Magazine School District

292 East Priddy Street
Magazine, AR 72943
1-866-900-2001

Magazine Elementary
Karen Gipson, Principal

Magazine High School
Randy Bryan, Principal

Student Handbook
2018 - 2019

	Offense	Minimum					Maximum				
		Warning	Saturday School	Suspension (LT=Long Term)		Other	Saturday School	Suspension (LT=Long Term)		Expulsion	Other
				ISS	OSS			ISS	OSS		
1	Abuse of Tardies	X	X	X					X		
2	Assault of Staff	No Minimum								X	Police
3	Bullying/Cyberbullying				X				LT		
4	Cell Phones/Pagers	X				Confiscate			X		
5	Cheating					No Credit			X		
6	Closed Campus Leaving			X	X				LT		
7	Destruction of Property	X		X					X	X	
8	Display of Affection	X		X					X		
9	Disregard of Direction	X		X					X		
10	Disruption of Teaching	X		X					X	X	
11	Dress Code	Change Clothing						X	X		
12	Failure to Complete Homework/Reading Requirements	X	X						X		
13	Fighting	3-5 Days ISS/ OSS							X	X	
14	Fireworks	5 Days ISS/OSS								X	
15	Gambling	X		X					X		
16	Gang Activity	5 Days ISS/OSS								X	
17	Harassment/Sexual	X			X	Police				X	
18	Horseplay	X		X					X		
19	Insubordination			X					X	X	
20	ipod,MP3 Player, Gameboy, Other Electronic Devices	X				Confiscate		X			
21	Knives			X		Confiscate			X	X	
22	Laser Pointers			X		Confiscate			X		
23	Pornography Possession			X					X		
24	Possession of water gun	X		X		Confiscate			X		
25	**Possession, Use, or Under the Influence of** drugs, alcohol, controlled substances, drug paraphernalia	5-10 Days ISS/OSS				Police				X	
26	Prescription Drug Sharing			X	X	Police			X	X	
27	Pretending Drugs			X		Police			X	X	
28	Profanity			X				X			
29	Reckless Driving	X		X	X			Loss of Privilege			
30	Selling of Drugs				LT	Police				X	
31	Setting Fires				LT	Police				X	
32	Sleeping in Class	X		X					X		
33	Theft			X		Pay/Police			X	X	
34	Tobacco Products	2-3 Days ISS								X	
35	Truancy			X	X					X	
36	Verbal Abuse of Faculty				X				X	X	
37	Verbal Abuse of Students	X		X					X	X	
38	Weapons, Ammunition, Bomb Threat					Police				X	Police

The Administrator reserves the right to judge severity and consequences.

Corporal Punishment may be used for any of the above at the Administrators discretion.

Parents will be notified according to severity and occurrence of the action.

The administrator is primarily the principal, but could be the superintendent or curriculum coordinator.

STUDENT HANDBOOK

INDEX OF TOPICS

Absences	15	Mission Statements	1
Academic Honor Code	89	Multiple Birth sibling Placement	101
Advanced Placement	103	Orientation	6
Alma Mater	1	Parent Contact	72
Attendance	7	Pep Rallies	26
Board of Directors	2	Permanent Records	67
Bullying	74	Physical Exams/Screenings	71
Bus Rules	37	Pledge of Allegiance	92
Cell Phones	92	Privacy of Records/Information	26
Cheerleaders	22	Prom	24
Closed Campus	21	Residence Requirements	3
Communicable Diseases/Parasites	58	Scheduling	26
Concurrent Credit	103	School Choice	8
Conduct	35	School Colors and Mascot	1
Contact with Students while at School	32	Search, Seizure, Interrogation	56
Corporal Punishment	67	Senior Privileges	26
Creed	2	Smart Core	77
Dances	23	Special Education	95
Drugs/Alcohol	42	Student Acceleration	102
Disruption of School	39	Student Assault or Battery	39
Educational Philosophy	2	Student Classification	23
Emergency Drills	66	Student Discipline	34
Entrance Requirements	4	Student Dress and Grooming	42
Equal Educational Opportunity	21	Student Handbook	71
Exemptions	90	Student Illness and Accidents	63
Expulsion	54	Student Medications	57
Extracurricular Activities	109	Student Organizations/Equal Access	22
Food Service	96	Student Promotion/Retention	104
Formal Dress Code	25	Student Publications	30
Fundraisers	23	Student Sexual Harassment	44
Gang Activity	43	Student Vehicles	57
Gifted and Talented	103	Student Visitors	33
Grading System	89	Students who are Foster Children	99
Graduation/Baccalaureate	88	Surveys	29
Graduation Requirements	88	Suspension from School	53
Health Services	64	Tardies	20
Homecoming	23	Tobacco/Alcohol	40
Homeless Students	68	Transfers	7
Home School	13	Use of School Facilities	95
Homework	18	Video Surveillance/Monitoring	94
Honor Graduates	88	Weapons/Dangerous Instruments	39
Honor Roll	90	Yearbook	32
Immunizations	64		
Internet Safety/Electronic Devices	51	Forms are in a packet within the handbook.	
Laser Pointers	51		
Letter Jacket	25	Discipline Chart is in the front cover.	
Lockers	57	School Calendar is in the back cover.	
Make Up Work	17		

STUDENT HANDBOOK

MAGAZINE ELEMENTARY AND MAGAZINE HIGH SCHOOL

TABLE OF CONTENTS

ELEMENTARY MISSION STATEMENT 1

MAGAZINE HIGH SCHOOL MISSION STATEMENT 1

SCHOOL COLORS AND MASCOT 1

ALMA MATER 1

MAGAZINE ELEMENTARY SCHOOL CREED 2

BOARD OF EDUCATION STATEMENT 2

EDUCATIONAL PHILOSOPHY 2

4.1— RESIDENCE REQUIREMENTS 3

4.2—ENTRANCE REQUIREMENTS 4

4.2A—ORIENTATION 6

4.2A2—SCHOOL ADMISSION 6

4.3—COMPULSORY ATTENDANCE REQUIREMENTS 7

4.4—STUDENT TRANSFERS 7

4.5—SCHOOL CHOICE 8

4.6—HOME SCHOOLING 12

4.7—ABSENCES 15

4.8----MAKEUP WORK 17

4.8A—HOME WORK 18

4.82---LIBRARY MEDIA CENTER 18

4.8A3—RESEARCH PAPER 18

4.8A4—SELECTION OF MEDIA 19

4.9—TARDIES 20

4.9A--TARDIES ADDITIONAL 21

4.10---CLOSED CAMPUS 21

4.10A—CLOSED CAMPUS ADDITIONAL 21

4.11--EQUAL EDUCATION OPPORTUNITY 21

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS 21

4.12A--CHEER 22

4.12A2--CLASSIFICATION 23

4.12A3—CLUBS AND ORGANIZATIONS 23

4.12A4—DANCES 23

4.12A5—FUNDRAISERS 23

4.12A6—HOMECOMING 23

4.12A7—PROM JR./SR. 24

4.12A8—PROM DRESS CODE 25

4.12A9—LETTER JACKETS 25

4.12A10—SENIOR PRIVILEGES 26

4.12A11—STUDENT COUNCIL 26

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION 26

4.13A—STUDENT PARTICIPATION SURVEY 26

4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

4.13F2—OBJECTION TO PARTICIPATION IN SURVEYS

4.14--STUDENT PUBLICATIONS 30

4.14A--YEARBOOK 32

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL _____32

4.16—STUDENT VISITORS _____33

4.17—STUDENT DISCIPLINE _____34

4.17A—DISCIPLINE (ADDITIONAL) _____34

4.17A2—DISCIPLINE FOR HANDICAPPED_____35

4.18—PROHIBITED CONDUCT_____35

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY _____35

4.19A—BUS RULES AND BEHAVIOR _____37

4.20—DISRUPTION OF SCHOOL _____39

4.21—STUDENT ASSAULT OR BATTERY _____39

4.22—WEAPONS AND DANGEROUS INSTRUMENTS_____39

4.23--TOBACCO AND TOBACCO PRODUCTS _____40

4.23A--TOBACCO ADDITIONAL _____40

4.24--DRUGS AND ALCOHOL _____42

4.25--STUDENT DRESS AND GROOMING _____42

4.25A--STUDENT DRESS ADDITIONAL _____

4.26—GANGS AND GANG ACTIVITY _____43

4.27—STUDENT SEXUAL HARASSMENT _____44

4.28---LASER POINTERS _____51

4.29 COMPUTER USE POLICY _____52

4.29F—STUDENT INTERNET USE AGREEMENT _____

4.30---SUSPENSION FROM SCHOOL _____53

4.31---EXPULSION _____54

4.31A--EXPULSION ADDITIONAL _____55

4.32--SEARCH, SEIZURE, AND INTERROGATION _____56

4.32A---LOCKERS _____57

4.33--STUDENT VEHICLES _____57

4.33A--DRIVING _____58

4.34--COMMUNICABLE DISEASE AND PARASITES _____58

4.34A--LICE SCHOOL SCREENINGS _____59

4.35--STUDENT MEDICATIONS _____60

4.35A--STUDENT MEDICATIONS ADDITIONAL _____60

4.35F—MEDICATION ADMINISTRATION CONSENT FORM _____

4.35F2—MEDICATION SELF-ADMINISTRATION CONSENT FORM _____

4.35F3—GLUCAGON ADMINISTRATION CONSENT FORM_____

4.35F4—EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM _____

4.36--STUDENT ILLNESS/ACCIDENT _____63

4.36A--HEALTH SERVICES _____63

4.37--EMERGENCY DRILLS _____66

4.38--PERMANENT RECORDS _____67

4.39--CORPORAL PUNISHMENT _____67

4.39A-CORPORAL PUNISHMENT ADDITIONAL _____67

4.40--HOMELESS STUDENTS _____68

4.41--PHYSICAL EXAMINATION/SCREENING _____71

4.41A—PHYSICAL EXAMINATION/SCREENING (ADDITIONTIONAL) _____71

4.41F—OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS _____

4.42—STUDENT HANDBOOK 71

4.42A—AMENDMENT PROCEDURES 71

4.42A2—PARENT CONTACT 72

4.42A3—PARENT INVOLVEMENT PLAN 72

4.42A4—WEB-SITE 73

4.43—BULLYING 74

4.44— ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES 9 - 12 77

4.45--SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS 77

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS 2021 82

4.45A--BACCALAUREATE/GRADUATION 88

4.45A2—GRADUATION REQUIREMENTS 88

4.45A3—HONOR GRADUATES 88

4.45A4—GRADING SYSTEM 89

4.45A5--HONOR ROLL 90

4.45A6--SEMESTER EXAM EXEMPTIONS 90

4.45A7--SMART CORE CURRICULUM 91

4.45A8--TESTING PROGRAM 91

4.46--PLEDGE OF ALLEGIANCE 92

4.47--CELL PHONE/ELECTRONIC DEVICES 92

4.47A--PHONES 92

4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING 94

4.48A—USE OF SCHOOL FACILITIES 95

4.49—SPECIAL EDUCATION 95

4.50—SCHOOL LUNCH SUBSTITUTIONS _____96

4.51— FOOD SERVICE PREPAYMENT _____96

4.52—STUDENTS WHO ARE FOSTER CHILDREN _____99

4.53— PLACEMENT OF MULTIPLE BIRTH SIBLINGS _____101

4.54 - STUDENT ACCELERATION _____ 102

4.54A - ADVANCED PLACEMENT _____103

4.54A2 - CONCURRENT CREDIT_____103

4.54A3 - GIFTED AND TALENTED _____103

4.55 – PROMOTION RETENTION _____104

4.55A--PROMOTION/RETENTION/REMEDIATION _____104

4.56—EXTRACURICULAR SECONDARY _____109

4.56A—EXTRACURICULAR SECONDARY ADDITIONAL _____

4.56.1 – EXTRACURICULAR ELEMENTARY _____

4.56.2 – EXTRACURICULAR HOME SCHOOL _____

4.56.2F- HOME SCHOOLED STUDENTS' LETTER, EXTRACURRICULAR ACTIVITY _

4.57- IMMUNIZATIONS _____64

4.58- FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA _

COMMON CORE OPT OUT LETTER _____

HEALTH SERVICE CONCENT FORM _____

STUDENT HANDBOOK RECEIPT FORM _____

AUTOMOBILE FORM _____

SCHOOL PARENT COMPACT FORM_____

HEALTH AND EMERGENCY CONTACT FORM _____

PARENT OPT OUT FORM_____

AGRICULTURAL QUESTIONAIRE FORM (MIGRANT) _____

STUDENTS

MAGAZINE ELEMENTARY MISSION STATEMENT

We at Magazine Elementary School are committed to excellence in education by nurturing, challenging, and inspiring all students to achieve their full academic potential and to become loyal, responsible citizens.

