractive.
- I shall cooperate with the school officials in taking the best possible care of the school, its grounds, and its equipment.
- I shall consider it an honor as well as a duty to live up to this “Code of Ethics” in order to be a good student of Beebe Schools.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student’s education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education.

Generally, schools must have written permission from then parent or eligible student before releasing any information from a student’s record.

However, the law allows schools to disclose those records, without consent, to the following parties:

- School employees who have a need to know;
- Other schools to which a student is transferring;
- Certain government officials in order to carry our lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Other state laws may apply depending upon your situation. You are required to follow all federal, state, and local laws pertaining to student confidentiality.

“No Child Left Behind Act” required that school districts receiving certain federal funding provide student names, addresses, and phone numbers on request to various branches of the United States military for recruiting purposes. In addition, schools must allow military recruiters the same access to students as they do institutions of higher education and employers.

The law also requires that schools give students and parents the opportunity to have their contact information withheld from the military (20 U.S.C 7908).

A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph one not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

If you would like to exercise your opportunity to opt out of releasing your child's information, name, address, and telephone number, to military recruiters and/or institutions of higher education, you may complete the required form and turn it in at the High School office.

A student's parent, or student 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.

Equal Educational Opportunity

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

Inquiries on non-discrimination may be directed to Assistant Superintendent/Curriculum and Student Affairs, who may be reached at Central Office, 1201 West Center Street, Beebe, Arkansas.

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

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.

Daily Time Schedule

School begins at 8:00 a.m. and dismisses at approximately 3:12 p.m.

Early Dismissal Procedures

Students are not permitted to leave campus from the time of arrival until dismissal time at the end of the day without special permission from the principal's office. A student who fails to check out through the office will be considered truant. If it does become necessary for a student to leave campus during the school day, the student's parent may come to the school to check him/her out. If a parent is unable to come to school, it is requested that the parent telephone the school to give permission. If the parent is unable to telephone, he or she may have a relative or friend give proper permission if the designee is identified in a note form the parent.

In an event that a student gets sick at school or has an accident, every effort will be made to contact a parent or guardian. If, however, a parent cannot be contacted, the school nurse will take whatever steps are appropriate for the situation.

If a parent sends a note for their child to check out, the student must bring the note to the office prior to the start of the school day in which they are checking out. The parent, if possible, needs to have a contact phone number to verify the checkout time and day.

A student checking out during the school day may not return to school that day unless he/she left for one of the following reasons, documentation from the appointment is required for the student to return to school.

- Official school sponsored activity
- Required court appearance
- Medical appointment
- Extenuating circumstances as determined by the school

Daily Bulletin

A bulletin containing general announcements is issued each day. Announcements to appear in the bulletin should be given to the office by 2:00 p.m. the previous day.

Emergency Drills

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted no fewer than three (3) times per year with at least one each in the months of September, January, and February. Students who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. The training will include a lockdown exercise with panic button alert system training. 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.

All pupils should read closely the directions posted by the teacher in each classroom. Each teacher will instruct the individual classes as to warning signals and actions to be taken in his/her classroom. When drills are conducted during the school day and the signal is given, students should leave the building quickly and quietly by assigned routes. Return to the building shall be signaled by a warning bell.

School Resource Officers

Beebe School District and local law enforcement agencies cooperatively employ one or more uniformed police officers on the school campus. Any such officer is a resource for the school, the students, and parents. The officer(s) will work interactively with students, teachers and administrators in an effort to maintain a safe and wholesome environment that is conducive to learning. Any such officer(s) will be involved in law enforcement, instruction and counseling.

Guidance and Counseling

Beebe High School maintains counseling and guidance for all its students. Students needing assistance with educational, vocational, and personal issues may secure help at the guidance office. An up-to-date library of college catalogs, vocational information and related materials are kept in the Guidance Office for use of students and teachers.

An educational and social record of each student, from the time he entered school, is kept on file. This includes test information, vocational choice, grades and other information considered beneficial to the student. A student may review this information and bring it up to date at his convenience. The counselor requests at least one personal conference with each student a year.

The faculty and staff want to provide each student with the support to make every day a good day for learning. There are days students face challenges that affect them mentally, emotionally and socially, which can interfere with their schoolwork. The Beebe School District is fortunate to be staffed with guidance counselors who are prepared to assist students when support is needed in one of these areas. In addition to our school counselors, mental health agencies sometimes provide counselors for students during the school day. These counselors work with the building administrators and counselors to assist students in addressing behaviors that interfere with learning.

Parents are always welcome to contact the building counselor at any time during the school day. Parent involvement is a key ingredient for student success, and we appreciate your efforts in making your child's days at Beebe Schools a positive experience. Parents are welcome to visit with the counselor to see their child's test scores, discuss educational plans, or to discuss other

problems that their child might be experiencing. If requested, building counselors can provide information to parents regarding available resources for additional student support.

Security Surveillance

Beebe Public School utilizes security cameras to monitor the buildings and campus for safety purposes. School administrators and School Resource Officers will monitor the system.

Visitors on School Campus

Visitors to the campus during school hours are to register with the principal prior to fulfilling the purpose of the visit. Visitors failing to register with the principal may be considered as trespassing. The school discourages students from bringing visitors to school. The school officials and teachers feel that bringing a visitor will result in one's getting less from his/her day than normal, plus the fact that, quite often the visitor should be in attendance in his/her own respective school. Students from other schools may not eat lunch with our students. All persons on school grounds, in school buildings, or at any school sponsored activity must identify themselves to school authorities upon request.

Deliveries

No flowers, balloons, candy, or restaurant/fast food lunches shall be delivered to the school. It tends to be disruptive and might create problems during the school day. Any other item must be delivered via the principal's office.

Contact with Students While at School

Parents wishing to speak to their student during the school day shall report to the office. By law, if parents are legally separated or divorced, each parent has equal rights to the access of the student's school records, unless a parent has a court order that indicates which parent has access to the student's school records. The school must have a copy of the court order on file. Otherwise, either parent may check the student out of school or obtain school records with proper identification.

Contact by Non-Custodial Parent

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 each lunch, volunteer in their child's classroom, or otherwise have contact with the 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 or 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 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. 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, 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.

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.

Privacy of Students' Records/District Information

Parents should notify the school **immediately** if there is a change in address, phone number or emergency contact person(s). It is important to have correct information on file in the event of illness or injury.

Except when a court order regarding a student has been presented to the District to the contrary, all student's educational 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 18, the right to inspect and copy a student's records transfer to the student. A student's parent or the student, if over the age of 18, requesting to review the student's educational records will be allowed to do so within no more than forty-five (45) days of the request. The District forwards educational 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 educational records to any agency or individual not authorized by law to receive and/or view the educational 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 education interest. A personal record kept by a school staff member is not considered an educational record if it meets the following tests:

1. It is in the sole possession of the individual who made it
2. It is used only as a person memory aid
3. 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 attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. For the purpose 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 prior consent of the parent (or the student if over 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 personally identifiable information from an education record to appropriate parties, including parent, 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 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 the purpose of this policy, the Beebe 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/her 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 parent or guardian, their attorney 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, 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 provide 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 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 yearbook and graduation announcements. "Directory Information" includes, but is not limited to, a student's name, address, telephone number, electronic email address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or 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. "District 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 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 age 18.

The form for objecting to making directory information available is located in the office 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 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 at Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Free Textbooks

Textbooks, workbooks, and many other educational materials will be supplied to the student by the school. It must be kept in mind that many of these books are purchased by the school with the expectation of using them for five years. Students who lose, destroy, or deface books which are issued to them will be charged with the responsibility of paying for these items on a pro-rated basis.

Distribution of Literature

Students shall have the right to distribute and possess literature subject to individual building procedures and accordance with Board of Education policies. The District may prohibit a specific issue of a publication if there is a substantial basis to believe its distribution or possession will cause disruption of school activities. Principals have the responsibility to see the Board of Education policies are adhered to.

Library

The library is for your use and convenience. Do not hesitate to consult the librarian or the student assistants for help in locating a book or finding information.

The library is open from 7:45 a.m. until 3:30 p.m. Students do not need permission to go to the library before school, during lunch period, or after school.

All books taken from the library must be checked out to the student. Students are responsible for books checked out until they are returned to the circulation desk and have been placed under the counter. Fines will be charged for overdue or lost books. Information concerning overdue-books will be posted in the library. Students who lose books should consult with the librarian.

Fees/Lockers

1. Each student will be offered a locker with lock for a rental fee. Students will be required to keep their lockers locked at all times throughout the school year.
2. Lockers are a part of the school and may be opened by school authorities when deemed necessary. Any student who wishes to carry his/her books may do so.
3. Students are to use only their assigned lockers. Sharing of lockers is not permitted.
4. Students will keep lockers neat, orderly and closed. If the locker will not close, contents will be collected and students will pay a fine to get the contents back. Students may only pay locker fines and retrieve contents before and after school.

Reports to Parents

The faculty and administration at Beebe Public School believe that communication between the school and home is extremely important. Several methods will be used by the school to communicate with parents. Open house will be held in the fall for parents to meet teachers and view classrooms. Teachers shall meet the parent(s) or guardian(s) of each student at least once a semester in a parent-teacher conferences, a telephone conference, or a home visit. In addition, teachers are encouraged to contact parents frequently through phone calls and e-mail. Parents may also keep abreast of their student's academic progress by using the Home Access Center on the Beebe Public School home page on the Internet.

Report cards will be issued at the end of each nine-week grading period. Notices for report card dates will be made in the local newspaper and on the school's web page to inform parents. Progress reports will also be sent home at midpoint of each grading period. Teachers or parents

may request a conference at this time if they feel it will benefit the student. Parents may request a conference with their child's teacher at any time.

Parent Involvement Plan

Philosophy

We recognize the family as the primary influence in a child's life. We believe:

- A child's education is a responsibility shared by the school staff and family during the entire time they are in school.
- Families and school staff must work as knowledgeable partners.
- Families must play a positive role in providing for student success.

A successful Parental Involvement Plan will include, but not limited to the following components:

- **Parents, Alumni, and Community Involvement**-Volunteer plan, activities and events, resource materials, recognition of parents, information kits, parent center, and a parent facilitator.
- **School Programs**-School programs are provided to assist parents including but not limited to those with limited English proficiency, parents, with disabilities, and parents of migratory children.
- **School Policies**-school policies are implemented which encourage parental involvement and participation.

Volunteer Organizations

Beebe School has some parent volunteer organizations. Through these programs, parent and interested citizens have an opportunity to contribute their time in a variety of ways and make a significant contribution to the educational program of the school. Applications for being a volunteer can be obtained through the district office.

College Entrance Requirements

Beebe High School is fully accredited by North Central Association: however, most colleges and universities recommend either the American College Test (ACT) or College Entrance Examination Board Scholastic Aptitude Test (SAT) for admission. Applications for these test are available in the Guidance Office. Frequent announcements will be made concerning various tests.

Entrance requirements differ; therefore, students should check with the bulletin of the school for their choice. College catalogs for many of the colleges and universities are on file in the Guidance Office.

Colleges and universities also consider the student's scholastic record, intelligence, health, personality, character and activities in which one participate.

Student Participation in Surveys (Act 1100 of 2003)

No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by the Beebe School District, 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, 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 parents: or income (other than required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)** No survey will be administered without prior approval of the school principal. Prior written parental permission is required before any survey or questionnaire is administered.