MAGAZINE HIGH SCHOOL MISSION STATEMENT

The mission statement of J. D. Leftwich High School is to provide the physical, emotional, and intellectual support that will effectively meet the educational needs of its students in order to help them achieve educational goals, perform at their greatest potential, and develop character that will enable them to contribute to society.

SCHOOL COLORS AND MASCOT

COLORS: Red and Black
MASCOT: Rattler

ALMA MATER

Shadowed by Mount Magazine,
By the depths of Petit Jean,
Stands the school of my devotion,
Shrine of all my youthful dreams.

Hallowed halls and peaceful shades
Youthful steps, and voices gay,
Keep alive my Alma Mater
In my memory always.

Magazine stand ever nobly,
Trust your children to be true.
Even though our lives may lead us
Many miles away from you.

MAGAZINE ELEMENTARY SCHOOL CREED

I am a Magazine Elementary School Student.
I have great expectations for myself
I accept the challenge to become the best that I can be.
I understand that my life is determined by the choices I make.

Yesterday's failures are behind me.
Today's successes are now before me.
I will make today the very best day of all,
For this day begins the rest of my life.

I accept the responsibility for my behavior and its results.
I do not have the right to interfere with the learning or well-being of others.

With my family and my teachers,
I will determine what I will become:
for the education I receive today
will make me a leader of tomorrow.

BOARD OF DIRECTORS

The material in this student handbook was authorized and passed by the Board of Directors of the District. This Board consists of a President, Vice President, Secretary and two other members, making a five member board.

EDUCATIONAL PHILOSOPHY

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

- We will strive to help our students realize their potential and be loyal responsible citizens.
- All students can be successful learners.
- The education of all citizens is basic to our community's well-being.
- Student achievement is affected positively by the involvement of parents and the community in the schools.
- The District is responsible for helping cultivate good citizenship skills in its students.
- Students reflect the moral and ethical values of their environment.
- All people have the right to a safe and healthy environment.
- Each person is responsible for his/her own actions.
- Innovation involves taking risks.
- Schools are responsible for creating the conditions that promote success.
- All people have the right to be treated with respect and the responsibility to treat others respectfully.
- For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

4.1—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 persons standing in loco parentis reside in the school district.

"Residential address" means the physical location where the student's parents, legal guardians, persons having 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 lawful control of the person under an 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. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

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

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

Cross References: Policy 4.40—HOMELESS STUDENTS

Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

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

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.2—ENTRANCE REQUIREMENTS

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

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:[2]

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[4] 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"[4] 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.

Cross References: 4.1—RESIDENCE REQUIREMENTS
4.4—STUDENT TRANSFERS
4.5—SCHOOL CHOICE
4.6—HOME SCHOOLING
4.34—COMMUNICABLE DISEASES AND PARASITES
4.40—HOMELESS STUDENTS

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-15-504
A.C.A. § 6-18-201 (c)
A.C.A. § 6-18-207
A.C.A. § 6-18-208
A.C.A. § 6-18-510
A.C.A. § 6-18-702
~~A.C.A. § 6-15-504 (f)~~
A.C.A. § 9-28-113
Plyler v Doe 457 US 202,221 (1982)

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.2A – ORIENTATION

All students and parents/guardians will be expected to attend orientation held before the beginning of each school year. They will be informed of the policies and procedures of Magazine Elementary School and of J.D. Leftwich High School. The Smart Curriculum will be discussed to ensure understanding of curriculum needed for graduation. Parents will be asked to sign informed consent documents provided by the ADE. These forms will be kept on file in the office.

We also provide an annual Report to the Public in September each year.

4.2A2 - SCHOOL ADMISSION

All children who are ages five (5) through seventeen (17) on or by August 1 are required to be in school that school year with the exception of five year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are enrolled in a postsecondary vocational-technical institution, a community college, or a two-year for four-year institution of higher education. All students, grades 9-12, must attend school for the full day.

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 lawful control of the person under an 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.

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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 of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the 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 wavier form prescribed 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 vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal Reference: A.C.A. § 6-18-201, A.C.A. § 6-18-207
Date Adopted: 7-10-2014
Last Revised:

4.4—STUDENT TRANSFERS

The Magazine 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.[1]

The District may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms, exceed the capacity of a program, class, grade level, or school building, or cause the District to provide educational services not currently provided in the affected school.[2] 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 ~~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 district to enroll as a student until the time of the person's expulsion has expired.

Except as otherwise required or permitted by law,[3] 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.

Cross Reference: 4.6—HOME SCHOOLING

Legal References: A.C.A. § 6-15-504
A.C.A. § 6-18-316
A.C.A. § 6-18-317
A.C.A. § 6-18-510
A.C.A. § 9-28-113(b)(4)
A.C.A. § 9-28-205
State Board of Education Standards for Accreditation 12.05

Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.5—SCHOOL CHOICE

<u>Standard School Choice</u>

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Arkansas Department of Education (ADE).[2] As a result of the desegregation order/desegregation plan[1], 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.[3] The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.[4]

Definition

"Sibling" means each of two (2) or more children having a ~~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.[5]

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline 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.[6]

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.[7] 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.[8]

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; ~~or~~ 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. Students are not counted for the purpose of determining the three percent (3%) cap 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.[10]

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

Facilities Distress School Choice Applications

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

- The receiving district cannot be in facilities distress;
- The transfer is only available for the duration of the time the student's resident district remains in 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[11]

For the purposes of this section of the policy, a "lack of capacity"[12] 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[12] 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.[13] 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.[14]

Transfers out of, or within, the District[11]

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.[15]

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.

Legal References: A.C.A. § 6-1-106
A.C.A. § 6-13-113
A.C.A. § 6-15-2915
A.C.A. § 6-18-227
A.C.A. § 6-18-233
A.C.A. §6-18-320
A.C.A. § 6-18-510
A.C.A. § 6-18-1901 et seq.
A.C.A. § 6-21-812
ADE Rules Governing the Guidelines, Procedures and Enforcement of the Arkansas Opportunity Public School Choice Act

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.6—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.

Legal References: A.C.A. § 6-15-503
A.C.A. § 6-15-504
A.C.A. § 6-41-103

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.7—ABSENCES

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

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

Absences for students' enrolled in digital courses 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. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, at student who fails to be physically present for an assigned period may be disciplined in accordance with the District's truancy policy.

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 a written statement to the principal or designee upon his/her return to school from the parent or legal guardian stating such reason. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will **not** be accepted.

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

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

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Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with 7 unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has 3 unexcused absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 10 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee.
Students who attend in-school suspension shall not be counted absent for those days.
Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

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

Applicants 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 a 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.
Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-209, A.C.A. § 6-18-220, A.C.A. § 6-18-222
A.C.A. § 6-18-229, A.C.A. § 6-18-231, A.C.A. § 6-18-507(g), A.C.A. § 7-4-116
A.C.A. § 9-28-113(f), A.C.A. § 27-16-701
Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.7A Absences

Students in programs off-campus who only attend half a day of school on our campus will follow the policies set forth but they will apply to the periods on campus at Magazine Schools. (For example: a student is allowed 6 unexcused absences before they lose credit per class; a parent note, therefore, excuses 8 class periods for a day missed for a typical student. For a WATC student it will cover the four periods they are on our campus.)

4.8—MAKE-UP WORK

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

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.

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

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES. Out –of-school suspensions are unexcused absences. Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.

In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57 IMMUNIZATTIONS.
Cross Reference: 4.7—ABSENCES
Date Adopted: 7-10-2014
Last Revised:

4.8A - HOMEWORK

Homework is considered to be part of the educational program at Magazine Schools. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful. Teachers will use their own judgment as to the amount and type of homework a student shall receive in order to succeed in meeting course expectations. Teachers will also be aware of the potential problems students may have competing assignments from multiple teachers and will vary the amount of homework given. Nonetheless, students will be required of to complete all assignments.

4.8A2 - LIBRARY MEDIA CENTER*

Classes are scheduled to use the library during regular class time. Library books may be checked out for two weeks. Lost or damaged books must be paid for by the student. Report cards will be withheld until the student pays his/hers fines. Any students abusing the library materials may lose library privileges.

The high school library is available for student use before school, lunch and after school. A fine of five cents per day will be charged to high school students for overdue books.

4.8A3 - RESEARCH PAPERS*

In an effort to align the research process, Magazine Schools has created a Research Policy for kindergarten through twelfth grade. State Frameworks state that the students be aware of the school's Acceptable Use

Policy, Copyright Laws, Fair Use, and be able to name or cite where they obtain their information for reports, papers, and multi-media presentations. This policy should also answer questions that parents, guardians, and students might have in regard to what will be expected of students while doing research for any class.

Definition as stated in the Arkansas Library Media Frameworks:

Acceptable Use Policy: A written document approved by a school district and/or school board, outlining terms and conditions for student and staff use of school district technology, including Internet and e-mail. (This policy is in the student handbook and has to be signed before students are allowed to use the computers at school.)

Copyright Laws: The exclusive legal rights granted by a government to the owner of intellectual property that protects the copyrighted material from unauthorized duplication, sale, or performance; a legal right to publish a work for a specific number of years.

Fair Use: A provision of the Copyright Law, Title 17, Section 107 of the U.S. Code, which allows others to make reasonable uses of copyrighted materials for educational purposes.

Plagiarism: To present the ideas or words of another as one's own (*Webster's New Explorer Dictionary and Thesaurus*)

Sources students are expected to use before conducting an Internet search:

Print: Encyclopedias, books, newspapers, magazines, and pamphlets. Students should always check first to see what is available within the encyclopedia and check to see if the media center has books and/or reference books available on their subject. To obtain magazine or newspaper articles, students may use the EBSCO database.

EBSCO: The Arkansas State Library makes available to our school several databases. Our students (parents and teachers also) can obtain magazine, newspaper, and encyclopedia articles, and books for their research. On campus, a password is not needed; the web address alone will bring up the website. These databases are available at home to the students, parents, and teachers with the school's passwords. The user names, ids, and passwords are available through both the elementary and high school media centers on a bookmark.

Internet research: After exhausting all databases for information, students may turn to Google Advanced Search. Students must limit their domain searches to .edu (education websites), .gov (government websites), and .mil (military websites). A .org (organization) website may be used if necessary. Most .com websites are **NOT** acceptable. However, there are exceptions to this rule – http://www.history.com, http://www.nationalgeographic.com– both offer reliable information. A .com website must be approved by the teacher or media specialist before being used in research. In addition, the student might be required to fill out a form to be turned in to the teacher or media specialist about the website.

To help eliminate plagiarism, students **MUST** turn in copies of all research. This does include copies of pages of encyclopedias and books that students have used. Students will be limited to the number of pages copied for their research. (To ensure that students do not waste paper and print everything, teachers need to stress that the students read their information before printing.) Number of pages copied or printed will correlate to the length of the research paper. For example, if the paper is to be four to five pages typed, then students would be allowed to print and /or copy twelve pages of research. Students may be charged a fee for exceeding their limit

of free paper. (Students will no longer cut and paste to ensure that they are getting all information necessary for their citations.) Large envelopes will be made available for students to store their research within.

The purpose of students turning in their research with their paper is to allow both teachers and parents to see whether or not students have put the information into their own words and cited the information correctly. If they have not, students can be directed to correct what they need to without having to hunt and/or remember where their information came from.

4.8A4 - SELECTION OF INSTRUCTIONAL AND LIBRARY/MEDIA CENTER MATERIALS*

The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. To promote the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society. School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district.

Resources in school library media collections represent diverse points of view on current as well as historical issues.

The school board adopts policies that guarantee students' access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. These policies may be found within the principal's office. School library media professionals implement district policies and procedures in the school. -Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the ALA Council.

4.9—TARDIES

Promptness is an important character trait that District staff are encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to

class show a disregard for both the teacher and their classmates which compromises potential student achievement.
Date Adopted: 7-10-2014
Last Revised:

4.9A – TARDIES ADDITIONAL*

An excessive number of tardies could result in retention or being turned over to the appropriate authorities.

The following list is for 7-12 grade students only.

1. A student will be considered tardy if they are not in their seats when the tardy bell begins to ring*.
2. A student will be considered absent if they are more than 15 minutes late during the period.
3. A student will be considered absent if they leave class 15 minutes before the end of the period.
4. If a student is 15 minutes late for class an absence will be given instead of a tardy.
5. Students must attend entire day in order to attend or participate in extracurricular activities.

4.10—CLOSED CAMPUS

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

4.10A - CLOSED CAMPUS ADDITIONAL

In order to protect the welfare of our students, the Magazine Board of Education requires that the campuses of both elementary school and the high school be closed to all students upon arrival to either school. Once students arrive on campus, they must remain on the premises until school is dismissed in the afternoon, or until the student is officially dismissed by the Principal, Superintendent, or a designee, or until picked up by parents. Persons desiring to check students out of school will be required to sign a sign-out sheet in the principal's office. Telephone calls will be accepted. Students are not allowed to sit in vehicles during the school day. Students must sign out in the office upon departure.
Date Adopted: 7-10-2014
Last Revised:

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Magazine School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.[1]

Inquiries on non-discrimination may be directed to Brett Bunch, who may be reached at 1-866-900-2001.

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

Legal References: A.C.A. § 6-10-130
A.C.A. § 6-18-514
28 C.F.R. § 35.106
34 C.F.R. § 100.6
34 C.F.R. § 104.8
34 C.F.R. § 106.9
34 C.F.R. § 108.9
34 C.F.R. § 110.25

Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

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

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

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

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.[1]

Note: [1]A.C.A. § 6-5-202 requires the automatic expulsion of a student who is convicted of hazing.

Legal References: A.C.A. § 6-5-201 et seq.
A.C.A. § 6-10-132
A.C.A. § 6-18-601 et seq.
A.C.A. § 6-21-201 et seq.
20 U.S.C. 4071 Equal Access Act
Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990)

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.12A - CHEERLEADERS*

Cheerleaders will be chosen in the spring. Both junior and senior high cheerleaders will be chosen by judges from outside the school system who will be invited to judge by the cheerleading sponsors. Each student must agree to abide by the cheer constitution and bylaws of this organization before trying out.

4.12A2 - CLASSIFICATION OF STUDENTS*

Students are classified according to the grade level obtained at the time of their enrollment and then the grade level will be updated each year. Students must be within one unit of graduation requirements in order to participate in commencement.

4.12A3 - CLUBS AND ORGANIZATIONS*

A student may only be the president of one major organization at a time. (Student Council, Beta Club, FFA, FBLA)

4.12A4 - DANCES*

Dances are limited to three per school year. These are to include the Junior - Senior Prom, a choice of either the Homecoming Dance or Sweetheart Dance (to be held around Valentine's Day), and a third to be determined by the high school principal. Choice of dances will be made by vote of the senior class. The Athletic Department may elect to have a Homecoming Dance after Homecoming if the senior class elects not to sponsor a Homecoming Dance or a Sweetheart Dance. The Homecoming Dance will be open to faculty and staff of the school and their spouses or dates and to students in grades 7 - 12 and their dates under the age of 21. Exceptions to the age limit may be granted by the high school principal in certain extraordinary circumstances. All dates who are not currently attending J.D. Leftwich must be signed up in the principal's office before the dance and the principal must approve their attendance.

4.12A5 - FUNDRAISERS*

All fundraisers will be subject to the approval of the principal. Certain fundraisers will be reserved for certain classes or organizations. Permission to hold most fundraisers, however, will be granted to the class or organization who first requests it. Recognizing that the junior and senior classes have the greatest need for fundraisers, and in order to avoid conflict, junior and senior class officers and sponsors will meet at the beginning of the year and make a list of desirable fundraisers. A calendar for fundraisers will be developed at this time to prevent conflict. This calendar will be located in the principal’s office. The classes, senior class first, will then alternately choose fundraisers. The same type procedure will be followed in selecting dates for these fundraisers. During auctions certain restrictions apply. The student or staff member purchased will have discretion.

4.12A6 - HOMECOMING*

The school will sponsor two Homecoming ceremonies each year, one during football season and one during basketball season. The criteria for choosing the Homecoming court will be the same for each Homecoming, except that the senior high football team will choose the queen candidates for the football Homecoming, and the senior boys' basketball team will choose the queen candidates for the basketball Homecoming. Also, no girl who was on the football Homecoming court will be on the basketball Homecoming court in the same school year.

For each Homecoming, the boys on the team will choose three Homecoming queen candidates from among girls in the junior and senior classes who have a cumulative 2.0 GPA. The team members will be reminded by their coaches and the principal to consider overall participation in school activities, attendance, and attitude in their selection of queen candidates.

The team members will be given a secret ballot with the names of all eligible girls, and they will be instructed not to discuss the voting. They will not leave the room until the final voting is done. The votes will be counted by at least two staff members appointed by the principal, and runoff elections will be held until there are three girls with a majority of the votes.

The entire school will vote on Homecoming queen. A junior girl who is selected as a queen candidate may be eligible again the next year unless she is elected queen, in which case she would not be eligible to be a queen candidate for either Homecoming the following year.

For each Homecoming, each class in the 7th through 12th grades will select a female Homecoming maid. Each girl will be eligible to be a Homecoming maid only three total times during her high school years, but this will not affect her eligibility for queen candidate.

Escorting the Homecoming queen, princesses, and maids will be considered one of the responsibilities of boys who choose to play senior high football or basketball. Each girl will have at least one escort, and some may have two, beginning with the queen, then the princesses, and then the maids from 12th down to 7th.

The escorting assignments will be made in the following manner: The principal, head coach, and senior high cheerleading sponsor will put the names of the 12th grade boys in a hat and draw them out. The first one or two will escort the queen, the next one or two will escort the princess whose last name comes first alphabetically, the next one or two will escort the other princess, then the maids from 12th down to 7th. Once all of the 12th grade boys have been assigned, the process will continue with the 11th grade boys, then the 10th grade boys, and then the 9th grade boys if it is necessary for them to be used in order to have at least one escort for each girl.

During the Homecoming ceremony, the previous year's Homecoming queen will crown the new queen. If the previous year's queen is not available, another previous queen will be selected.

The senior high cheerleaders and their sponsor will be responsible for planning the Homecoming decorations and activities, and all cheerleaders will be responsible for decorating for Homecoming.

4.12A7 – PROM Jr. /Sr.*

The junior class will be responsible for planning and carrying out a banquet and/or prom at the end of each year. Ticket prices for entry to the banquet/prom will be $5 for everyone attending. Those invited to attend will include school board members, administration, faculty, staff, and members of the junior and senior classes. Attendees may bring their spouses or dates, but students' dates must be under 21 unless special permission has been obtained in advance from the principal. In addition, the junior sponsors will select up to 12 sophomores to act as servers at the banquet. These servers will gain the right to attend the prom and to bring dates. Those invited to prom as dates or guests by juniors, seniors, servers, or faculty/staff members should be classified as at least freshmen in high school.

4.12A8 – FORMAL DRESS CODE GUIDELINES*

The staff and administration at J. D. Leftwich High School want you to make good choices. We are not trying to inhibit your style. Dances should be fun, but we want everyone to be comfortable and safe. With modesty in mind, the following dress code guidelines will be enforced at J.D. Leftwich High School.

1. Dresses may not be cut below the bust line. The bust continues around your sides directly under the armpit. With arms down at your side, if flesh touches flesh below the bust line the dress is inappropriate.
2. Dresses may be backless as long as they are not cut below the navel. Bust must be covered even on sides of dresses.
3. Midriffs will not be exposed. This includes both front and side. With arms down at your side, if flesh touches flesh in the midriff section the dress is inappropriate.
4. Dresses must be at least mid-thigh in length.
5. Dresses may not have a slit that exceeds mid-thigh. This is generally fingertip length.
6. No pinning will be allowed as an alteration for a dress if without the pins the dress does not meet dress code. Fabric inserts must be sewn not pinned on the dress if without the inserts the dress does not meet dress code. No cover-ups (coats, shawls, sweaters) will be allowed over dresses that do not meet dress code.
7. Dress for pictures taken at the dance must also meet dress code. You may not wear an inappropriate dress to take pictures and then change into one that does meet dress code for the dance.
8. For gentlemen:
   - No holes in pants
   - No sagging
   - Tux or suit is acceptable
   - Collared shirt

While we will be reasonable in our interpretation of these guidelines, we want you to know that you will not be allowed into the dance if you are dressed inappropriately. Most importantly, this dress code does not limit your ability to show your style and uniqueness.

4.12A9 - LETTER JACKET*

Only athletes, cheerleaders, and band members who have played at least fifteen quarters of either junior or senior high basketball or have participated in another sport or contest and met the requirements laid down by the coach of that sport to letter will be allowed to purchase a letter jacket.

4.12A10 – SENIOR/JUNIOR PRIVILEGES*

The seniors will have a parking area separate from other students as assigned (closest to the arena). No other students will be allowed to park in this area before and during school hours. Seniors will be allowed to "cut" in front of other students in the lunch line during lunch in the spring term. This privilege will be revoked if the "cutting" is not done in an orderly manner. Certain seniors will be allowed to go on a senior trip at the end of the year. The senior class should make policies at the beginning of the year regarding eligibility requirements, which may or may not include fundraising and participation in class activities, for going on the senior trip.

Students will be allowed two days to visit prospective colleges in the spring of their junior year.
Students will be allowed two days to visit prospective colleges in their senior year.