Surveys will be in the administrative office where they will be available for inspection by the parents or guardians for a period of ten (10) days prior to being sent. Information will be given on how the survey will be conducted, where the surveys shall be available for inspections, how they will be utilized, and the persons or entities that will have access to the results.

Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire. This does not apply to students in accordance with the IDEA. This does not include mandated test by state or federal law or regulation and standardized scholastic achievement tests.

Lost and Found

Found articles are to be turned in at the office. Recovery will be made at the office upon identification by the student. Articles which are not claimed by the end of the year will be distributed to needy families or organizations which help those in need.

Check Return Policy

The Beebe School Board of Education has entered into an agreement with CHECKredi for the collection of all returned checks issued to Beebe Public School District. The Board requires that the following information be on all checks written: Full Name, Street Address, and Phone Number with Area Code.

If your bank returns your check, it will be automatically forwarded by the Beebe Public School District's bank directly to CHECKredi after the first presentation. CHECKredi will contact you in order to collect the face amount of the returned check plus the state collection fee. The amount of the collection fee is currently \$25.00 in our state; however, this fee is subject to change as allowed by law. If you do not properly respond to CHECKredi or CHECKredi is unable to contact you, CHECKredi may re-present your check to the bank electronically along with applicable collection fees.

SCHOOL ENROLLEMENT

Residence Requirements

Definitions:

“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 legal, lawful control of the student under order of a court or person standing in loco parentis reside in the school district.

“Residential Address” means the physical location where the student’s parents, legal guardian, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside. A student may use the residential address of a legal guardian, person having legal, lawful control of the student under order of a court, 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, or other persons having legal, lawful control of the student under order of a court 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 parents or guardians 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 parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.² A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.³

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and his/her child or ward reside outside the district.⁴

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue

attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

Entrance Requirements

To enroll in a school in the District, the child must be a resident for the District as defined in District Policy (Residence Requirements), meet the criteria outlined in policy (Homeless Students), be accepted as a transfer student, or participate under a school choice option and submit the required paperwork.

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, who will become five (5) years old during the year in which he/she is enrolled in kindergarten, and who meets the basic residency requirement for school attendance may be enrolled in kindergarten upon 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.1

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

1. The parent, guardian, or other responsible person 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 department of education.
2. The parent, guardian, or other responsible person shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent or guardian;
 - f. United States military identification; or
 - g. Previous school records.
3. The parent, guardian, or other responsible person 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. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another school district to enroll as a student until the time of the person's expulsion has expired.³
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:

"Active duty members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services;

"Veteran" means: a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

"Eligible child" means the children of:

- Active duty members of the uniformed services;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;

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

Student Transfers

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

The District may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classroom, 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 Department of Education 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 home school or a school that is not accredited by the Department of Education to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING

The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another school district to enroll as a student until the time of the person's expulsion has expired.

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

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 Arkansas Department of Education (ADE). As a result of the desegregation order/desegregation plan¹, 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 of 2004 (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 common parent in common by blood, adoption, marriage, or foster care.

TRANSFERS INTO THE DISTRICT

Capacity Determination and Public Pronouncement

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

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the

application deadline and the requirements and procedures for participation in the program. Such pronouncements shall be made in the spring, but in no case later than March 1.

Application Process

The student's parent shall submit a school choice application on a form approved by ADE to this District. The transfer application must be postmarked or hand delivered on or 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 as they are received in the District's central office. It is the District's responsibility to send a copy of the application that includes the date and time stamp to the student's resident district within ten (10) days of the District receiving the application. Applications postmarked 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.

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 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 either fails to initially enroll under the timelines and provisions provided in this policy; who chooses to return to his/her resident district; or who 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.⁹

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.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. A student whose application was rejected may request a hearing before the State Board of Education to reconsider the application which must be done, 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 15 of the immediately preceding year. By December 15 of each year, ADE shall determine and notify the District of the net number of allowable choice transfers. For the purpose of determining the three percent (3%) cap, siblings are counted as one student, and students are not counted if the student transfers from a school or district in:

Academic Distress or classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227;

Facilities Distress under A.C.A. § 6-21-812; or

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.

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 distress;
- The student is not required to meet the June 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 ADE Rules for the Standards of 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 who is enrolled in or assigned to a school classified by the ADE to be in academic distress or in a district classified by ADE as in need of Level 5 Intensive Support is eligible to transfer to the school closest to the student’s legal residence that is not in academic distress or in a district classified as in need of Level 5 Intensive Support. The student’s parent or guardian, or the student if over the age of eighteen (18), must successfully complete the necessary application process by July 30 preceding the initial year of desired enrollment.

Within thirty (30) days from receipt of an application from a student seeking admission under this section of the policy, 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. The notification shall be sent via First-Class Mail to the address on the application.

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via 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 enrollment under Opportunity School Choice 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 has been classified by the ADE as being in academic distress or the District has been classified by ADE as in need of Level 5 Intensive Support, the District shall timely notify the parent, guardian, or student, if the student is over eighteen (18) years of age, as soon as practicable after the academic distress or in need of Level 5 Intensive Support 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 enroll the student in any public school or school district that has not been classified by the ADE as a public school in academic distress or school district 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 ADE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.

Homeless Students

The Beebe 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 liaison for homeless children and youth whose responsibilities shall include coordinating with the state educational liaison for homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.

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, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. It is the responsibility of the District's local educational liaison for homeless children and youth to carry out the dispute resolution process.

To the extent feasible, the District shall do one of the following according to what is in the best interests of a homeless child. (For the purposes of this policy "school of origin" means the school the child attended when permanently housed or the school in which the child was last enrolled.)

1. continue educating the child who becomes homeless between academic years or during an academic year in their school of origin for the duration of their homelessness;
2. continue educating the child in his/her school of origin who becomes permanently housed during an academic year for the remainder of the academic year; or
3. enroll the homeless child in the school appropriate for the attendance zone where the child lives.

If the District elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the District shall provide the parent or guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.

In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.

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 Liaison), to and from the child's school of origin.

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

- A. Are;
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;

- Living in emergency or transitional shelters;
 - Abandoned in hospitals; or
 - Awaiting foster care placement;
- B. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- C. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- D. Are migratory children who are living in circumstances described in clauses (a) through (c).

Home Schooling

Enrollment in Home School

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

1. At the beginning of each school year, but no later than August 15;
2. Fourteen (14) calendar days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

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

The notice shall include:

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

Enrollment or Re-Enrollment in Public School

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

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

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

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

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

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

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

f. Scholarships.

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 Arkansas Department of Education (ADE), and individuals involved with each foster child to ensure that he/she 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 current school, 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 to arrange transportation to and from school for the foster child to the extent it is reasonable and practical.

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

A foster child’s grades shall not be lowered due to absences 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 treatments.

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 ADE that is

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

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

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

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

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

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

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

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

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

Moving from the School District

If a student leaves this school to go to another school, he/she should get a checkout sheet from the office and have his/her teachers, the food services manager, and the librarian sign it. The student should return the checkout sheet to the office for the principal's signature. All fees and fines should be paid before checking out. Any student who owes an obligation to the school will not be issued a transcript.

ATTENDANCE

Attendance Policy

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school 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. In recognition of the need for students to regularly attend school, the district's policy governing student absences is as follows.

Students shall not be absent, as defined in this policy more than 8 (eight) days in a semester. When a student has 4 (four) absences, his/her parent, guardian, or person in loco parentis shall be notified that the student has missed half the allowable days for the semester. Notification shall be by mail within a reasonable amount of time.

Whenever a student exceeds 8 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students who exceed 8 unexcused absences in a course, in a semester shall not receive credit for that course. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

It is the Arkansas General Assembly's intention that students having excessive absences due to illness, accident, or other unavoidable reason be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of allowable absences (unless unable to do so due to unforeseen circumstances), the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's 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 requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administration or designee.

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.

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 and the student brings documentation to the principal or designee upon his/her return to school.

1. When the student's illness could jeopardize the health of other students
2. Death or illness in their immediate family
3. Observance of recognized holidays observed by the student's faith
4. Attendance at an appointment with a government agency
5. Attendance at a medical appointment (appts. may only be excused for ½ day depending on the type of appt., time of day of appt. and distance traveled to appt.)
6. Exceptional circumstances with prior approval of the principal
7. Participation in FFA, FHA, or 4-H sanctioned activity
8. Participation in the election poll workers program for high school students
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades 11 and 12.
11. Absences for students excluded from school by the Arkansas Department of Health during disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. To participate in any school sanctioned activity
13. Due to student having been sent home from school due to illness
14. For purposes pre-approved by the school administration such as visiting prospective colleges (students classified as a junior or senior will be allowed 2 college visits per year), to obey subpoena, or to attend an appointment with a government agency.

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.

Days missed due to in-school shall not count toward the allowable number of days absent.

Unexcused Absences

Absences not defined above or not having accompanying documentation presented in the timeline required by this policy, shall be considered as 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.

Application for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled

in school shall present proof of a “C” average for the previous semester or similar equivalent grading period for which grades are reported as part of the student’s permanent record.

Compulsory Attendance Requirements

It is very important that all students and parents understand that school attendance is necessary for appropriate educational objectives to be met by the students. Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 who resides, as defined by policy (4.1-Residence Requirements), within District shall enroll and send the child to a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6-Home Schooling) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten A kindergarten waiver form prescribe by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocation – technical institution, a community college or a two-year or four year institution of high education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in and adult education program as defined by A.C.A. § 6-18-201 (b). Legal Reference: A. C.A. 6-18-207

Procedures for Absences

Parents are to call before 10:00 a.m. to inform the building principal of their son/daughter’s absences. This would be waived in the following situations:

1. When the parents are away from home due to personal or family illness or death.
2. No home phone – In case the parents do not have a home phone, the parents are to write a note of explanation concerning the student’s absence to be presented to the principal upon the student’s return to school.
3. In case the student is to be out of town with parents, the parents are to notify the school prior to leaving or call by 8:00 a.m. the day the student returns to school.

A letter explaining the attendance policy will be mailed to the parents when the student has accumulated four, six and eight days of absences.

Make-Up Work

It is the student’s responsibility to make arrangements with his/her teacher to make up work missed. The student is expected to make up all work missed. Students who miss due to school-

related activities must make arrangements to make up work before they miss or on the day they return to class.

In a semester grading period, a student may not receive credit for make-up work and/or tests if he/she has accumulated more than ten absences. All work and/or tests must be completed within the same number of days absent. The teacher may give additional days if extenuating circumstances occur.

Exemption from Semester Tests

Any student having a C or below average for the semester in a class will be required to take the semester test for that class.

Any student with outstanding fines will not be exempt from semester tests.

Students with 4 or fewer unexcused absences may be exempt in a class if they do not have a fine or a C or below average.

Seniors who are passing 2nd semester classes and have no fines will not be required to take semester tests. Students taking online classes will be required to take semester exams.

Tardiness

Students in the High School are allowed six (6) minutes between classes. The Junior High will allow five (5) minutes in between classes. This time is not for loitering in the halls or visiting. Students should move to their classrooms and prepare to begin class.

A student who arrives at school between 8:00 and 8:05 should report to their first period class and present their tardy card to the teacher. Students arriving after 8:05 need to sign in at the main office and pick up an admit slip. Missing more than 5 minutes of a will be considered an absence for that class.

A card system will be implemented in the High School for class tardiness. Students will be issued a card with places for signatures. This card should be kept on the student's person at all times while they are at school. When a student is tardy to class, the teachers in that class will sign the card. The card will only be signed as a consequence for a student being tardy to class. When the card is full of signatures, the student will be referred to the office for tardiness. This will result in the student being assigned to detention. Each time a student is tardy after having their card filled, the student will be assigned discipline. Excessive tardiness may result in a student being assigned Saturday School or ISS.

If the first card is lost or damaged beyond use, a student may be given one (1) replacement card per semester with signatures equal to the amount of tardiness showing in E School. Loss of a second card during a semester will result in the card being considered full with the corresponding consequence.

A student who misses more than 5 minutes of a class after the first arrival on campus will be counted absent for that period. However, students who are on campus must attend class or they will be considered truant.

Truancy

Truancy is unexcused and is defined as a student who is absent from school without the consent of parents and/or without permission from the office of the principal. Parents will be contacted about each offense.

A truant student may be assigned a minimum of Saturday School to a maximum of In-school suspension (ISS).

A student truant a second time must be accompanied by a parent to the office of the principal. Juvenile and/or local authorities will be notified of truant students for appropriate action (Act 473 of 1989).

ACADEMICS

Classification of Students

Classification of a student is determined at the beginning of each school year and continues throughout the school year. Classifications does not change at semester. Classifications for 2006 and beyond:

- Sophomore-6 credits
- Junior-12 credit
- Senior-17 credits

At semester any student that is on pace to gain the required credits to graduate during the current school year will need to meet with the building principal for approval to change classification.

Smart Core Curriculum & Graduation Requirements for the Classes of 2019 and 2020 (4.45)

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver* Form to not participate. While Smart Core is the default option, both a Smart Core Informed Consent Form and Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent record. This policy is to be included in student handbooks for grades sixth (6) through twelfth (12) and both students' and parents must sign an acknowledgment they have receive the policy. Those students not participating in Smart Core curriculum will be required to fulfill the Core curriculum or the requirement of their IEP (when applicable) to be eligible for gradation. Counseling by trained personnel shall be available to students and their parents or legal guardian prior to the time they are required to sign the consent forms.

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 for all students who meet the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS.

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. 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

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.⁷ 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.

SMART CORE: Sixteen (16) Units

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

Oral Communications: one-half (1/2) unit

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

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

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

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

3. Algebra II; and

4. The fourth unit may be either:

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

Natural Science: a total of three (3) units with lab experience chosen from

One unit of Biology; and either:

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each):

- Physical Science;
- Chemistry;
- Physics; or

One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (1/2) Unit

Economics – one half (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. This course fulfills the requirements of personal finance standards per ACT 480.

Physical Education: one-half (1/2) unit

Note: While one-half (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 (1/2) unit

Fine Arts: one-half (1/2) unit

Career Focus – Six (6) Units

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, The National Guard Split Training Option, or other

similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

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

CORE-Sixteen (16) Units

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

Oral Communications: one-half (1/2) unit

Mathematics: four (4) units

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

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

Science: three (3) units

- at least one (1) unit of biology or its equivalent; and

Two units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; or
- One unit from the three categories above a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (1/2) Unit

Economics – one half (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. This course fulfills the requirements of personal finance standards per ACT 480.

Physical Education: one-half (1/2) unit

Note: While one-half (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 (1/2) unit

Fine Arts: one-half (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 of two (2) units of the Career Focus graduation requirements.

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

Smart Core Curriculum & Graduation Requirements for the Classes 2021 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, both a Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' 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 requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and parents or legal guardians prior to the time they are required to sign the consent forms.

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.² 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 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS.

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. 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.

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.⁷ 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

In tenth (10th), eleventh (11th), or twelfth (12th) grade, all students shall receive credit in a course covering the Personal and Family Finance Standards in order to meet requirements for graduation. These standards can be satisfied through Economics or Financial Literacy courses.

SMART CORE: Sixteen (16) units

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

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

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

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

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

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

7. Algebra II; and

8. The fourth unit may be either:

- A math unit approved by ADE or
- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: a total of three (3) units with lab experience chosen from

One unit of Biology; and either:

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each):

- Physical Science;
- Chemistry;
- Physics or
- One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

Health and Safety: one-half (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.⁹

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.⁹

CORE: Sixteen (16) units

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

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

at least one (1) unit of biology or its equivalent; and

Two units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; or
- One unit from the three categories above and 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.⁹

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.⁹

Grading

Parents or guardians shall be periodically informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, 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 reason for the difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period to keep parents/guardians informed of their student's progress.

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

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

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

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

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

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

Grading Policy

All students' grades will be based on the academic objectives of the class. While behavior will not be used in determining a student's grade, some courses will require a participation grade. Participation points will be used in courses like band, choir, and physical education.

Grading, Class Standing, and Grade Point

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that reflect other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given. Class standings and grade points are figured each year. These are available to parents or students upon request. The counselor will have this and other data available if needed. Non-academic courses (Band, Flag line, Choir, P.E./Athletics, Athletic Trainer, and Cheerleading) are not included in figuring class standings and grade point.

Core Curriculum Courses for Seventh Grade

- Language Arts or Pre AP Language Arts
- Pre-Algebra or Pre AP Pre-Algebra
- World History/Arkansas History
- Science

Core Curriculum Courses for Eighth Grade

- Language Arts or Pre-AP Language Arts
- Eighth Grade Mathematics or Algebra I
- Science or Pre AP Physical Science
- World History

Report Cards and Progress Reports

Students who expect to pass must be regular in attendance, take all tests, make all reports, and do all work assigned by the instructor of the particular course.

Report cards are issued at the end of every nine weeks school period. The report is made to the parents and is taken home by the student. The intent is to acquaint the parents with the progress of their children. A four weeks progress report will be sent home by the student. The progress report will state the student's present grade. Conferences can be requested by the teacher or parent at any time.

Homework Policy

The Beebe School District recognizes that homework is a beneficial addition to the in-school instructional program. For most students additional study directly related to academic work-in-progress can make the difference between mastery and non-mastery, between satisfactory and exemplary achievement. Homework tells students that learning is more than just a classroom activity that expectations go beyond minimum effort, and that independent learning is valued. Through a well-formulated homework system students will acquire academic content while also

developing self-discipline, responsibility, and good study/work habits. Students who possess these characteristics will be prepared for both academic and/or vocational careers.

Because of the individual differences and needs of students, it is unsound to require or expect all students to experience the same kind of homework in connection with their school instruction. Purposeful homework varies from day to day and the professional discretion of the teacher should determine when homework is assigned.

Basically homework can be classified into three categories: practice, preparation, and extension. When homework is given as an assigned responsibility for the students, such homework will be based on one or more of the following purposes:

- Drill and additional practice to strengthen new skills introduced in the classroom;
- Work on projects of short-term and/or long-term nature;
- Participation in research activities in locating facts and data;
- Expanding reading for pleasure and enjoyment.

A.C.A. § 6-18-101 is amended to add an additional subsection to read as follows:

A school district may establish an honor roll system to recognize or reward students for achievement. No school district shall be prohibited from identifying students who qualify for the honor roll or who are eligible to serve as valedictorian or salutatorian of the students' graduating class or who qualify for honor graduate status as provided under this section. Any parent or student who does not want to have the student identified as an honor student or listed on the honor roll shall submit a written request to the principal of the school requesting that the student not be identified (Senate Bill 250).

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 or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

At least once each semester, the parents and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference between the building principal, the student's teacher(s), counselor, a 504/special education representative (if applicable), and the student's parents shall be held before a final decision is made. 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.

Beginning with the 2018-2019 school year, each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

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

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

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

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

An SSP shall be created:

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

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion/retention or graduation 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.³ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Seventh and Eighth Grade Promotion Policy

7th and 8th grade students failing math or language arts or any two of the core classes may be required to attend Summer School and / or Badger Academy or be retained. Students will be required to show mastery of material in order to complete Summer School or Badger Academy. Placement at Badger Academy is at the discretion of the instructional committee comprised of educational staff and may be recommended for students who do not meet the criteria mentioned above. Students who have missed over the maximum days allowed may also be required to attend Summer School and / or Badger Academy.

Students who fail three (3) or more of the yearly core curriculum subjects will be retained in the previous grade (ACT 35).

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 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 this 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 Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

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

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:

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

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

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

Digital Course Offerings

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

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

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Arkansas Department of Education (ADE). 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 ADE.

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 his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school.

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.

Correspondence and Summer School Work

For a student to complete requirements for high school graduation by taking correspondence courses or summer school credit, these requirements must be met:

1. All work must be done through the school.
2. A school official must approve all work beforehand.

Concurrent Credit

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

As permitted by the ADE Rules of Governing Concurrent College and High School Credit, a student, who takes a three (3)-semester hour remedial/developmental education course, 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 and/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.² 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.

Graduation

Participation in Graduation Exercises

Before a student can participate in graduation exercises, he/she must meet all the requirements for graduation. Students are required to purchase and wear a specific cap and gown for participation in commencement exercises.

The Graduation ceremony is a privilege and students must be in good standing in order to participate.

Early Graduation

Any student who is enrolled in Beebe High School and has earned the number of credits required by the local school district for graduation shall be eligible to graduate from high school without regard to the grade level the student is enrolled in at the time such credits are earned. (Act 275 of 1997)

For the purposes of this section graduation will be defined as “completing requirements for receiving a diploma.” Graduation exercises will be defined as “those exercises during which diplomas are conferred.”

Students who plan to graduate early must file an Early Graduation Intent Form with the principal’s office. This form must be filed by May 15th before December graduation or by December 15th before a planned spring or summer graduation.

Students who graduate in December may participate in graduation exercises in May but may not be a part of the program. These students will not be included in any senior class activities which occur during the spring semester.

Any student who plans to graduate early but who is classified as a junior will not be eligible for senior activities or privileges. For those students who plan to graduate early, a senior is a student who has earned 17 (seventeen) credits by the time school starts in August. If necessary, special provisions will be made so that semester exams can be completed before the graduation exercises.

Honor or High Honors Graduate

To be considered for Honor Graduate or High Honors status the following must be completed by the end of eight semesters:

1. No fractional Pre-AP/AP credits will be accepted.
2. No “F’s”, “NC’s”, or “I’s” will be permitted on official transcript in any course, including non-core courses. “NC” will be figured into GPA as an “F”.
3. Honor or High Honor graduates will be determined at the end of seven semesters and verified at the end of eight semesters. Students will lose Honor Graduate status if they do not meet requirements at the end of eight semesters. Students may be added to the Honor Graduate status by attaining all requirements at the end of eight semesters.
4. A student must be enrolled a minimum of four semesters in Beebe High School, grades 9-12, to be eligible for valedictorian or salutatorian. A student must be enrolled and in full-time attendance during his/her senior year.

- Students must successfully complete the full year of the Pre-AP/Honor or AP course in order to count that course as one of the twelve Pre-AP/Honors or AP courses required for Honor Graduate status. AP weight will not be given toward Honor graduate status unless both semesters of the course are completed. AP weight will only be figured if the student takes the AP exam in the specific course.