4.12A11 - STUDENT COUNCIL*

The offices of president and vice president will be open to juniors and seniors. The offices of secretary, treasurer, and reporter will be open to students in 9-12. Officer candidates must give speeches in front of student body. Officer elections will be conducted by secret ballot each fall semester. After officer elections are completed, each class 7-12 will elect two representatives. Candidates for class representative must give a speech in front of their class. Elections will be by secret ballot.

412A12 – PEP RALLIES

A spirit bell will be awarded for the class with the most spirit at a pep rally. One bell will be given for grades 7-9, and another for grades 10-12. The senior high cheer sponsor will choose at least three judges from the pool of teachers who are not currently sponsoring a class. The criteria for awarding the bell will be as follows:
50% - preparation ahead of time [signs (quantity and quality), noisemakers, dressing up]
50% - participation during pep rally (standing, cheering, yelling, dancing, sportsmanship, etc…)
For the Homecoming pep rallies, a more elaborate judging system will be used for awarding spirit bells.
25% - hallway decorations
25% - percentage of class that participates in dress-up days
25% - preparation ahead of time for pep rally (see above)
25% - participation during pep rally (see above)

4.12A13 – SCHEDULING

The vast majority of scheduling will be required within first three days of a semester. Any course/class changes must be made within first two weeks within a class. After the two week "grace" period, no changes will be allowed.

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days of the request. The district forwards

education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information (PII) from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

- it is in the sole possession of the individual who made it;
- it is used only as a personal memory aid; and
- information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18). For the district to release the student's PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student's case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.

When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Magazine School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal and the superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.
Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor role (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The

district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education at

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

Legal References:	A.C.A. § 9-29-113(b)(6), 20 U.S.C. § 1232g,20 U.S.C. § 7908 (NCLB Section 9528)34 CFR 99.3, 99.7, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 9.36, 99.37, 99.63, 99.64
Cross References:	Policy 4.34—Communicable Diseases and Parasites, Policy 5.20—District Web Site, Policy 5.20.1—Web Site Privacy Policy, Policy 5.20F1—Permission to Display Photo of Student on Web Site

Date Adopted: 7-10-2014
Last Revised:

4.13A - STUDENT PARTICIPATION IN SURVEYS

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

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

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

Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. The requirements of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA). The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

All forms are located at the back of this handbook.

4.14—STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE

Student Publications

All publications that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored publications. School publications do not provide a forum for public expression. Such publications, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial control of the District's administration whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations.

1. Advertising may be accepted for publications that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.

2. Publications may be regulated to prohibit writings which are, in the opinion of the appropriate teacher and/or administrator, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

3. Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.

4. Prohibited publications include:
   a. Those that are obscene as to minors;
   b. Those that are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth;
   c. Those that constitute an unwarranted invasion of privacy as defined by state law,
   d. Publications that suggest or urge the commission of unlawful acts on the school premises;
   e. Publications which suggest or urge the violation of lawful school regulations;
   f. Hate literature that scurrilously attacks ethnic, religious, or racial groups.

Student Publications on School Web Pages

Student publications that are displayed on school web pages shall follow the same guidelines as listed above plus they shall

1. Not contain any non-educational advertisements. Additionally, student web publications shall;

2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of 18.

3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Nonschool Literature, Publications, and Materials

A student or group of students who distribute ten (10) or fewer copies of the same nonschool literature, publications, or materials (hereinafter "nonschool materials"), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of nonschool materials shall have school authorities review their nonschool materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the nonschool materials, prior to their distribution and will bar from distribution those nonschool materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of nonschool materials.

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of nonschool materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than 14 days.

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

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

Date Adopted: 7-10-2014
Last Revised:

4.14A - YEARBOOK

The yearbook's content is the responsibility of the yearbook advisor, but he or she should follow the guidelines laid down by the administration and should confer with the school's administration about anything which might possibly be considered controversial or inappropriate. The yearbook's staff will be chosen from students who participate in journalism class by the yearbook advisor. All previous staff members who desire to remain on the yearbook staff will be retained. The yearbook advisor will then choose the yearbook editors from among the chosen staff members. Who's Who will be open to juniors and seniors. Voting will be done by seniors, juniors, and sophomores.

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

Parents wishing to speak to their children during the school day shall register first with the office.

CONTACT BY NON-CUSTODIAL PARENTS

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

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

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

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.16—STUDENT VISITORS

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

Cross References: For adult visits see Policy 4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL and Policy 6.5—VISITORS TO THE SCHOOLS

Date Adopted: 7-10-2014

Last Revised:

4.17—STUDENT DISCIPLINE

The Magazine 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 Magazine 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.

Legal References: A.C.A. § 6-18-502, A.C.A. § 6-17-113
Date Adopted: 7-10-2014
Last Revised:

4.17A – DISCIPLINE ADDITIONAL

Teachers and support personnel are expected to maintain discipline in and around the school. Magazine School Board policy provides for corporal punishment (paddling) if/when the teacher or principal deems it necessary. Efforts will be made to notify parents/guardians when corporal punishment has occurred or before the paddling occurs if possible. Punishment options may include, but are not limited to, detention, specialized counseling, loss of privileges, (classroom, playground, bus, group or individual in nature), work detail, i.e.cleaning

hallways, playground, etc., writing or copying class or behavior related material, sitting or standing in a designated supervised area apart from others engaged in an activity and/or the parents or parents' designee coming to school promptly to remove the student from the premises.

If a student repeatedly misbehaves in the classroom, on the bus, on the playground, in the restrooms or hallways or in the cafeteria, punishment will result and the misbehavior will stop or suspension from school will occur until appropriate intervention can be sought.

All classroom rules are posted in the classroom and consequences are visible. Frequent discussions regarding rules, procedures and consequences will be part of the instructional days of school in every grade group. All procedures will be explained. All students are expected to follow the rules. A copy of rules, procedures and consequences will be given to parents. Questions and concerns will be addressed by school personnel upon signed request of parents.

4.17A2 - DISCIPLINE FOR HANDICAPPED

1. Handicapped students who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.
2. The Individualized Education Plan (IEP) team for a handicapped student should consider whether particular discipline procedures should be adopted for that student and included in the IEP.
3. After an emergency suspension is imposed on a handicapped student, an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion.
4. The suspended student should be offered alternate educational programming for the duration of the exclusion.

4.18—PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;

8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying; and
23. Operating a vehicle on school grounds while using a wireless communication device.
24. Bringing energy drinks* on campus; and
25. Theft of another individual's personal property.

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

Legal References: A.C.A. § 6-18-502, A.C.A. § 6-18-707, A.C.A. § 6-15-1005, A.C.A. § 6-21-609
A.C.A. § 6-18-506, A.C.A. § 6-18-222, A.C.A. § 6-5-201, A.C.A. § 6-18-514

Cross-References:

Prohibited Conduct #1—Policy # 3.17, Prohibited Conduct #2— Policy # 4.20, Prohibited Conduct #3— Policy # 4.21, 4.26, Prohibited Conduct #4— Policy # 4.22, Prohibited Conduct #5— Policy # 4.23, Prohibited Conduct #7—Policy 4.47, Prohibited Conduct #8— Policy # 4.24, Prohibited Conduct # 13— Policy # 4.25, Prohibited Conduct # 14— Policy # 4.21,Prohibited Conduct # 15— Policy # 4.7, Prohibited Conduct # 16 — Policy # 4.9, Prohibited Conduct # 17— Policy # 4.43, Prohibited Conduct # 19— Policy # 4.12, Prohibited Conduct # 20— Policy # 4.26, Prohibited Conduct # 21—Policy # 4.27,Prohibited Conduct # 22— Policy # 4.43

Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

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

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

Date Adopted: 7-10-2014
Last Revised:

4.19A - BUS RULES AND BEHAVIOR

It shall be the policy of the Magazine School District to furnish transportation to, and from school for all students who, according to state law, are eligible. For those who are not eligible according to state law, the Magazine School District will furnish courtesy transportation to, and from designated bus stops in and near the city of Magazine. Parents will be notified as to the location of those bus stops and they will be responsible for seeing that their children get to those stops to meet the bus and get home from those stops in the afternoon. Every practical effort will be made to accommodate parents and children, but the door to door pick-up and delivery of children within the city will no longer be financially possible for the school district.

The pick-up policy for drivers and students will be as follows:

- During the first week of school an estimated time of arrival will be established for each student on each route. During the first week of school, the bus driver will stop and wait a reasonable time for the students to get to the bus.
- After the first week of school, the students will be expected to be at the bus stop when the bus gets there provided the bus is not earlier than the established time of arrival mentioned above.
- If, for some reason, the bus is early, the driver will stop and wait a reasonable time for the students to get to the bus stop.
- If the bus is late because of mechanical or weather problems, the students will need to be at the bus stop when the bus arrives.
- Drivers will go to every bus stop every morning unless they have been notified by a parent or an administrator that no children will be getting on at the bus stop.
- Bus drivers will not be required to wait while students walk from the house to the bus unless the bus is early.

Students are subject to the same rules of conduct while traveling to and from school and on school activities as they are while on school grounds. The preceding paragraph applies to student conduct while on school buses. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's transportation privileges. Transporting students to and from school who have lost their transportation privileges shall become the responsibility of the student's parent or legal guardian. Seeing that their children get to those stops to meet the bus and get home from those stops in the afternoon.
Repeated misconduct by any passenger on a school bus may result in denial of bus privileges, Students riding buses will be expect to observe the following rules:

- Elementary students must sit in the front portion of the bus. Seats may be assigned.
- High school students should sit toward the rear of the bus leaving room for elementary students at the front. Seats may be assigned.
- All students must make ample room for others in seats.
- All students must be seated promptly after boarding the bus, and remain seated.
- Passengers must observe classroom conduct. Ordinary conversation is permitted. Horseplay, unruly behavior, abusive and obscene language or gestures are unacceptable.
- To ensure safety, the driver must be totally in charge. Do not argue with or be disrespectful to the driver.
- No opened food or drinks are allowed on the bus.
- Do not extend any part of your body out of the bus at any time.
- Do not throw anything out of the bus.
- If you cause any damage to the bus (pencil marks, holes, cuts, etc.), you or your parents must pay for the damage, and you will be punished.

1) Any other actions determined by the driver to be improper or disruptive will be handled as those mentioned above.
2) No bullying will be tolerated.
3) All tobacco products are prohibited.
4) Students need to be present at the bus stop, on time. The bus cannot wait for tardy passengers.
5) It is strongly recommended that students not bring unnecessary money or personal items to school.

Students who are in violation of the above rules or who otherwise create an unsafe or disruptive situation on a bus will be reported to the principal who will take disciplinary action to correct the problem. The principal will then notify the parents, explaining the reason for the action and the kind of action taken.
Disruptive students will be given one verbal warning for misconduct. If it is necessary for the same student to be given a second warning, the driver will send a disciplinary report to the student's principal, who will take disciplinary action, corporal punishment can be used, to correct the problem. The principal will then notify the parents, explaining the reason for the action and the kind of action taken.
If a student is given three disciplinary reports per semester, he or she will be suspended from riding the bus for three (3) school days. Any additional disciplinary reports thereafter will result in a suspension of five school days. The suspensions referred to apply only to bus privileges; the student must still attend school during that time.
We hope it will not be necessary to suspend any student; however, it is imperative that the driver has the cooperation of each student on the bus in order to provide maximum safety for all students.
Any disruptive behavior that may not appear on the list of rules will be handled in the same way. Any misconduct considered by drivers to be excessive may result in by-passing the verbal warning and referring the student directly to the principal. Failure to adhere to bus rules will result in loss of privilege.