Honor Graduate Requirements

Students may graduate from Beebe High School with HONORS or HIGHEST HONORS if they meet the specified criteria for their particular graduating class. Any student transferring from a private school or who has been previously homeschooled is eligible to be recognized as graduating with HONORS or HIGHEST HONORS if he or she meets the established criteria. To be considered for honor graduate status, students must complete at least ten of the courses listed below.

Beginning with the Class of 2018, two years of the same foreign language will also be required to attain honor graduate status. These two credits are in addition to the minimum ten courses selected from the list below. All core courses plus any AP class that is not considered a core course (Ex. AP Spanish or AP Studio Art) are used to figure GPA when determining honor graduate status.

For the Class of 2018 and above, the first two years of the same foreign language will also be included in the calculation of the GPA. A student who has maintained a 3.25-3.99 GPA will be considered graduating with honors and a student who has maintained a 4.0 GPA or above will be considered graduating with highest honors. Only core courses plus any AP classes are used to figure GPA when determining honor graduate status.

Pre-AP English 10	Pre AP Spanish II	AP Physics I and II
Pre-AP Biology	Pre AP Spanish III	AP United States History
Prep-AP Chemistry	AP Calculus	AP World History
Pre-AP Algebra II	AP Statistics	AP Spanish
Pre-AP Pre-Cal/Trig	AP Chemistry	AP Drawing
AP Environmental Science	AP Biology	AP Studio Art
Pre-AP United States History	AP English Literature	AP English Language
AP Computer Science Principles	AP Government	Pre AP Creative Writing

Valedictorian and Salutatorian Requirements

In order to be eligible for the two top honors in commencement, a student must have completed the last four semesters of his or her high school work at Beebe High School and must have completed the honor graduate requirements. The student(s) with the highest honors core GPA will be recognized as the valedictorian. The student(s) with the second highest honors core GPA will be recognized as the salutatorian. Valedictorian and salutatorian will be announced when all grades are final.

Arkansas Scholars Program

Students in grades 9 – 12 who meet the following criteria are invited to participate in the Arkansas Scholars Program sponsored by the Beebe Chamber of Commerce and the Arkansas Business and Education Alliance. Students are recognized at the completion of their senior year, and a sticker is attached to their transcript.

1. Make a semester grade of “C” or above in all academic courses.
2. Achieve a 95% or better attendance record.
3. Take the recommended courses to prepare for post-secondary education, including at least 3 years of science, 3 years of math, 3 years of social studies, 4 years of English. (Two years of a foreign language are encouraged.)
4. Complete high school in eight consecutive semesters.

Athletic Scholarship Awards

Seniors who meet graduation requirements and participate in athletics may be nominated for the following awards:

James Hugh Garrett Scholarship -for a male

Requires a 3.0 CUMULATIVE grade point average and participation in two sports for 3 years; recognizes outstanding athletic ability, leadership, and sportsmanship while maintaining a superior scholastic standing.

Amanda Garrett Schieffler – for a female

Requires a 3.0 CUMULATIVE grade point average and participation in two sports for three years; should be given to a senior girl who has shown outstanding athletic ability, leadership, and sportsmanship while maintaining a superior scholastic standing.

A.S. “Bro” Erwin Scholarship -male or female

Requires at least a 2.5 CUMULATIVE grade point average, participation in at least 1 sport in grades 10-12, and participation in 2 sports during his or her senior year. Other areas of consideration are character, leadership, and intent to attend college and major in education.

Transcripts

Any student planning to attend college should request the guidance office to send a transcript of his record to the school of his/her choice.

REGULATIONS FOR SCHOOL ORGANIZATIONS

School Organizations

Students have the right to join an existing club subject to the constitution of that club. No club will restrict membership on the basis of race, sex, national origin, or handicapping conditions.

For students to form a new club, a Club Request Form must be completed and submitted by the due date each year. New club requests will be reviewed by administration and the Club Council. If a new club request is accepted, clubs must follow the guidelines required for clubs (High School Only).

Holding Student Council Offices

1. A student must have passed all subjects in the previous semester and have a 2.50 or better cumulative grade point average.
2. A student must have attended Beebe High School the entire semester previous to the election or have attended Beebe schools at least one year in grades seven through eleven.
3. A student who received an out-of-school suspension or was convicted of a criminal offense during the current or previous semester, excluding minor traffic offenses, is ineligible for office. (DUI is not considered a minor traffic offense.)
4. A student will be removed from office if he/she receives an out-of-school suspension or is convicted of a criminal offense, excluding minor traffic offenses. (DUI is not considered a minor traffic offense.)

Holding Class Office

1. A student must have passed four subjects in the previous semester and have a 2.0 or better cumulative grade point average.
2. A student must have attended Beebe High School the entire semester previous to the election or have attended Beebe schools at least one year in grades seven through eleven.
3. A student who received an out-of-school suspension or was convicted of a criminal offense during the current or previous semester, excluding minor traffic offenses, is ineligible for office. (DUI is not considered a minor traffic offense.)
4. A student will be removed from office if he/she receives an out-of-school suspension or is convicted of a criminal offense, excluding minor traffic offenses. (DUI is not considered a minor traffic offense.)

Who's Who

Who's Who is selected from the senior class. A Mr. BHS and a Miss BHS are elected each year in this contest. The pictures of all recipients will appear in the Badger Yearbook. By secret ballot the senior class will nominate three students for each category. By secret ballot the senior class will select the recipients for each category. Any student selected for two or more awards must choose the one he/she prefers. The students chosen for Mr. and Miss BHS may receive one other Who's Who honor. The intent is to keep the recipients for Mr. and Miss BHS secret until the yearbooks are distributed.

By secret ballot the freshman, sophomore and junior classes will select a boy and a girl from their respective classes as class favorites. The classes will use the same selection process as the seniors use in selecting Who's Who.

Trying Out for Cheerleader/Dancer/Mascot

1. A student must have passed four subjects in the previous semester and have a 2.0 or better cumulative grade point average.
2. A student must be enrolled in January at the beginning of the semester tryouts are held in order to participate.

Homecoming Queen and Maids

A Homecoming Queen and twelve maids are elected each year to reign at the Homecoming football game. The queen, a senior girl, has three maids from each of the ninth, tenth, eleventh, and twelfth grades. A girl may not serve as a maid 2 years in a row. Each of the royalty must have been enrolled in Beebe Public Schools during the entire previous spring semester. The Student Council sponsor will be responsible for administering all Homecoming elections. The final voting will be on the third Monday prior to the Homecoming game. The royalty will be announced to the student body immediately after final votes are tabulated. All preliminary and final voting will be by secret ballot.

By secret ballot the senior class will reduce its candidates to twelve girls. Grades nine through twelve will then select a Queen by secret ballot from the twelve finalists.

The senior class will then select a Queen and three maids from the twelve finalists. The three girls receiving the most votes will be the senior maids. If one of the three girls selected has previously been selected as Queen, the girl with the next greatest number of votes will be a maid.

By secret ballot the junior, sophomore and the freshman classes will each reduce their candidates to twelve girls. The eleventh grade will select three maids from the twelve junior girls. The sophomores will select three maids from the twelve sophomore girls. The freshman will select three maids from the twelve sophomore girls.

The attire for the homecoming royalty for the parade and the homecoming game will be decided by the homecoming royalty. At least one of the events will be informal dress.

Badger Pride Maids

Badger Pride maids will be elected each year to reign at the Badger Pride basketball game. The maids, ninth, sophomore, junior, or senior females, will be elected by their peers from each established club. The football Homecoming Queen and maids may not serve as a Badger Pride maid. Badger Pride maids may not serve 2 years in a row. Each club participating will pay \$50 to sponsor their maid. The maid must have been enrolled in Beebe Public Schools during the entire previous fall semester. The Sweethearts will be announced to the student body immediately after final votes are tabulated.

The attire for the Badger Pride pep assembly will be informal, and the attire for Badger Pride Night will be formal. Badger Pride maids will walk during the pep assembly and be presented by a member of the Boys' and Girls' basketball team. The father or male guardian of the Badger Pride maid will walk during the Badger Pride Ceremony.

Assembly Programs and Class Meetings

Assembly programs and class meetings will be held throughout the school year. Any class meeting must first be approved by the class sponsor and the principal before being scheduled.

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.

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

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the wellbeing 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.

EXTRACURRICULAR ACTIVITIES

Extra Curricular Activities

Beebe School recognizes that extracurricular activities are an important part of the educational experience. Although we encourage all students to participate in extracurricular activities, we strive to keep classroom interruptions to a minimum.

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 Arkansas Department of Education (ADE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by ADE. 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/intra-scholastic 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.

“Intra-scholastic 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.

Extra-Curricular 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 accepted). 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 State assessment or attempts to boycott a State 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 state mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.³ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

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 and 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.

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 the fall semester of their tenth-grade year.

Academic Requirements: Senior High

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

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

Students with an Individual Education Program

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

Arkansas Activities Association

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

Intrascholastic Activities

AAA Governed Activities

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

Non-AAA Governed Activities

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed intra-scholastic extracurricular activities. Intra-scholastic 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 Eligibility for Home Schooled Students

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

Interscholastic activity means an activity between schools subject to regulations 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 zone² 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.

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

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course³ in the District's school where the student is intending to participate in an interscholastic activity.

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

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

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

- standards of behavior and codes of conduct;
- 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 (7th) grade if the student were enrolled in public school.

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

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

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

Random Drug Testing

Philosophy

It is the philosophy of the Beebe School District that students should be encouraged and supported to be drug and alcohol free in order to promote good health and well-being. The District recognizes that drug and/or alcohol abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual.

Scope

The entire Random Drug Testing Policy can be found on the BPS District Webpage. The provisions of this policy apply to Beebe students in grades 7-12. No student will be able to participate in any school activity or drive a vehicle to school until the consent form has been signed by both the student and custodial parent/guardian and returned to the principal.

Selection Process

Random drug testing will be conducted throughout the school year as determined by the superintendent. Each week, the testing agency will provide a random list of students to be tested. Selection will be by lottery drawing from a “pool” of all students participating in activity programs or driving to school.

Activities Conduct

1. Rules regarding functions and entertainment will be discussed by the sponsors, principal and superintendent. Those activities not first considered by above authorities cannot be carried out.
2. All student discipline policies and dress code are in effect at home and away activities.
3. Students leaving a student activity will not be readmitted.
4. Before a student may participate in any extracurricular activity, he/she must be in attendance at school at least four periods on the day of the activity unless special permission has been granted by the principal.
5. Student who have received an out of school suspension or who have demonstrated a lack of self-control by excessive misbehavior at school will not be allowed to attend off campus activities.

STUDENT CONDUCT & DISCIPLINE

Who is Responsible for Student Conduct?

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

Students

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

Parents or Guardians

Parents or guardians are responsible for exercising the required controls so that their children's behavior at school will be conducive to their own progress and not disruptive to the school's educational program. They are responsible for alerting school personnel when they have reason to believe that their children are experiencing difficulties at school or at home, and that by actively soliciting the help of the school, behavior standards may be maintained.

Teachers

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

Bullying

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.

A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

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 causes or creates a clear and present danger or 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;

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act 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.

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

- 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 race, gender, ethnicity or personal characteristics 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, and/or
- Threats of harm to student(s), possessions, or others,
- Sexual harassment, as governed by policy 4.27, is also a form of bullying,
- Teasing or name-calling based on the belief or perception that an individual is not conforming to expected gender roles (Example: "Slut") or conduct or is homosexual, regardless of whether the student self-identifies as homosexual (Examples: "You are so gay." "Fag" "Queer").

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 principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted around the school. Parents, students, school volunteers, and employees shall be given copies of the notice.

In an effort to promote positive student action the school will provide a Character Education program, classroom guidance, small group counseling, and individual counseling. (Act 681 of 2003, A.C.A § 6-18-514)

Demonstrations and Strikes

The Board of Education directs, in order to ensure the orderly process of education and business affairs of the School District and safety of persons and property, that the procedures below be followed in case of any type of disruptive demonstration on school property or within school buildings.

1. It is not intended to discourage or prohibit the peaceful expression of opinions or ideas. However, since the Board is required by law to provide proper school facilities and to maintain an appropriate program of instruction, and is further required to bar any disruption of the school or interference with their normal operation, the following steps will be taken in the event of any disruption of the schools.
2. The disruption shall be immediately brought to the attention of the Superintendent or his representative by the administrative head of the school. The Superintendent shall have the authority at his discretion to alert the proper authorities.
3. Students participating in a disruptive demonstration shall be directed by the building principal or his representative to go to their regular classroom assignment. At the same time, the principal or his representative will arrange for a meeting between the administration and the individuals, leaders of a group, or the group, if feasible, to discuss in a rational, orderly manner the problem which has caused the disorder.
4. Non-student demonstrators and other unauthorized persons will be directed by the building principal or his representative to remove themselves from school property forthwith.
5. In the event steps 2 and/or 3 fail to stop the demonstration, the Superintendent or his representative will ask the police to remove the demonstrators and any individuals failing to comply under step 3.

6. Any student who does not report to their assigned classroom after being instructed to so under item 2 will be subject to suspension.

Dress Code

Dress and appearance must not present health and safety hazards or cause disruption of the educational process.

The following is a guideline for student appearance and dress, but the final decision will be at the discretion of the principal /assistant principal.

The following guidelines outline **appropriate** dress:

- All students shall wear shoes;
- Shirts/blouses with cap sleeves or longer
- Skirts, dresses, and shorts that reach the top of the kneecap.

Clothing and accessories **not allowed** include, but are not limited to, the following:

- No shirts, blouses, tops, dresses, etc. without sleeves.
- No apparel that exposes bare midriff in any position
- Pants with holes above the knee with exposed skin or undergarments;
- Hats/Caps, or any head covering (hoods), except for approved spirit days or as part of a uniform, are not to be worn inside the building.
- Clothing or accessories that displays obscenities, promotes violence, including pictures of guns or other weapons, has sexual implication/content or has reference to alcoholic beverages, tobacco or illegal substances;
- Bandanas;
- No see-through blouses and/or skirts (the garment worn underneath a see-through top must NOT be excessively revealing or show undergarments.)
- Pajamas and house shoes;
- Face paint, drawing, or writings on body
- Apparel that allows excessive exposure at the neck, chest, back, sides

Act 835 of 2011-Prohibits students from wearing clothing that exposes underwear, buttocks, or breast of a female while on the grounds during regular school day and at school-sponsored activities and events. This will not apply to costumes or uniforms in a school-sponsored activity or event.

Again, the final decision as to a student apparel's appropriateness will be at the discretion of the principal/assistant principal. Failure to adhere to the provisions of the dress code will result in the following penalties:

- **1st offense** - Student will receive a warning and cannot attend class and will be counted absent from class until provisions are made to attain proper clothing.
- **2nd offense** - Student will be placed in ISS for the day and provisions will be made to attain proper clothing.

Repeated violations of the dress code will be dealt with at the discretion of the principal/assistant principal.

Drug and Alcohol Policy

Reason for Policy

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.

When and Where Applicable

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

Prohibited Activities

Upon verification by local law enforcement or school authorities or admission by the student or substantiated evidence, any student possessing, or under the influence (legal intoxication not required), or using alcohol or drugs or illegal paraphernalia on school grounds or at school-sponsored events will be in violation of this policy.

Upon verification by local law enforcement or school authorities or admission by the student or substantiated evidence, any student purchasing or attempting to purchase drugs or alcohol on school grounds or at school-sponsored events will be in violation of this policy.

If through observation, the principal suspects a student of using drugs or alcohol, the student may be required to be examined by a medical doctor. The student can only re-enter school with a doctor's statement dated that day stating that the student was not under the influence (legal intoxication not required) of alcohol or drugs as revealed by appropriate medical tests.

Prohibited Substance and Paraphernalia

Prohibited substance shall include, but are not limited to, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other controlled substance as defined in Act 590 of 1971 of the State of Arkansas, as amended, or any beverage containing alcohol or an intoxicant of any kind. Any amount of alcohol or drugs consumed or in possession by a student will be a violation of drug and alcohol policy. The possession or use of drug paraphernalia, i.e. clips, pipes, containers, etc., used in connection with drugs, will be a violation of this policy. Any time intended to be representative of a drug or any item designed as counterfeit and/or look-alike drug will be considered an illegal drug, and any student using or possessing such substances will be in

violation of the drug and alcohol policy. Possessing, selling, distributing, or attempting to sell or distribute, or using over the counter or prescription drugs is also prohibited.

Penalties

Any student engaging in any of the situations listed above will be subject to one of the following penalties:

1. The student will be suspended with recommendation for expulsion with a provision to re-enter school after ten (10) days if enrolled in a counseling/ rehabilitation program. The counseling/rehabilitation services will be at the student's own expense and must be approved by the building administrator. Upon re-admission, continued enrollment in school shall be contingent upon completion of the counseling/ rehabilitation program. (A list of resources for counseling/rehabilitation programs are available in the counselor's office.)
2. Any student in violation of the alcohol/drug policy a second time during grades seven through twelve will be recommended for expulsion.

Mandatory Compliance

Compliance with standards of conduct stated in this policy is mandatory of all students.

Students are also expected to report knowledge or suspicion of drug and alcohol violations to school authorities immediately. Any student who fails to do so will be considered an accessory to the act and will be disciplined accordingly.

All violations of the drug and alcohol policy may be subject to referral to the appropriate law enforcement agency (ies).

Sexual Harassment

The Beebe School District is committed to maintaining an environment in which all employees and students are free from unsolicited and unwelcome sexual overtures. We will not tolerate sexual harassment that directed towards employees or students.

Sexual harassment is a form of misconduct which underlines the integrity of the employment relationship. Sexual harassment does not refer to occasional compliments. It refers to behavior which is not welcomed and is personally offensive. That behavior debilitates moral and therefore, interferes with the work effectiveness of employees or students.

Unwelcome sexual advances, requests for sexual favors, unwelcome touching and other inappropriate oral, written, or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to or toleration of such conduct is made a term or condition of receiving preferential treatment.

2. Submission to or toleration of such conduct is made a term or condition to avoid an unpleasant or threatening situation.
3. Submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual.

Any person who alleges sexual harassment by any staff member to student in the district should use the following procedure to address the problem.

1. Complainant should inform offender that behavior is offensive and will not be tolerated.
2. Report offense to the supervisor of the person accused of committing the offense. If circumstances do not permit reporting to the immediate supervisor, complaints may be made to another school administrator. The complaint should be in writing.
3. The supervisor will meet confidentially with the accused and document statements from him or her as well as from any witnesses. Appropriate action will be taken depending upon the severity and/or frequency of the offense. Documentation of any disciplinary action will be placed in the file of the accused.
4. The complainant may appeal the decision of the supervisor to the superintendent and to the school board using normal district appeal procedures.

Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the district's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

A substantiated charge against a student in the school district shall subject that student to disciplinary action including suspension or expulsion, consistent with the student discipline policies and regulations.

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.

Terroristic Threats

Any student that threatens to commit or commits a violent act against any other student or staff member will be taken seriously. **Such acts may result in ten (10) day out of school suspension and a recommendation for expulsion for the remainder of the school year and the local authorities will be notified.** Students are expected to report knowledge or suspicion of terroristic threats immediately to school authorities. Any student who fails to do so will be considered an accessory to the threatening and will be disciplined accordingly. Act 1046 established this as a Class C Felony.

Student Discipline

The Beebe 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; going to and from school or a school activity.

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

The District's licensed personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the Beebe 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 or legal guardian shall sign and return to the school an acknowledgement form documenting that they have received the policies.

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 School Board feels good discipline is essential to good instruction. The Board supports the administration's effort to maintain a learning environment in the classroom. The Board realizes as should each student and parent, that it would be impossible to prescribe rules and punishments for every situation that may arise. However, some specific rules are set forth on this and subsequent sections which warrant special attention. Students are expected to be honest, polite, punctual, and obedient.

They are expected not to violate state and federal laws, and to conduct themselves in such a manner that the educational system and process is not hindered or thwarted.

Misconduct/Discipline

The following student conduct is not permitted. Violation of these rules of conduct shall result in a minimum penalty of verbal reprimand up to a maximum penalty of expulsion from school. Penalty will be determined by the nature of the offense committed. The principal/assistant principal may by-pass steps and go directly to a more severe penalty. The options of consequences for misbehavior are listed for the consideration of the principal and not the student.

❖ PHYSICAL ABUSE OR ASSAULT OF SCHOOL STAFF

Any student who commits assault and/or battery or communicates a threat upon any member of the faculty or staff will be given a ten (10) day suspension with recommendation for expulsion.

❖ WEAPONS AND DANGEROUS INSTRUMENTS

No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, en 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. Military personnel, such as ROTC cadets, acting in the course of their official duties are exempted.

A weapon is defined as any firearm; knife; razor; ice pick; dirk; box cutter; numchucks; 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. For the purposes of this policy, "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, as defined in this policy, on the student's body or in an area under his/her control. 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 not less than one 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.

A student shall not knowingly possess, handle or transmit a knife, razor, ice pick, explosives, pistol, rifle, shot gun, pellet gun, ammunition, pepper spray, mace, Taser or any other instrument that uses electrical current to cause neuromuscular incapacitation, or any other object that might reasonably be considered a weapon or readily converted to a weapon or any contraband materials.

A student who uses or threatens to use a firearm or any of the above mentioned objects that might reasonably be considered a weapon, to inflict injury to any person on school campus or at school functions at any time **shall be suspended up to ten (10) days with a possible recommendation for expulsion for no less than one (1) year.** (Act 567 of 1995)

If a student discovers that he/she has unintentionally taken a knife, or any other object(s) which is a weapon or could be used as a weapon to school, he/she may give it to school officials voluntarily and immediately without penalty.

If school officials discover that a student has in his/her possession an object that may be considered a weapon (for example, a common pocket knife, etc.) and it was not used in malice, the student will be assigned a consequence ranging from detention to suspension.

Any student who participates in any incident to give the impression of harming another person will receive a consequence commensurate to the act. This will range from detention to a recommendation for expulsion.

❖ **TOBACCO REGULATIONS** (Act 1555) (Ark. Code 6-21-609)

No tobacco products will be allowed at school. (Including electronic cigarettes)

The penalty for having tobacco products at school:

- 1st offense – Three (3) days In-School Suspension
- 2nd offense – Five (5) days In-School Suspension & citation
- 3rd offense – Three (3) days Out of School Suspension & citation
- 4th offense – Five (5) days Out of School Suspension & citation
- 5th and additional offenses – Ten (10) days Out of School Suspension & citation with possible recommendation for expulsion.