4.20—DISRUPTION OF SCHOOL

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

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

Legal Reference: A.C.A. § 6-18-511

Date Adopted: 7-10-2014
Last Revised:

4.21—STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to: a) cause a breach of the peace; b) materially and substantially interfere with the operation of the school; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

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

Date Adopted: 7-10-2014
Last Revised:

4.22—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 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.[1] 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.
Cross Reference: Policy 4.31—EXPULSION
Legal References: A.C.A. § 6-18-502 (c) (2)(A)(B), A.C.A. § 6-18-507 (e) (1)(2), A.C.A. § 6-21-608, A.C.A. § 5-4-201, A.C.A. § 5-4-401, A.C.A. § 5-27-210, A.C.A. § 5-73-119(b)(e)(8)(9)(10) 20 USCS § 7151
Date Adopted: 7-10-2014
Last Revised:

4.23—TOBACCO AND TOBACCO PRODUCTS

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

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

Legal Reference: A.C.A. § 6-21-609
Date Adopted: 7-10-2014
Last Revised:

4.23A - TOBACCO ADDITIONAL

Since it is generally understood that tobacco use can be harmful to one's health, and since the school bears the responsibility of teaching good health practices to students, the Magazine Board of Education adopts the policy of banning the use of, or carrying on one's person, any tobacco product by any student during the school day, or any regular bus route, or during any school activity day or night. Any student found with tobacco or tobacco products will be expected to participate in an educational program based on the health issues of using tobacco while in in-school suspension.

ACT 1555 of 1999 states: Smoking or use of tobacco products in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or lease by a public school district, including school buses owned or leased by the District, is prohibited. Upon conviction, a violator shall be guilty of a misdemeanor and be subject to a fine of not less than $10.00 or more than $100.00/

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

Students shall be informed of state laws and regulations regarding the use and purchase of such substances as well as the harmful aspects of the use of such substances.

Teachers shall be well informed of their subject matter and use the best instructional materials available when teaching about tobacco prevention.

Referrals for cessation will be available to students and families.

1st violation: Notice to parents/and two days in-school suspension
2nd violation: Notice to parents/and three days in-school suspension
3rd violation: Notice to parents/and three days out of school suspension

Additional offenses could result in recommendation of expulsion.

4.24—DRUGS AND ALCOHOL

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

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

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

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

Date Adopted: 7-10-2014
Last Revised:

4.25—STUDENT DRESS AND GROOMING

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

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

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

Legal References: A.C.A. § 6-18-502(c)(1)
A.C.A. § 6-18-503(c)
Date Adopted: 7-10-2014
Last Revised:

4.25A - STUDENT DRESS CODE*

The Magazine Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning.

This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, and unsafe could cause property damage, or are offensive to common standards of decency. Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however to a costume or uniform worn by a student while participating in a school-sponsored activity or event. The following are rules:

- Students will wear appropriate clothing. No student will wear tops that expose the midriff, underwear, buttocks, or breasts of a female at any time (even when arms are lifted.). "Cut out" shirts are not permitted.
- Students will be allowed to wear correct length shorts during the season of daylight savings. Shorts must be appropriate; shorts measured by the student at the inseam must be of at least 5 inches in length
- Skirts must be within 5" of the middle of the knee.
- Sleeveless tops may be worn as long as they are appropriate; no arm-pit hair or underwear shall be visible;
- No student will wear pajama clothing or house-shoes.
- No student will wear clothing displaying inappropriate, controversial, vulgar or distasteful slogans (e.g. Big Johnson, Coed Naked), alcohol, or tobacco advertising, advocating drug use, or the occult.
- Students will not wear bandannas while on campus or on the bus going to and from school, or to and from school events. Caps or hats may be worn on campus during school hours as part of athletic equipment as approved by the coach or on dress up days as approved by the principal. No caps or hats should be worn in school buildings during or after school hours but may be worn to athletic events.
- Hair styles that distract from the learning process are prohibited.
- Clothing that is to be worn during athletic periods cannot be worn in the classroom.
- No chains.
- Leggings and the like may only be worn with a top garment that covers the buttocks in the back and the crotch in the front, or under shorts or skirts of appropriate length, or under pants that do not have holes in the buttocks or crotch area. Holes in clothing must not expose any area that is required to be covered (midriff, underwear, above the length requirement for shorts or skirts). Sheer clothing with proper underclothing or layering is allowed so long as it remains intact throughout the school day. No bagging.

Failure to adhere to clothing rules could result in loss of privileges.

Students found in violation of the dress code will be instructed to change into appropriate clothing. If appropriate clothing is not available a parent will be notified and the student will be sent home to get appropriate clothing.* An absence due to violation of the dress code will be considered to be an unexcused absence.

4.26—GANGS AND GANG ACTIVITY

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing

fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

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

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

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

Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.
Legal References: A.C.A. § 6-15-1005(b)(2), A.C.A. § 5-74-201
Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.27—STUDENT SEXUAL HARASSMENT

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

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to: the nature of sexual harassment; the District's written grievance procedures for complaints of sexual harassment;[1] that the district does not tolerate sexual harassment; that students can report inappropriate behavior of a sexual nature without fear of adverse consequences; the redress that is available to the victim of sexual harassment;[2] and the potential discipline for perpetrating sexual harassment.

"Sexual harassment" means conduct that is:

1. Of a sexual nature, including, but not limited to:

   a. Sexual advances;

b. Requests for sexual favors;

c. Sexual violence; or

d. Other personally offensive verbal, visual, or physical conduct of a sexual nature;

2. Unwelcome; and

3. denies or limits a student's ability to participate in or benefit from any of the District's educational programs or activities through any or all of the following methods:

a. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;

b. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or

c. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

The terms "intimidating," "hostile," and "offensive" include conduct of a sexual nature that has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

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

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

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;

- Rating other students as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will provide assistance on the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

Complaints will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to: individuals who are responsible for handling the District's investigation to the extent necessary to complete a thorough investigation; the extent necessary to submit a report to the child maltreatment hotline; the Professional Licensure Standards Board for complaints alleging sexual harassment by an employee towards a student; or the extent necessary to provide the individual accused in the complaint due process during the investigation and disciplinary processes. Individuals who file a complaint have the right to request that the individual accused of sexual harassment not be informed of the name of the accuser; however, individuals should be aware that making such a request may substantially limit the District's ability to investigate the complaint and may make it impossible for the District to discipline the accused.[3]

Students, or the parents/legal guardians/ other responsible adult of a student, who file a complaint of sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats, intimidation, coercion, or discrimination. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who filed the complaint:

- The final determination of the investigation;
- Remedies the District will make available to the student; and
- The sanctions, if any, imposed on the alleged harasser relevant to the student.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who was accused of sexual harassment in the complaint:

- The final determination of the investigation; and
- The sanctions, if any, the District intends to impose on the student.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following an investigation, any student who is found by the evidence to more likely than not have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion.

Students who knowingly fabricate allegations of sexual harassment shall be subject to disciplinary action up to and including expulsion.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of sexual harassment shall be subject to disciplinary action up to and including expulsion.

Date Adopted: 7-10-2014 Last Revised: 7-12-2018

4.27A—STUDENT SEXUAL HARASSMENT

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

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, or other personally offensive verbal, visual, or physical conduct of a sexual nature made by someone under any of the following conditions:

1. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;

2. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or

3. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

The terms "intimidating," "hostile," and "offensive" include conduct of a sexual nature, which has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances. Depending upon such circumstances, examples of sexual harassment include, but are not limited to: unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual; and spreading rumors related to a person's alleged sexual activities.

Believing that prevention is the best policy, the District will periodically inform students and employees about the nature of sexual harassment, the procedures for registering a complaint, and the possible redress that is available. The information will stress that the district does not tolerate sexual harassment and that students can report inappropriate behavior of a sexual nature without fear of adverse consequences. The information will take into account and be appropriate to the age of the students.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment as defined in this policy. Any student found, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. School administrators and staff may use mutually respectful and accountable intervention strategies, as determined by this local board policy including, but not limited to, restorative practices, staff and student/parent conferences, staff interventions and counseling programs, student programs for conflict resolution and peer remediation, and programs for anger management and violence prevention. The school may also refer students and/or their families to community-based services such as mental health care, substance abuse prevention and diversion, and others.

Any of the following interventions or strategies and disciplinary actions may be used alone or in combination:

- Administrator/student conference or reprimand
- Administrator and teacher-parent/guardian conferences
- Referral and conferences involving various support staff or agencies (evaluation at parent's expense)
- Daily/weekly progress reports
- Behavioral contracts
- Behavioral Intervention Plans (BIP)
- Consultation with a behavioral specialist
- Counseling and psychological services (evaluation at parent's expense)
- Change in student's class schedule
- Before and/or after school detention
- Denial of participation in class and/or school activities
- In-school suspension
- Out-of-school suspension (short-term) from one (1) school day up to ten (10) school days.
- Expulsion
- Law enforcement agency notification

These disciplinary actions will take into account the full scope of the incident, the age of the people involved and the evidence from the investigation.

Complaint Procedures

Students who believe they have been subjected to sexual harassment, or parents of a student who believes their child has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will assist them in the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment. Magazine School District encourages the prompt reporting of complaints or concerns so that rapid and corrective action can be taken. Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form.

Informal Complaint Procedure

The informal complaint procedure is intended to stop inappropriate behavior, investigate, and facilitate resolution through informal means. It is not a precursor to the filing of a formal complaint and may be terminated at any time to move on to the formal complaint process.

As an initial step, an individual who believes he or she has been subject to sexual harassment is encouraged to promptly advise the alleged offender that his or her behavior is unwelcome and request that it be discontinued, as long as he or she feels comfortable doing so. In some cases, an offender may not realize his or her behavior is offensive and being perceived as harassment. This action alone may sometimes resolve the problem. The Title IX Coordinator is available to support an individual taking this initial step.

Magazine School District recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. If for any reason an individual does not wish to address the offender directly, or if addressing the offender directly does not successfully end the offensive conduct, the individual should notify, orally or in writing, the Dean of Students, Class Advisor, Principal, Teacher, Counselor, Title IX Coordinator, or any other school employee. Students may also report incidents to the school nurse. All reports will be filed with the school's Title IX Coordinator, who will either facilitate an informal resolution or appoint another individual to facilitate an informal resolution.

An informal resolution may involve meeting with the alleged offender to discuss the unwelcome nature of the behavior, or, if both parties agree, facilitating a meeting between the complainant and the alleged offender to work out a mutual agreement.

The informal complaint procedure is not intended for victims of sexual violence. **Victims of sexual violence should NOT approach the offender under any circumstances in an attempt to resolve the matter, and should file a police report as soon as possible after the attack has occurred.**

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint procedure, or if an individual elects to file a formal complaint initially, the following formal procedures will be followed.

An individual who believes he or she has been subject to harassment or retaliation may file a formal complaint, orally or in writing, with the Title IX Coordinator. If a report is made to any other employee of

Magazine School District, orally or in writing, about any complaint of harassment the employee must immediately report that information to the Title IX Coordinator.

All allegations will be investigated promptly. Members of the school's leadership team and the Title IX Coordinator are responsible for investigating the incident.

Investigations will be launched immediately upon the filing of a complaint, and will be completed in a timely manner. Typically, the investigation will begin with an interview of the alleged victim to obtain information regarding the identity (ies) of the alleged offender (s), the offensive conduct, the potential witnesses, and the desired resolution. The alleged victim will be offered an opportunity to submit any evidence that he or she believes relevant to the investigation within 5 school days.