❖ **FIGHTING**

If fighting should occur, the cause and instigator will try to be determined. If no instigator can be determined, both parties will be considered guilty. The penalty for each fight will be administered according to the severity of the fight determined by the administrator and/or his/her designee. Parents will be notified of each incident. The penalty for anyone who communicates a threat upon another student will be administered according to the severity of the threat. (All violations of the fighting policy may be subject to referral to the appropriate law enforcement agency (ies).

- Three (3) days out-of-school suspension.
- Five (5) days out-of-school suspension
- Ten (10) days out-of-school suspension with possible recommendation for expulsion.

❖ **THEFT**

A student shall not steal or attempt to steal property belonging to the school or public or another individual's personal property while under the jurisdiction of the school.

The school is not responsible for items stolen and the administration is not required to spend time looking for items (IPODS, cell phones, radios, etc.). These will all be referred to the School Resource Officer.

Students shall make restitution of any property stolen by them and shall be subject to other disciplinary measures.

- First Offense – 3 days Out of School Suspension
- Second Offense – 5 days Out of School Suspension
- Third Offense – 10 days Out of School Suspension with a recommendation for expulsion.

❖ **FORGING DOCTOR NOTES**

Doctor's notes may be verified by the doctor's office from which they originated. If a doctor's note is found to be forged, depending on the severity of the event, consequences could range from Saturday-school to suspension.

❖ **DAMAGE OR DESTRUCTION OF SCHOOL PROPERTY**

A student shall not cause or attempt to cause damage to school property. Students may be held financially responsible for accidental damage or destruction of school property.

Parents of students will be liable for any damages caused by their student.

Students should walk on sidewalks and paved areas. Students are not allowed to lean on, push against, or otherwise damage fences surrounding grassy areas. Skateboards, hover boards or skates are prohibited at all times.

Malicious destruction of school property will result in the following penalties.

- Three (3) days suspension, restitution and legal authorities will be notified.
- Five (5) days suspension, restitution and legal authorities will be notified.
- Ten (10) days suspension with recommendation for expulsion, restitution and legal authorities will be notified.

❖ **CELL PHONES REGULATIONS**

JUNIOR HIGH

Students in grades seven and eight, from the time the student arrives at school until after the last bell, are forbidden from using cell phones and other electronic devices. Students found in violation of the use of cell phones and other electronic devices shall have them confiscated per consequences listed below. Cell phones will be returned to the student at the end of the school day.

Junior High Consequences

- 1st offense – Warning
- 2nd offense – Detention
- 3rd Offense & Additional Offenses-Saturday School

SENIOR HIGH

Students in grades nine through twelve are allowed to use cell phones and electronic devices prior to the first period bell, in between classes, and during lunch. Students found in violation of the use of cell phones and other electronic devices shall have them confiscated per consequences listed below. Cell phones will be returned to the student at the end of the school day.

Senior High Consequences

- 1st offense – Warning
- 2nd offense – Sat. School
- 3rd offense – 2 days of ISS
- 4th offense – 5 days of ISS
- 5th and additional offenses – 3 days Out of School Suspension

Students grades 7-12 refusing to give up their phones may be subject to out-of-school suspension.

❖ GANG SIGNS, SYMBOLS, ATTIRE

No gang signs, symbols, or attire will be allowed. Failure to comply will lead to disciplinary action.

Consequences

- Three (3) days out of school suspension
- Five (5) days out of school suspension
- Ten (10) days out of school suspension with possible recommendation for expulsion

❖ FALSE ALARMS OF DANGER

Act 567 makes the act of communicating a false alarm to or about an educational institution a Class D Felony.

May result in 10 days out-of-school suspension and an expulsion recommendation for the remainder of the school year. Local law enforcement will be notified.

Possessing, viewing, distributing or electronically transmitting sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form.

Consequences:

- Depending on the severity of the event consequences could range from after-school detention to suspension with possible recommendation for expulsion

❖ **HAZING**

Hazing, aiding in hazing of another student.

Consequences:

- Depending on the severity of the event consequences could range from after-school detention to suspension with possible recommendation for expulsion.

❖ **INSUBORDINATION (DISREGARD OF DIRECTIONS OR COMMANDS)**

A student shall comply with reasonable directions or commands of teachers, substitute teachers, teacher aids, principals, administrative personnel, school bus drivers, or any other authorized personnel.

Consequences:

- Depending on the severity of the event consequences could range from after-school detention to suspension with possible recommendation for expulsion

❖ **DISRUPTION AND INTERFERENCE WITH SCHOOL**

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

Consequences:

- Depending on the severity of the event consequences could range from after-school detention to suspension with possible recommendation for expulsion

❖ **PROFANITY VERBAL ABUSE – OBSCENE GESTURES**

A student shall not use, possess, or distribute profane, violent, vulgar, abusive or insulting communication which includes any type of racial or ethnic slurs directed toward a student or an adult at any time. A student shall not use physical gestures that convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process.

Consequences:

- Depending on the severity of the event consequences could range from after-school detention to suspension with possible recommendation for expulsion

Act 1565 makes it unlawful for a student to verbally abuse any member of the faculty or staff while he/she is performing the duties assigned by the school. Consideration will be given to recommending expulsion.

❖ FIREWORKS

Students will not be allowed to bring fireworks of any nature to school sponsored activities.

Consequences:

- Depending on the severity of the event consequences could range from after-school detention to suspension with possible recommendation for expulsion

❖ GAMBLING

A student shall not participate in any activity which may be termed gambling or wagering where the stakes are money or any other of value. A parent conference will be required for re-admittance to school.

Consequences:

- Depending on the severity of the event consequences could range from after-school detention to suspension with possible recommendation for expulsion.

❖ LEAVING CAMPUS

Beebe High School and Beebe Junior High has a closed campus policy. After arriving at school no student is allowed to leave the campus without permission. Students must sign out through the office. Students who leave without following the proper procedure will be considered truant.

A truant student may be **assigned a minimum of Saturday School to a maximum of In School Suspension.**

A student truant a second time must be accompanied by a parent to the office of the principal. Juvenile and/or local authorities will be notified of truant children for appropriate action (Act 473 of 1989).

A student checking out during the school day may not return to school that day unless he/she left for one of the following reasons, documentation from the appointment is required for the student to return to school.

- Official school sponsored activity
- Required court appearance
- Medical appointment
- Extenuating circumstances as determined by the school

❖ LOITERING

Students are not allowed on campus before or after school hours except for school sponsored activities. Riding bikes (other than riding to and from school), skateboarding, and roller blading are not permitted on school grounds. Anyone using school buildings must be

accompanied by an employee of the district at all times. Any unauthorized use of school buildings or property may result in being ticketed by the city police.

❖ **PUBLIC DISPLAY OF AFFECTION**

Public display of affection is not appropriate behavior at school or at school sponsored activities. Public display of affection is defined as any affectionate physical contact including “holding hands”. Failure to comply with reasonable expectation of school staff will lead to disciplinary action.

Consequences:

- Depending on the severity of the event consequences could range from after-school detention to suspension with possible recommendation for expulsion

Repeated Violations:

- Students who have repeated violations of policies will be subject to suspension and/or expulsion from school.

❖ **CHEATING**

Cheating, copying, or claiming another person’s work to be his/her own.

Consequences:

- Students caught cheating will lose credit for the assignment plus possible detention, Saturday detention or in- school suspension. Repeated offences may result in out-of-school suspension and possible failure of the subject.

❖ **BEHAVIOR NOT COVERED**

The school district reserves the right to pursue disciplinary action for behavior which is subversive to good order and discipline in the school even though behavior may not be specified in written rules.

Discipline for Disabled Students

Students with disabilities are subject to the same disciplinary rules as non-disabled. The individualized education plan (IEP) will address any particular disciplinary procedures that may deviate from the usual rules. State and Federal guidelines will be followed to maintain compliance, and protect the rights of students with disabilities to a free appropriate public education.

Corporal Punishment

The Board of Education authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or his/her 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.

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:

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

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

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

OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy.

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

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

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), 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), 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 parents' or legal guardians' responsibility to provide current contact information to the district, which the school shall use to immediately notify the parent or legal guardian 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 or legal guardian.

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference.

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

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

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

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

- a. Poses a physical risk to himself or herself or to others;

- b. Causes a serious disruption that cannot be addressed through other means; or
- c. Is the act of bringing a firearm on school campus.

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of not less than one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians 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 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 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.

Student and Parent Complaints and Grievances

The Board of Education believes that students have the right to express school related concerns and grievances when they arise. Any student, parent, student organization, or group of students should request a meeting with the principal or appropriate authority for any discussion or consideration of a grievance, complaint, or other concern. It shall be the aim of the Board to have the consideration of student problems and concerns discussed and resolved as quickly and equitably as possible.

The proper channels for all student complaints, concerns, or grievances should be as follows:

1. Teacher or group sponsor
2. Principal
3. Superintendent
4. Board of Education

Due Process

The Board of Education recognizes due process, through a basically flexible and imprecise concept, to be defined as fair and reasonable approaches to all areas of student governance and discipline on the part of all school officials. The Board also realizes that observance of applicable substantive due process entails two basic considerations: (1) any objective sought relative to student governance must be legally defensible, e.g., based upon a rational or compelling state interest; and (2) the means taken to accomplish such objective must be within the constitutional limitations applicable to the in loco parentis position of school officials with the school district. To assure compliance with these two substantive aspects, the Board has endorsed the following applicable policies, rules, and regulations.

- Each local school policy, rule or regulation shall spell out its purpose as it relates to accomplishment of a legally defensible objective.
- Each local regulation shall be based on a board policy.
- All policies, rules and regulations at any level shall be consistent with local, county or city ordinances, statutes of the State of Arkansas, administrative regulations of duty authorized agencies; e.g., State Board or State Department of Education; Department of education.
- Both policies of the Board and regulations designated by local school administrators shall be specific and precise.
- No Board policies or local school codes of conduct shall deny any student his/her constitutional right.
- Discharge of administrative responsibilities and exercise of authority shall recognize applicable legal parameters placed upon the in loco parentis position of school officials.

- To be fair and reasonable in a legal sense, all exercise of administrative authority or that of other school officials, i.e., classroom teachers, shall be capable of withstanding close judicial scrutiny relative to freedom from arbitrary, capricious, discriminatory or otherwise illegal practices.
- Students, parents, citizens, teachers, administrators should be participants in drawing up local school codes of conduct.

The area of procedural due process within the school district shall relate primarily to the area of discipline and disciplinary measures, e.g., corporal punishment, short-term suspension, long-term suspension and expulsion.

The degree of procedural due process afforded in each of the above situations shall be dependent upon two vital factors: (1) the gravity of the offense a student is alleged to have committed; and (2) the severity of the contemplated penalty. For example, a much greater degree of procedural due process shall be applicable in an expulsion situation than in one where the penalty is short-term suspension.

Under due process, each student shall be guaranteed a fair hearing, a fair judgment, a written record of the decision and a notice of his right to appeal. This is applicable to the serious penalties such as suspension.

The full panoply of procedural due process shall be afforded any student facing possible long term suspension (over ten (10) days) or expulsion. In both of these situations, the Board of Education shall follow an adversary- type procedure with legal counsel permitted, transcribed record of the hearing, and related safeguards.