Within 5 school days of receiving the initial complaint, the alleged offender (s) will be informed of the allegations and will be offered an opportunity to submit a written response to the allegations. The alleged offender's response and any supporting materials must be submitted within 3 school days. The investigator will then review the relevant documents and conduct additional interviews as necessary to determine whether there has been a violation of this policy. During the investigation, the investigator will keep both parties apprised of the status of the investigation to the extent permitted. The investigator will not require the alleged victim to appear in the same room as the accused.

Upon receiving the complaint, the investigator will consider whether any interim measures should be taken during the investigatory phase of the complaint process to protect the alleged victim from further harassment or retaliation. It may be determined it is in the best interest to place the alleged perpetrator in interim suspension or an alternative setting, change schedules or assign the person a monitor.

In some cases, the investigation may be resolved in 5 school days, but in some situations, the investigation may require up to 60 school days. Within 7 school days of the completion of the investigation, the investigator will prepare a report that summarizes the evidence gathered and state whether there was a policy violation, and make recommendations. In determining whether there has been a policy violation, an investigator will consider a variety of factors, including but not limited to the nature of the conduct, the age and maturity of the parties, the frequency of the conduct, the relationship between the parties, and whether the conduct adversely affected the victim's education or environment. The determination will be based on the totality of the circumstances and will be based on the preponderance of the evidence. The determination will not take into account any past relationships of the alleged victim. The investigator's recommendations may include discipline of the alleged offender up to and including suspension, mental health counseling, or expulsion.

Both parties will then be provided written notice of the outcome of the investigation. If either party is dissatisfied with the outcome, he or she may appeal to the Superintendent by filing a written notice of appeal within 5 school days of the date of the written notice of the outcome of the investigation. Within 10 days of receiving written notice of the appeal, the superintendent will review the report prepared by the investigator, the investigator's file, and any other documents or materials provided by the parties and affirm, reverse, or revise the determination and recommendations of the investigator. To the extent, the superintendent determines the parties should be heard, the alleged victim would not be required to appear in the same hearing room as the accused.

Where there has been a policy violation, the Magazine School District will make every reasonable effort to stop any conduct in violation of these policies and prevent recurrence. Where appropriate, Magazine School

District will also take steps to remedy the effects of any violation. Any appropriate remedial measures will be determined on a case-by-case individualized basis.

Students who knowingly fabricate allegations of sexual harassment shall be subject to disciplinary action up to and including expulsion. Individuals, who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of sexual harassment shall be subject to disciplinary action up to and including expulsion.

Legal References: Title IX of the Education Amendments of 1972, 20 USC 1681, et seq. A.C.A. § 6-15-1005 (b)(1)

Date Adopted: 7-10-2014 Last Revised: 12-14-2017

4.28—LASER POINTERS

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

Legal References: A.C.A. § 6-18-512, A.C.A. § 5-60-122
Date Adopted: 7-10-2014
Last Revised:

4.29— INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

Definition
For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

The District makes electronic device(s) and/or electronic device Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district electronic devices is for educational and/or instructional purposes only. Student use of electronic device(s) shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student electronic device use is continuous.

No student will be granted Internet access until and unless an Internet and electronic device use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the Internet and electronic device use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Technology Protection Measures
The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such

materials. For purposes of this policy, "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety
The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

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

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

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

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

Date Adopted: 7-10-2014

Last Revised:

4.29F—STUDENT INTERNET USE AGREEMENT

All forms are located at the back of this handbook.

4.30—SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days,[1] 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:[2]

- 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.[3]

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.[3]

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.

Cross Reference: 4.7—ABSENCES

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

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.31—EXPULSION

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

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

Expulsion shall not be used to discipline a student in kindergarten through fifth (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[1] 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.[2] 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.

Cross Reference: Policy 4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Legal Reference: A.C.A. § 6-18-507
Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.31A – EXPULSION ADDITIONAL

Any student returning to the Magazine School District from an expulsion or from an ALE program, whether from the Magazine School District or from any other school district, shall be enrolled into our Alternative Learning Environment program.

4.32—SEARCH, SEIZURE, AND INTERROGATIONS

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

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

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.
A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

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

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

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable

to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

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

Date Adopted: 7-10-2014
Last Revised:

4.32A - LOCKERS

Lockers are issued to students for use during the school year. Lockers remain the property of the school and may be inspected periodically to insure that they are being properly cared for and that the contents are in no way harmful to the owner, other students, or the school building. Students will be responsible for any damage to their locker during the school year. Locker doors should remain closed. Sharing lockers is not permitted unless authorized by the administration.

If students must bring valuable items from home for special activities, they should check them in at the principal's office. Valuables such as money, jewelry, radios, electronic games, CD players and headphones should **NOT** be brought to school. The school is **NOT** responsible for the loss of valuables.

Students may use a combination lock on their locker if obtained from the principal's office. Students are not permitted to use locks other than those furnished by office unless cleared with special permission from the principal. Students **will not** use any locker other than the one assigned to them.

Students may go to their locker before and after school, before lunch and between classes. Students may not go to their locker during class time unless having special permission from a teacher.

4.33—STUDENTS' VEHICLES

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

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

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

Date Adopted: 7-10-2014
Last Revised:

4.33A - STUDENT DRIVING

The form for driving an automobile on campus is located in the back of the student handbook.
Parking will be in the arena parking lot per class area unless otherwise noted.

4.34—COMMUNICABLE DISEASES AND PARASITES

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

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

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

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

Cross References: 4.2—ENTRANCE REQUIREMENTS

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Legal References: A.C.A. § 6-18-702 Arkansas State Board of Health Rules And Regulations Pertaining To Immunization Requirements

Date Adopted: 7-10-2014
Last Revised:

4.34A - HEAD LICE SCHOOL SCREENINGS

1. All students will be checked as deemed appropriate by the faculty/staff.
2. Should nits or lice be discovered, the nurse will double check in the office. Parents or guardians will be notified to pick the child up for immediate treatment. The student may return the same day if treated and all the nits have been pulled from the hair.
3. Previously infested students will be re-screened within 5 days. If nits or lice are found, step 2 will repeat.
4. If a student is infested a third time, the principal will seek help for the family from the Department of Human Services/Health Authorities.

Any student who misses a day for head lice will be excused for the first occurrence only. All other days missed will be considered unexcused. A note from the parents regarding the treatment application must accompany the child upon his/her return to school.

4.35—STUDENT MEDICATIONS

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student, the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

Students with an individualized health plan (IHP) may be given OTC medications to the extent giving such medications are included in the student's IHP.

Option One
The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).[1]

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy. Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.[2]

Option Two
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)[1] shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence[1] 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.[2] 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.[3]

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:

1) Self-administer either a rescue inhaler or auto-injectable epinephrine;
2) Perform his/her own blood glucose checks;
3) Administer insulin through the insulin delivery system the student uses;
4) Treat the student's own hypoglycemia and hyperglycemia; or
5) Possess on his or her person:
    a) A rescue inhaler or auto-injectable epinephrine; or
    b) the necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

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:

1. an IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. a current, valid consent form on file from their parent or guardian.

   When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

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

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

<u>Emergency Administration of Epinephrine</u>

The school nurse or other school employees designated by the school nurse as a care provider who have been trained[1] and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained[1] and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

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.[2]

Notes: A.C.A. § 17-87-103(11)~~, as amended by Act 833 of 2015,~~ provides for the administration of Glucagon, insulin, or both to students suffering from diabetes.

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

[1] Arkansas Children's Hospital, The University of Arkansas Medical System, the Department of Health, and ADE have developed a training that would meet the statute's and this policy's certification requirements.

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

This policy offers two different options regarding permissibility of students attending and participating in classes while taking Schedule II medications. Be sure only one option is included in the adopted policy and delete the heading "Option One" or "Option Two" in the final version. The footnote numbers relate to the language contained within the specific option.

Option One

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

[2] If a student has surgery or is in an accident resulting in the student needing to take Schedule II medication, a 504 plan can be developed to cover the duration of the student's recovery. The plan could include homebound instruction.

Option Two

[1] A partial, but not all-inclusive listing of Schedule II medications not specifically permitted includes: Opium, morphine, codeine, hydromorphone (Dilaudid), methadone, meperidine (Demerol), cocaine, oxycodone (Percodan), amobarbital, pentobarbital, sufentanile, etorphine hydrochloride, phenylactone, dronabinol, secobarbital, and fentanyl.

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

[3] A student who had surgery or was in an accident and is taking a Schedule II medication may be told by his/her doctor to not attend class. In such a case, a 504 plan can be developed to cover the duration of the student's recovery. The plan could include homebound instruction.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities
Arkansas Department of Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin and Glucagon to Arkansas Public School Students with Diabetes
A.C.A. § 6-18-707
A.C.A. § 6-18-711
A.C.A. § 6-18-1005(a)(6)
A.C.A. § 17-87-103 (11)
A.C.A. § 20-13-405

Date Adopted: 7-10-2014
Last Revised:

4.35A—STUDENT MEDICATIONS

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.

4.35F—MEDICATION ADMINISTRATION CONSENT FORM

All forms are located at the back of this handbook.

4.35F2—MEDICATION SELF-ADMINISTRATION CONSENT FORM

All forms are located at the back of this handbook.

4.35F3—GLUCAGON ADMINISTRATION CONSENT FORM

All forms are located at the back of this handbook.

4.35F4—EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

All forms are located at the back of this handbook.

4.36—STUDENT ILLNESS/ACCIDENT

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

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When

available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.36A - HEALTH SERVICES

The Magazine School Board believes that healthy children are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health service is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing rules and Regulations Chapter Five: Delegation of Nursing Care.

4.57-IMMUNIZATIONS

Definitions

"In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

"Serologic testing" refers to a medical procedure used to determine an individual's immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A'
- Hepatitis B;
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an

exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

A. Licensed physician;
B. Health department;
C. Military service; or
D. Official record from another educational institution in Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating "up-to-date", "complete", "adequate", and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted. Valid proof of immunization and o immunity based on serological testing shall be entered into the student's record.

In order to continue attending classes in the District, the student must have submitted;

1) Proof of immunization showing the student to be fully age appropriately vaccinated;
2) Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student's next immunization;
3) A copy of a letter from ADH indicating immunity based on serologic testing; and/or
4) A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

Temporary Admittance

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

Students who are n process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

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

Exclusion From School

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

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

- For the remainder of the week by the end of the initial school day of the student's exclusion; and
- By the end of each school's calendar week for the upcoming week until the student returns to school. It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

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

4.37—EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year 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 annual 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 to the age of both the students and grade configuration of the school.

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency , or the District's Panic Button Alert System. Students shall be included in the drills to the extent practicable.

Legal References: A.C.A. § 12-13-109, A.C.A. § 6-10-110, A.C.A. § 6-10-121, A.C.A. § 6-15-1302
A.C.A. § 6-15-1303
Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

Date Adopted: 7-10-2014
Last Revised:

4.38—PERMANENT RECORDS

Permanent school records, as required by the Arkansas Department of Education, shall be maintained for each student enrolled in the District until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received.

Legal References: A.C.A. § 6-18-901, ADE Rule *Student Permanent Records*

Date Adopted: 7-10-2014
Last Revised:

4.39—CORPORAL PUNISHMENT

The Magazine School Board 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.

Legal Reference: A.C.A. § 6-18-503 (b), A.C.A. § 6-18-505 (c) (1)

Date Adopted: 7-10-2014
Last Revised:

4.39A - CORPORAL PUNISHMENT

The Magazine School Board 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.
All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.
Corporal punishment can be administered according to the following suggested procedures:

a. It may be used only after a student has been warned that the misbehavior will not be tolerated.
b. It will be administered by a teacher or school administrator and only in the presence of a school administrator or his designee, who shall be a teacher or administrator employed by the school district.
c. It will be for a just cause and be a reasonable punishment of the specific misbehavior.

d. 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. School officials are not required to conduct formal hearing prior to corporal punishment.
e. Refusal to take corporal punishment may result in suspension or other disciplinary measures.
f. The principal will be notified when corporal punishment is administered, and a written report shall be filed in the principal's office.

Act 904 of 1977 authorizes any teacher or principal to use corporal punishment in a reasonable manner against any pupil for good cause in order to maintain discipline and order within the public schools.
In 1977, the U.S. Supreme Court held that spanking children as a means of maintaining school discipline did not constitute cruel and unusual punishment in violation of the Eighth Amendment of the U.S. Constitution. Please send notification in writing to the principal within 10 days of the beginning of the school year (or date of enrollment) if you wish an alternate form of discipline to be used.

4.40—HOMELESS STUDENTS

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

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

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.[1]

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

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

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

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

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

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

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

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

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

The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the LEA Liaison), to and from the child's school of origin.[2]

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

1. 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;

2. 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;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Are migratory children who are living in circumstances described in clauses (a) through (c).

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added, to the list of directory information in Policy 4.13.[3]

Notes: LEA liaisons who receive appropriate training may now affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney – Vento Homeless Education Assistance Improvements Act without further determinations from other governmental entities.

[1]42 U.S.C. § 11432(g)(1)(I) requires that SEAs and LEAs demonstrate they have developed policies to remove barriers to the identification, enrollment, and retention of homeless children and youths, including barriers to enrollment and retention due to outstanding fees or fines, or absences. The policy language is designed to provide as much flexibility as possible to allow a homeless student to succeed while still holding the homeless student responsible for circumstances that are unrelated to the student's living situation.

[2]The District's liability for transportation is more fully covered by 42 U.S.C. § 11432(g)(1)(J)(iii)(I) and (II), which read as follows:
(I) If the child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.
(II) If the child's or youth's living arrangements in the area served by the local educational agency of origin terminate and the child or youth, though continuing the child's or youth's education in the school of origin, begins living in an area served by another local educational agency, the local educational agency of origin and the local educational agency in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.

[3] The prohibition on the release of a student's homeless status is from 42 U.S.C. § 11432(g)(3)(G).

Legal References:
42 U.S.C. § 11431 et seq.
42 U.S.C. § 11431 (2)
42 U.S.C. § 11432(g)(1)(H)(I)
42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II)
42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii)
42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii)

42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(G)
42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E)
42 U.S.C. § 11434a
Commissioner's Memo COM-18-044

Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.41—PHYSICAL EXAMINATIONS OR SCREENINGS

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential.

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

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

Legal References: A.C.A. § 6-18-701 (b), (c), (f)
Date Adopted: 7-10-2014
Last Revised:

4.41A - PHYSICAL EXAMINATIONS OR SCREENINGS

The district shall notify parents, at least annually, of the specific or approximate dates of any non-emergency, invasive physical examination or screening that is: required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

For the purposes of this policy, "Invasive Physical Examination" is defined as any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. 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.

A student may be required to pass a physical exam before being allowed to participate in certain extracurricular activities to help ensure they are physically capable of withstanding the rigors of the activity. It is understood that students who refuse to take such an exam will not be allowed to participate in the desired activity.

4.42—STUDENT HANDBOOK

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

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

Principals and counselors shall also review Policies 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current 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.
Date Adopted: 7-10-2014
Last Revised:

4.42A - AMENDMENT PROCEDURES*

A committee on Rules and Traditions will be formed at the beginning of each year. It will consist of the president of each class and each of the major organizations (FBLA, FFA, Student Council, and Beta Club), and three teachers to be appointed by the principal. This committee will meet and review the rules and traditions to see if any changes are needed. Changes may be passed by a simple majority vote of the committee and submitted to the school board for approval. Handbook rules under the rules and traditions committee are marked with an *.

4.42A2 - PARENT CONTACT

Magazine School holds two formal parent-teacher conferences per school year, one per semester. Parents and caregivers will be notified of all scheduled conferences. We heartily invite parent involvement on a regular basis. Parents may schedule additional meetings with teachers by contacting the Principal's office at 479-969-2565.

Teachers will stay in close communication with parents and guardians via notes home with students, mail, e-mail, phone calls, and student reports generated by e-school. Parents are encouraged and invited to attend any assemblies to honor students for high academic achievement, good behavior, and attendance.
Articles will be submitted to the local newspapers honoring students for significant improvement and achievement. Honor Roll will be submitted quarterly.

4.42A3 - PARENT INVOLVEMENT PLAN

A child's education is the responsibility shared by the District and Family during the entire time a child attends one of its schools.
It is our goal to work with and provide assistance to parents with monitoring progress and achievements of students.

We strive to provide needed materials for home use and training to parents on how to improve student academics.
Education of staff in the importance of communication and value of parents as equal partners is constantly reinforced
Our goal is to integrate parent involvement activities in as young an age as possible and partner with other agencies, as well as to provide parent centers on site for needed resources
We are working to deliver information to parents about school activities, programs, and meetings by using notes home to parents, school website, Facebook, Twitter, School messenger, as well as our outside marque in an understandable language
All efforts will be made to provide reasonable support for any other parent needs
Parent nights and conferences will be scheduled and announced for opportunities for communication with staff, although you may contact staff for appointments as needed.
We welcome parents to volunteer and will provide training as needed while ensuring the safety of all students.
Parent packets are provided with parenting tips, nurse information, volunteering, surveys, addressing concerns and how parents can be involved indecisions that affect their children.
Students are also asked to share the responsibility of academic achievement with efforts of completing homework, sharing school notices, giving best effort, and attending school each day.
The District Parent Involvement Plan can be found at any school office, sent home by request, or on our website. http://magazinerattlers.k12.ar.us

4.42A4 - WEB SITE http://magazinerattlers.k12.ar.us/

The Magazine 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 web site by establishing guidelines for their construction and operation.

The Magazine School District web site 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 web site shall not use "cookies" to collect or retain identifying information about visitors to its web site 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 web site 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.
All pages on the District's web site may contain advertising and links only to educational sources.
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.

Photos of individuals may be posted on a web page only after receiving written permission from the student or their parents if under the age of 18. Photo captions may include the individual's first name and first initial of their last name. Other identifying information such as address, home phone number, and parent's name shall not be posted on web pages.
The District's web server shall host the Magazine District's web site.
No web page on the District web site may contain public message boards or chat rooms.
All web pages on the District web site shall be constructed to download in a reasonable length of time.
The District's home page shall contain a link to a privacy policy notice which must be places in a clear and prominent place and manner.

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 Magazine School District.

The home page will contain a link labeled state mandated items. This link will provide links for all policies and financial documents.

Any parent who has an objection to publication to their child's information will need to sign and return the Objection to Publication form located in the back of the student handbook. This form must be signed and returned within 10 days upon receipt of the student handbook.

4.43—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 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.

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

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

e. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data,

computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;

f. Signing up a school employee for a pornographic Internet site; or

g. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

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

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, or designee. 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, or designee. The principal, or designee, 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.[1] In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium,

auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice.

Copies of this policy shall be available upon request.[2]

Notes: Different consequences are permitted depending on the age or grade of the bullying student.

[1]Example: a student might be disciplined both for bullying and sexual harassment, in an appropriate situation, or bullying and assault.

[2] There should be a statement in the Student Handbook to this effect.
Suggestion for the posted notice: Create a circle with a line through it over the word Bullying (similar to a non-smoking logo). Beside the logo write: Mean talk or hurting other people is called bullying. Bullying is against the rules and can get you in trouble, suspended, or expelled. If someone bullies you, or you see someone being bullied, get help by telling an adult.

Legal Reference: A.C.A. § 6-18-514
A.C.A. § 5-71-217
Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2019 and 2020

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.[1] 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 their 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[3] 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:[4]

- 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.[5]

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. In addition to the twenty-two (22) units required for graduation by the Arkansas Department of Education (ADE), the district requires an additional 2 units to graduate for a total of 24 units. The additional required units may be taken from any electives offered by the district.[6] 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 (½) unit

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

1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
2) Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;

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

3) Algebra II; and
4) The fourth unit may be either:
    - A math unit approved by 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 (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[8]

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.[8]

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]

Notes: [1] New Smart Core Consent and Smart Core Waiver Forms are available at http://arsba.org/policy-resources and on the ADE website. While 9.03.1.8 of the Standards and the Smart Core Guidance both require parents to sign one of the forms, there's not much you can do if they don't. Either way, the default option is Smart Core.

[2] The Department's Guidelines stipulate completion by the end of the senior year. We believe this is not in agreement with A.C.A. § 6-18-202(b)(1), which requires public schools to be open through the completion of the secondary program to students between the ages of five (5) and twenty-one (21). Therefore, we suggest that students be allowed to switch from Core to Smart Core if they could successfully complete its requirements by the time they attained their twenty first (21st) birthday. Acceptance of a diploma negates a student's right to switch programs.

[3] We recommend including the review of this policy in the school district support plan process so that the resources intended to be provided from the district level are in alignment with your graduation requirements (including any changes to the state level graduation requirements).

[4] Schools are required to retain documentation procedures and methods used.

[5] The Guidelines require the policy to include the training "procedure." If you prefer a different procedure than inclusion in your district's annual professional development process, change this sentence accordingly.

[6] This sentence is necessary if your district requires more than twenty-two (22) units to graduate; without the sentence and you substitute a number greater than twenty-two (22), it appears that the ADE requires more than twenty-two (22) units to graduate. If you have specific requirements for the additional units, change the sentence's wording to reflect those requirements.

[7] For a detailed explanation/discussion of district options for digital learning courses see policy 5.11—DIGITAL LEARNING COURSES.

[8] The Rules specify the option is dependent upon the licensure of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

[9] In order for students to receive the community service learning (CLS) credit, the district must have completed and submitted a CLS plan to ADE. In addition, a partner site application must be approved by both the district's board of directors and by the State Board if an organization the District has partnered with, rather than a District employee, is responsible for certifying a student's hours of service. Districts who do not intend to submit a CLS plan should not include this language.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
5.11—DIGITAL LEARNING COURSES
5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation ~~9.03—9.03.1.9, 14.02~~ 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
ADE Guidelines for the Development of Smart Core Curriculum Policy
ADE Rules Governing Distance and Digital Learning
Smart Core Informed Consent Form ~~2017~~ 2018
Smart Core Waiver Form ~~2017~~ 2016
Commissioner's Memo LS-18-082
A.C.A. § 6-4-302
A.C.A. § 6-16-149
A.C.A. § 6-16-150
A.C.A. § 6-16-1406

Date Adopted: 7-13-2017
Last Revised: 7-12-2018

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 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.[1] 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 their 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[3] 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:[4]

- 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.[5]

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. In addition to the twenty-two (22) units required for graduation by the Arkansas Department of Education (ADE), the district requires an additional 2 units to graduate for a total of 24 units. The additional required units may be taken from any electives offered by the district.[6] 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. [8]

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[98]

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.[98]

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[2] The Department's Guidelines stipulate completion by the end of the senior year. We believe this is not in agreement with A.C.A. § 6-18-202(b)(1), which requires public schools to be open through the completion of the secondary program to students between the ages of five (5) and twenty-one (21). Therefore, we suggest that students be allowed to switch from Core to Smart Core if they could successfully complete its requirements by the time they attained their twenty first (21st) birthday. Acceptance of a diploma negates a student's right to switch programs.