Definitions

1. **CORPORAL PUNISHMENT:** Swats on the buttocks with a paddle.
2. **DETENTION STUDY HALL:** Supervised study conducted in the morning from 7:15-7:45 or in the afternoon from 3:20-3:50.
3. **EXTRACURRICULAR:** Extracurricular activities are defined as: any school sponsored program where student from two or more schools 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, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.
4. **IN-SCHOOL SUSPENSION:** Students will be placed in isolation and will not be allowed to attend classes or school activities. Students will not be allowed to attend school sponsored activities.
5. **SUSPENSION (Out of School Suspension):** Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) for

a period of time set by the principal of the school or superintendent. Students will not be allowed to attend school sponsored activities during this suspension. A student who has been suspended will not be allowed to complete assigned work for credit during their suspension period however, if a student misses a test while suspended, the student will be able to take that test the day they return from suspension. It is the responsibility of the student to communicate with the teacher about possible missed tests.

6. **EXPULSION:** Prohibition of a student from entering the school or school grounds (except for a prearranged conference with an administrator) until the end of the semester, end of the school year, or for a calendar year with loss of academic credit.
7. **SATURDAY DETENTION:** Supervised study conducted from 8:00 a.m. to 12:00 p.m. on Saturday.

MEDICAL INFORMATION

Health Services

A safe and healthy school environment positively impacts the physical and mental health of students. While the primary responsibility for the provision of on-going health care remains with the parents/guardians, the family physician and other health professionals, the District will provide supportive health services and a coordinated health services program. School nurses have the primary responsibility for the delivery of the school health program. This includes educating students on the health issues, working with the staff and students to ensure a safe and healthy school environment and providing direct health care.

Student health records will be maintained by the school nurse. Health records are confidential and written parent/guardian permission will be obtained before information is released. In connection with an emergency, personally identifiable information from a student's health record may be disclosed to appropriate parties to protect the health and safety of the student or other individuals.

Physical Examinations / 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 screenings will be billed to Medicaid at no charge to the parents or guardians. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential.

The rights provided to parents under this policy transfer to the student when he/she turns 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. Parents may request a copy of the objection form by contacting the school.

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.

Administration of Medication

Prior to the administration of any medication 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, students are not allowed to carry any medications, including over-the-counter medications or any 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 over-the-counter medications to the extent giving such medications are included in the student's IHP.

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

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

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications.

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.

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, or combination does not require him/her to have such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or any combination on his/her person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

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.

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

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 regulations.

A Student Medication Administration Release form is located in the back of this handbook. The form should be completed, signed, and returned to your child's school nurse in order for your child to receive any stock medications supplied by the school nurse.

Communicable Diseases and Parasites

The Beebe Public School District will work cooperatively with the Arkansas Department of Education and other public agencies to enforce and adhere to Arkansas Public Health Policies for the prevention, control, and containment of infectious/communicable diseases in school.

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).¹ A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

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

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

Head Lice

The following procedures will be used with students to address head lice:

- Screening for lice may occur when a student shows signs of itching and scratching, when a student has had exposure to a sibling or another child with head lice, or when parents or their child make a self-referral.
- Three (3) non-related cases of head lice in a classroom within ten (10) consecutive days will require all students in the classroom be screened by the following school day.
- The parent or guardian of a student found with head lice will be asked to pick up their child. The parent or guardian will be given information concerning the eradication and control of head lice. A student may be readmitted after the school nurse or designee has determined the student no longer has live head lice.
- Parents who identify head lice on their child at home are to complete treatment prior to coming to school. Parents should notify the school of their child's condition so that appropriate action can be taken at school.
- The day of initial treatment for head lice will be an excused absence. After the first day, other absences will be covered under the regular attendance policy. Parents whose child accumulates excessive absences for head lice may be reported to the White County truancy officer.
- Each school may conduct screenings of students for head lice as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

Wellness Policy

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

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Arkansas Department of Education (ADE), but with the community and its residents,

organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

Wellness Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the District's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the Centers for Disease Control' (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the ACSIP.

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

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

The SNPAAC shall provide written recommendations to the District's Child Nutrition Director concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

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

School Health Coordinator

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

for assisting the District level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

Goals

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

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

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

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

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

food and beverages sold in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

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

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

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

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

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

Advertising

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

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

Community Engagement

- a. The District will work with the SNPAAC to:
- b. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;

- c. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
- d. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
- e. Encourage the development of and participation in family-oriented community-based physical activity programs.

The District will annually inform the public:

- Of the web address where the policy is located;
- Of any changes made to this policy since the previous year;
- Of the health and wellness priority goals in the District's ACSIP;
- That a printed copy of the policy may be picked up at the District's central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

Assessment of District's Wellness Policy

At least once every three years, with input from the SNPACC, the District shall assess both the District as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District's ACSIP. The assessment shall be based, at least in part, on:

- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, and 8 of the CDC's School Health Index; and
- A description of the progress made in attaining the goals of this policy.

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the District's annual report to the public.

The District will update the wellness policy based on the results from the three (3) year assessment.

District Website

The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;
- The names of the members of the SNPAAC;
- Meeting dates for the SNPAAC;
- Information on how community members may get involved with the SNPAAC;
- A copy of this policy;
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, and 8 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

ELECTRONICS

District Website

The Beebe School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district website by establishing guidelines for their construction and operation.

The Beebe School District website shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The website shall not use "cookies" to collect or retain identifying information about visitors to its website nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

Each school's web page shall be under the supervision of the school's Web Master and the District's website shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end, the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines:

1. All pages on the District's website may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages, which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).
4. The District's web server shall host the Beebe District's website.
5. No web page on the District website may contain public message boards or chat rooms.
6. All web pages on the District website shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice, which must be placed in a clear and prominent place and manner.⁵
8. With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by Beebe School District.
9. Included on the District's web site shall be:
 - a. Local and state revenue sources;
 - b. Administrator and teacher salary and benefit expenditure data;
 - c. District balances, including legal balances and building fund balances;
 - d. Minutes of regular and special meetings of the school board;

- e. The district's budget for the ensuing year;
- f. A financial breakdown of monthly expenditures of the district;
- g. The salary schedule for all employees including extended contract and supplementary pay amounts;
- h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
- i. The district's annual budget;
- j. The annual statistical report of the district;
- k. The district's personnel policies.; and
- l. The annual School Performance Report;
- m. School-Level Improvement Plans;⁸ ~~and~~
- n. The School District Support Plan;⁸
- o. Student discipline policies;
- p. Student services plan;
- q. The District financial policies;
- r. Student handbooks;
- s. The Annual Report to the Public; and
- t. The parent, family, and community engagement plan.

The information and data required for items A through K in 9 above shall be the actual data for the previous two (2) school-years and the projected data for the current school-year.

Before July 15 of each year, the District shall post on its website the following information:

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.

Beebe School Technology for Parent Use

Students perform better academically when parents communicate their expectations by closely monitoring student progress. Also, many students desire to keep a close watch on their grades as the year passes. In addition to parent-teacher conferencing, students and parents can obtain academic information in two different ways:

- A. Students and parents may access the Home Access Center (Gradebook) via the internet at the Beebe Public School's home-page. The home-page address is: www.beebebadger.org.
 - The student's ID number is located on the student's schedule.
 - The student's password can be reset by the user or by contacting the school's office.

Network User Policy/Internet Safety and Electronic Device Use Policy

Section I: 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.

Section II: 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 minors¹; therefore, it is the policy of the District to protect each electronic device with Internet filtering software² that is designed to prevent students from accessing such materials. For purposes of this policy, "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

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

Section III: 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 use³ including, but not limited to:

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

Section IV: 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 handbook⁴ 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
- 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

Section V: Proper Respect for Copyright

In an effort to encourage the proper respect for copyright on the Internet, the following guide for staff and student users is provided:

- A. If the user did not create a non-public domain written work, piece of art, photograph, or music, or obtain distribution rights to it, the user does own it.
- B. If the user does not own the non-public domain material, the user may not copy or distribute it to others.
- C. The author or owner of a document or other types of information must explicitly relinquish rights in order to: place work on the "public domain" and thereby make copying/distribution without specific authorization possible.
- D. Fair use allows the user to copy small portions of a work the user does not own without permission, but only for criticism, education, news reporting, and the like.
- E. When in doubt, the user should ask the creator or owner of material for permission to use the work
- F. The user understands that Freeware is free; however, before downloading and using the Freeware, the user must honor any statements that place restrictions upon the use of the Freeware and limitations on changes in the program code.
- G. The user understands that Shareware may be used on a trial basis. However, the use of Shareware (including the sharing with others) carries with it the obligations to pay the

specified price by some specified time in the future. Likewise, before downloading and using the Shareware, the user must honor any statements that place restrictions upon the use of the Shareware and limitations on charges in the program code.

Use of Copyrighted Works in Digital Transmissions

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required to use a copyrighted work in a face-to-face classroom, Federal law places several additional requirements on the District's teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

The District shall make sure the server where materials are stored is secured, whether the server is located locally or remotely. (See Board Policy 5.8)

Section VI: Internet and Computer System Service Account

The Internet Account Assignment Form shall be used to provide a record of the assignments of user account names and ID numbers. This applies to all users regardless of their individual current Internet use status.

The Network User Contract Permission Form must be completed and turned in to the office before an account will be assigned and access to the Internet is provided through the district's access provider.

Section VII:

With regard to all matters described or implied within the Beebe School District's Network User Policy document, the Board shall follow its current general policies for due process relative to students and staff. The primary purpose of enforcing these policies shall be to maintain an atmosphere of wholesome learning environment for both students and staff and to promote personal responsibility and professionalism. The Board recognizes and hereby acts responsibly relative to existing federal and state laws that apply to the areas addressed in this policy document.

Penalties

Any student who does not abide by the above policy will be subject to one of the following penalties:

1. Internet and electronic device privileges will be revoked and morning or afternoon detention or Saturday detention will be assigned.
2. Internet and electronic device privileges will be revoked and in-school suspension assigned.

3. Internet and electronic device privileges will be revoked and out-of-school suspension will be assigned.

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 IEP or individual health plan¹; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.

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

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

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

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.² 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.

FOOD SERVICE

Beebe Public Schools' cafeterias provide a nutritious breakfast and lunch for the students. These are provided at a minimal charge. Parents may apply for free or reduced price meals by completing an application and returning it to the school office, cafeteria or district central office.

Payment Procedures

Parents are encouraged to pay for student meals at least one week in advance, but may be paid daily, weekly or monthly. Payments may be given to the classroom teacher, the school office or paid in the cafeteria at breakfast and/or lunch time or paid online at www.EZSchoolPay.com (with a small transaction fee). Parents may call or email the cafeteria manager or child nutrition director to check a student's account balance at any time. EZSchoolPay.com may also be used to keep track of a student's account balance and account history with no fee to the parent.

Student Meal Charges

Policy

It is the policy of Beebe Public Schools to allow students to charge meals only on occasion when money is unavailable and the student would have to miss meal service. This is a courtesy extended to the student and should not occur on a regular basis.

Procedures

1. At the beginning of each school year, each student will be provided a printed copy of the district's meal charge policy as well as printed information regarding the procedures and various options for meal payment at their particular school site, one of which is an online option. All students will also be provided with an application for free and reduced price meals. These documents may be included as part of the student handbook and in a separate information packet.
2. Once per week, automated phone calls will be made to the parent/guardian of each student who owes lunch charges in any amount.
3. Each building has a set limit for meal charges. These limits are published in student handbooks. Once a student reaches the limit, an alternate meal will be offered. For Pre-K – 6th grade this will be the regular meal for the day. For 7th – 12th grade, the first alternate meal will be the regular meal of the day and the student will be notified that they must bring meal money for the next day or they will receive a sack lunch. Alternate breakfast meals will remain the regular meal of the day for all grades.

4. Refunds of positive account balances may be processed at the end of each school year, when/if a student is approved for free meals or upon student withdrawal from the district. A request for refund form signed by the parent/guardian must be submitted to the Child Nutrition Department for any refunds. Unclaimed funds for students leaving the district must be requested within 30 calendar days after the end of the school year during which the student left. Unclaimed funds will then become the property of the Beebe Public Schools Child Nutrition Program.

Meal charge collection will be included in the office checklist for any student who transfers out of the district or graduates, and request for payment of outstanding meal charges will be made at the time of withdrawal.

Junior High

Once per week, on a day chosen by the Child Nutrition Manager in conjunction with office personnel, meal charge notices will be printed and sent home with all students who owe more than or equal to the dollar amount for 1 day of lunch. Weekly balance reminders will be sent via email to parents with a valid email address on file. A list of charges will be provided to each building principal prior to parent/teacher conferences. Charge slips will also be made available to parents at this time.

Charging of individual / a la carte items such as bottled beverages and other “extra” items will not be permitted unless a written or emailed note from the parent is on file and there is a consistent history of prepayment.

Students will not be allowed to charge for the week (5 days) preceding semester tests.

High School (9-12)

The building policy is that students cannot charge. If a student has a meal and gets to the cashier to learn that his/her account balance is zero (or below), the cashier will allow the student to keep the meal that he/she has. The student will be reminded that they must bring meal money the next day or will have to take an alternate meal. A reminder note will be offered to the student at that time. Weekly balance reminders will be sent via email to parents with a valid email address on file.

Charging of individual / a la carte items such as bottled beverages, snacks and other “extra” items will not be permitted in any situation.

Students will not be allowed to accrue meal charges greater than the dollar value of one (1) full-price lunch. The only exceptions to this are: (1) for the first week of the school year when applications for free and reduced-price meals are being processed. (2) for students who have documented special dietary needs, certified as disabled, with an individualized health care plan addressing this topic. (Example: a diabetic or hypoglycemic student).

Students will not be allowed to charge for the week (5 days) preceding semester tests.

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:

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

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district's Director of Child Nutrition¹ 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 Coordinator³, 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.

Rules Governing Nutrition in Arkansas Public Schools

Parent Rights – This policy does not restrict what parents may provide for their own child’s lunch or Snacks. Parents may provide foods of minimum nutritional value or candy items for their own child’s consumption, but they may not provide restricted items to other children at school.

School Events – Students may be given any food and/or beverage items during the school day for up to nine (9) different events each school year to be determined and approved by school officials. These items may not be given during meals in the areas where school meals are being served or consumed.

No food or beverage shall be used as a reward for academic, classroom or sport performance and/or activities. For exceptions contact the schools.

Arkansas Food Code: 3-201.11 All foods brought to school must be prepared in a commercial food service establishment.

TRANSPORTATION

Policies for Students Riding School Buses

Students are under the supervision of the bus drivers and responsible to the driver for their conduct.

Bus drivers are to report student disrespect or misbehavior to the principal. Students thus reported by the bus driver will be subject to disciplinary action, including removal from the bus for indefinite periods. Bus regulations are as follows:

- Be at the bus stop at the scheduled time. Stand back about ten feet from the bus stop and wait until the door is opened before moving closer to the bus. Do not play on highway or road. If you miss the bus, do not attempt to hitchhike a ride or walk to or from school.
- If a pupil must cross the highway to enter the bus, wait until the bus has come to a complete stop and the driver has signaled you to cross the highway.
- While loading or unloading, enter or leave the bus orderly and quickly.
- While riding the bus, students are under the supervision of the driver at all times.
- Students are expected to conduct themselves in a manner such that will not distract the attention of the driver or disturb other riders on the bus (which indicates keeping your hands to yourself; attend to your own matters; let other pupils alone, and be reasonable quiet).
- No knives, sharp objects of any kind, or fire-arms are allowed. Neither pets nor other living animals, etc. are allowed.
- Students will remain in assigned seats at all times.
- Pupils must keep seated while the bus is in motion
- You are not to tamper with any of the safety devices, such as door latches, fire extinguishers, etc.
- Pupils are not to put their hands, arms, heads, or bodies out of the window. Do not yell at anyone outside the bus. Do not throw any objects out the bus window.
- Students are not to deface the bus or any school property. Do not throw paper, food, or any other object on the floor of the bus. Do not eat on the bus. No smoking, dipping, or chewing while at the bus stop or riding a school bus. Keep aisle of the bus clear of books, lunches, coats, etc.
- High school students will catch the afternoon bus at the Primary school.
- Do not ask the driver to let you off the bus up town, at the store, to get mail out of the box, or any place except at your regular stop.
- Pupils who must cross the road after leaving the bus in the afternoon must go to a point on the shoulder of the road ten feet in front of the bus. Cross the highway only after the driver has signaled you to do so.
- Do not damage road signs or warning signals placed on the highway by the Highway Department.
- All hard materials must be covered, properly secured, and located so as not to block the aisles or exits.

- It is unlawful for any person or persons to threaten, curse, or use abusive language to a school bus driver in the presence of students.
- Riding home with other students is not permitted without a note from the parent or guardian, signed by the building principal, and may be rejected if excessive crowding on the bus occurs.
- No inappropriate use of cell phones (as deemed by administration).
- School policies are in effect on the bus as they are in the classrooms. This is not intended to cover all of the “do’s” and “don’ts”, but it is a very specific guide.

Penalties ranging from a warning to suspension from school and/or the bus will be applied according to the severity of the offense and at the discretion of the Administrator.

Snow and Ice Routes

In preparation for the winter weather, the school district is initiating snow and ice routes for some of the buses. Announcements will be made in the customary manner over local radio and television channels. Other adjustments may be made as needed.

Bus Route#26 Oil Well Road, Friendship Road, Choate Road, and Ferguson Mtn. Road will be picked up on HWY 31.

Bus Route #7 Belinda Lane, Pony Tail Lane, and Lynnwood Lane will be picked up on Stoney Point Church Road.

Bus Route #1 Hammonds Chapel Road, E.B. Quick Road, Fox Den Road, Turkey Mtn. Road, and Red Hill Road will be picked up on Old El Paso Road.

Bus Route #8 Windwood Country Road and Round Mtn. Road will be picked up at Hwy. 5.

Bus Route # 43 Bull Creek Cove will be picked up on Louis Pruitt Road. Liles Road and Old Schoolhouse Road will be picked up on Hwy. 31 and/or Antioch Bypass.

Bus Route #35 Gray Road, Pine Mtn. Road, and Washburn Road will be picked up on Hwy. 305 and/or Hwy. 31. Hill Loop Road, Turpin Mtn. Road, and Blackjack Mtn. Road will be picked up on Hwy. 31.

Bus Route #39 Mt. Olive Road and Tweedy Road will be picked up on Shiloh Road. Whitlock Road will be picked up on Coffey Road.

Bus Route #31 Rocky Branch Road, Andrews Lane, and Upper Webb Hill Road will be picked up on Blue Hole Road. Lower Webb Hill Road will be picked up by Bus #40 on Hwy. 267 at Cane Creek Road.

Student Parking

Student driving on campus is a privilege. In order to keep that privilege students must meet the following requirements.

- Students parking area is located behind the high school building. Students must obtain a parking permit from the office and attach the appropriate tag to their car. The tag **MUST BE CLEARLY VISIBLE ON THE REAR VIEW MIRROR OF THE CAR (HANGING TAG) or CLEARLY VISIBLE ON THE FRONT WINDOW (STICKER TAG)**. Each grade level will be assigned a designated parking area.
- Students will be allowed to park only in designated parking areas. No parking is allowed in front of access gates to the stadium, on side streets, or in any area that is not marked specifically for parking.
- Students are not to drive on campus while talking on a cell phone.
- When students arrive at school, they are to lock their cars and leave the parking lot. Students are not allowed to sit in their cars at any time after arriving at school. The parking lot is off limits to students after 8:05 a.m. unless a student has permission from the office.
- In order to use school parking facilities, each driver must have a valid, unrestricted driver's license.
- Liability insurance is required on all vehicles using the parking area.
- Jr. High students are not allowed to drive automobiles to school.
- Students must drive in a safe and courteous manner at all times. Students that drive motorcycles and are under the age of 18 must wear a helmet.

Failure to adhere to any of the above provisions will result in the following penalties:

Consequences

- Option of detention hall or loss of car privileges for one or more days
- Loss of car privileges for one week
- Loss of car privileges for a semester

CURRICULUM DEVELOPMENT & SCHOOL IMPROVEMENT

Curriculum Development

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas'-Academic Standards. Curricula should be in alignment with the District's vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education.¹ Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.

Beebe Public Schools Planning for Education

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

- Establish goals or anticipated outcomes based on an analysis of students' needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.¹

Some of the data that shall be considered when developing the SLIP includes, but is not limited to:²

- Statewide assessment results;
- Interim assessment results;
- Similarly situated school's SLIPs; and
- Evaluation(s), including staff, student, and community feedback, of the existing SLIP.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval.³ The District will post the District's SLIP(s) to the District's website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP).⁴ The SDSP, in coordination with the District's SLIPs, shall

- Specify the support the District will provide to the District's schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District's schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance; and
- Establish, evaluate, and update a parent, family, and community engagement plan.¹

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

The District shall post the District's SDSP to the District's website under State-Required Information, including any updates to the District's SDSP.⁵

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

School Improvement Team

A team structure is officially incorporated into the school-level improvement plan. New school administrators shall receive a description of the teams' purposes and how each team is constituted; In addition, each new administrator shall receive training on methods for effective teams.

All teams shall create work plans for the year, which shall include specific work products for the team to produce. To aid in maintaining the work plan, all teams shall develop an agenda and keep minutes for each meeting. The school principal shall be responsible for maintaining a file of the agendas, work products, and minutes of all teams.

Team meetings shall take place outside of the student instructional day.¹

Leadership Team

Each school shall have a Leadership Team that consists of members that include:²

1. The principal;
2. The chair of each Instructional Team;
3. The school guidance counselor;
4. A instructional facilitator; and
5. Other key professionals designated by the principal.

The Leadership Team shall meet for a minimum of one (1) hour at least two (2) times each month during the school year. Based on school performance data and aggregated classroom observation data, the Leadership Team shall make decisions and recommendations on curriculum, instruction, and professional development; in addition, the Leadership Team shall serve as a conduit of communication to the rest of the faculty and staff.

Instructional Teams

The teachers in each school shall belong to an Instructional Team. The instructional teams shall be organized by:

- a. Grade level;
- b. Grade level cluster; and/or
- c. Subject area.

Each Instructional Team shall appoint a chair for the school year who shall conduct the team meetings and shall be part of the school Leadership Team. Each Instructional Team shall meet for a minimum of forty-five (45) minutes at least two (2) times a month during the school year.³

The purpose of the Instructional Teams is to develop and refine units of instruction and review student learning data.

All documents to be signed by students and parents can be located via the school web page.