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[4] Schools are required to retain documentation procedures and methods used.

[5] The Guidelines require the policy to include the training "procedure." If you prefer a different procedure than inclusion in your district's annual professional development process, change this sentence accordingly.

[6] This sentence is necessary if your district requires more than twenty-two (22) units to graduate; without the sentence and you substitute a number greater than twenty-two (22), it appears that the ADE requires more than twenty-two (22) units to graduate. If you have specific requirements for the additional units, change the sentence's wording to reflect those requirements.

[7] For a detailed explanation/discussion of district options for digital learning courses see policy 5.11—DIGITAL LEARNING COURSES.

[89] The Rules specify the option is dependent upon the licensure of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

[9] In order for students to receive the community service learning (CLS) credit, the district must have completed and submitted a CLS plan to ADE. In addition, a partner site application must be approved by both the district's board of directors and by the State Board if an organization the District has partnered with, rather than a District employee, is responsible for certifying a student's hours of service. Districts who do not intend to submit a CLS plan should not include this language.

Cross References:
4.55—STUDENT PROMOTION AND RETENTION
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
5.11—DIGITAL LEARNING COURSES
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Legal References:
Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
ADE Guidelines for the Development of Smart Core Curriculum Policy
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A.C.A. § 6-4-302
A.C.A. § 6-16-149
A.C.A. § 6-16-150
A.C.A. § 6-16-1406

Date adopted: 7-13-2017
Date updated: 7-12-2018

4.45A - BACCALAUREATE AND GRADUATION*

Heralds will be the president and vice-president of the junior class and other junior class officers will be expected to hand out programs. It will not be the responsibility of the junior class to provide any financial support. All programs, flowers, and other decorations for these exercises are the responsibility of the senior class. Seniors should provide a gift to be given to their parents during the graduation. The gift must fit inside a 10"x13" envelope.

4.45A2 - GRADUATION REQUIREMENTS

In order to receive a diploma from J. D. Leftwich High School, students must have a minimum of twenty-four credits. Any student not meeting these graduation requirements will not be allowed to participate in graduation exercises.

4.45A3 - HONOR GRADUATES

The 4.0 grade point scale will be used to determine honor graduates. In order to be an honor graduate, a student must have a 3.35 cumulative GPA from the first semester of the 9th grade through the first semester of the 12th grade and have completed a full year of foreign language. Seniors must meet the qualifications established by the State of Arkansas Act 980 of 1991, and successfully complete the Smart Core Curriculum established by the ADE. Students will not be allowed to retake classes on the basis of getting a higher GPA or to replace a lower grade. Students will be allowed to retake classes if they do not pass a class that is required for graduation. The valedictorian will be the honor graduate with the highest cumulative GPA, and the salutatorian will be the honor graduate with the second highest cumulative GPA, from the first semester of the 9th grade through the first semester of the 12th grade. These students must be enrolled in J. D. Leftwich High School for their entire senior year. Two or more GPA's will only be considered a tie for the purposes of determining valedictorian and salutatorian if the GPA is rounded to the same hundredth of a point.
Students shall be required to take AP exam after completion of AP course.

Procedures:

1. A students GPA and class rank will be calculated from 22 credits since the state mandates that each student in Arkansas earn 22 credits before they can graduate High School.
2. The first credits of the 22 selected will be all AP credits (points) earned by the student.
3. Next credits from the other classes will be selected starting with the lowest points received first.
    a. Any 0 point credits will be selected first (F), 1 point credits second (D), 2 point credits third(C), 3 point credits fourth (B), and finally the 4 point credits (A) will be selected to complete the remainder of the 22 credits needed to calculate each students GPA.
    b. It is important to use the lowest point values first to make sure no student is selected as an honor graduate or placed higher in rank due to throwing out the students' lowest grades.

c. The point of this process is not to throw out the lowest grades it is to create an equal opportunity for all. Therefore we must select from the lowest point values first.

4. A total of points will be calculated from the 22 credits selected and that total will be divided by 22.
5. The final calculation will be to the hundredths place and will be that students GPA for determining Honor Graduates, and ranking.
6. After each GPA has been calculated the class ranking will be created with the highest GPA receiving the rank of 1 and so on.
7. If there are any students that have the same GPA they will receive the same ranking and any accolades that go with that ranking.

4.45A4 - GRADING SYSTEM

Grades assigned to students for performance in a course shall reflect the academic performance of the student based on the educational objectives from the Arkansas Curriculum Frameworks. Progress reports are issued by the teacher every four and one half weeks. Report cards will be issued by the school at the end of each 9 weeks or semester. The marking system on the report cards is as follows:

90-100-----A = 4 points
80-89 -----B = 3 points
70-79 -----C = 2 points
60-69 -----D = 1 points
Below 59 –F = 0 points

ACADEMIC INEGRITY/HONOR CODE
Magazine High School students are engaged in a challenging and rigorous curriculum. MHS fosters a climate of independence and pride in academic work on the part of each student, and students are expected to uphold the highest standards of integrity, honesty, and responsibility. Their academic success should depend upon their own efforts and ability and should be accomplished through study and commitment to hard work. An explanation of student violations and consequences of the MHS academic honor code are listed below: The following represent a partial list of the actions that will be considered cheating:

During a Quiz/Test:
91) Looking at someone else's paper; (2) Allowing someone else to se your paper; (3) Using a "cheat sheet"; (4) Communicating with another student; (50 Using electronic technology in an unauthorized way;.

During other School Assignments:
(1)Passing on information after a test or quiz; (2) copying another's homework or letting others copy your homework when instructed to work independently; (3) Plagiarizing another's work as your own in the following ways: a. Submitting another's work (whether from print or electronic sources) as one's worn on any assignments, test, or quiz, b. cutting and pasting or downloading information from the internet and submitting it for an assignment, test, or quiz, c. Rephrasing sentences from the internet or any other source without proper citation.

Theft and/or Profiteering – (Includes but is not limited to)

1. Making copies of tests or assignments
2. Receiving copies of tests or assignments
3. Stealing a test or answer sheet
4. Stealing teacher editions of textbooks

5. Selling test or information about any test or project

Violations under this category will be considered a second infraction.

Knowledge of Academic Dishonesty

Students at MHS are expected to report violations of the school's honor code to their teacher or an administrator.

Students found cheating will be disciplined as follows:

1st Infractions:

(1) A grade of zero (0) for the assignment involved
(2) (20 Notification of parents
(3) (3) Referral to Administrator
(4) (40 Recommendation of ineligibility to join Beta club (an honors organization for students in grades 9 – 12) or probation status if already a member of the next semester

2nd Infraction:

(1) A grade of zero (0) for the assignments involved
(2) Notification of parents
(3) Referral to Administrator
(4) Recommendation of dismissal from or ineligibility to join Beta club for the following two semesters
(5) Recommendation of two days of In School suspension (ISS)

3rd Infraction

(1) A grade of zero (0) for the assignment involved
(2) Notification of parents
(3) Referral to Administrator
(4) Recommendation of disqualification form being an Honor Graduate, including Valedictorian or Salutatorian
(5) Recommendation of a minimum of two days of In School Suspension (ISS)
(6) Recommendation for removal from the class in which 3rd infraction occurs
(7) Recommendation for removal from all extracurricular activities for the remainder of that quarter and the next consecutive quarter, which means it could carry into the next school year.

HONOR CODE: When Magazine High School students sign the acceptance of the student handbook, they are agreeing to the requirements of the MHS Honor code. In addition, students will regularly be required to attest to the following statement: I certify that I have neither given nor receive unauthorized assistance on this test or assignment.

4.45A5 - HONOR ROLL

There will be an "A" and "B" Honor Roll each semester. Students with all "A's" will be listed on the "A" Honor Roll. Students with no grade lower than "B" will be listed on the "A & B" Honor Roll.

4.45A6 - SEMESTER FINAL EXEMPTIONS*

A student in grade 9 – 12 may be exempt from semester finals if he or she meets the following requirements:

A – 2 absences, no office visits for behavior in any class
B – 1 absences, no office visits for behavior in any class
C – 0 absences, no office visits for behavior in any class

A student with these grades may choose to take finals, but the test grade will count 20% toward their overall semester grade. Parents and students should realize that what constitutes an "excused absence" under school attendance does not apply here. **An absence for any reason besides school functions will be marked toward the student where exemptions are concerned.**

4.45A7 - SMART/ CORE CURRICULUM

The Smart Curriculum is contained within the 38 units that must be taught every year. Parents and students are to be aware of the different types of curriculum, Smart and Core curriculum. These contain the standard components that are necessary for graduation. All students will participate in either the Smart curriculum or the Core curriculum. It is the choice of the parent and must be documented with a consent form. This informed consent form will be kept on file in the office.

4.45A8 - TESTING PROGRAM

Assessments for all elementary K-6 schools includes standardized testing on the norm referenced mandatory state testing for grades 3 and 6 and benchmark tests for grades 4 and 6 every spring.

All students are required to participate in the statewide program of educational assessment required by the State Board of Education. Each student identified as not passing the test shall participate in remediation activities. Each student will have an individualized academic improvement plan that focuses on the areas in which he/she did not pass.

These scores are often published in newspapers for comparison purposes. It is important that we all remain aware of this fact and work together to help our children be ready to do their best on these tests.
Standardized, teacher-made, and other tests are given to individuals and groups throughout the school year to determine ability, interests, aptitudes and progress. Parent involvement is key to the student's well-being on these matters; therefore, parents are urged to encourage their children, and attend to physical, nutritional, and social scheduling concerns that can maximize student success. Positive communication and constant support are vital to student motivation and accomplishment.

Regular attendance, following instructions, class participation, effort and motivation, good work habits and completion of all assignments are all necessary personal commitments every student must make if academic success is achieved.
Be aware that 6 missed days per semester or 12 total misses seriously jeopardizes the student's knowledge base and the opportunity to advance to the next level. Summer school and after school opportunities may be provided. If so, the student must attend to be considered for promotion.

Consistent low grades will warrant possible retention-in-grade consideration as well. Other interventions such as screenings for specialized programming do exist. We encourage parent-teacher partnership to ensure the best learning environments and opportunities possible for our student population.

Tests and assessments are used to help students achieve mastery of the Competencies, skills and subject tasks required by law and ACT Aspire regulations. At every K-5 level and beyond, assessment data will include performance assessments, competencies scores, standardized test scores, subject area test scores and faculty/staff observations.

4.46—PLEDGE OF ALLEGIANCE

The Pledge of Allegiance shall be recited during a class period of each school day. Those students choosing to participate shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall be quiet while either standing or sitting at their desks.
Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge.

Students choosing not to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.
Legal Reference: A.C.A. § 6-16-108
Date Adopted: 7-10-2014
Last Revised:

4.47— POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

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

To protect the security of statewide assessments, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan;[1] 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 ~~or~~ 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.[3] 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.[4]

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.[5]

Notes: As districts move toward one-to-one computing and other options for integrating technology into classroom instruction and student learning, ASBA advises that in changing this policy (or any other locally generated policy), districts be mindful of the potential concerns relating to equitable access to the technology. When classroom instruction involves technology devices, it is important to make sure all students have reasonably the same access and are not hampered by their socio-economic status. Permitting or requiring students who own laptops, iPads or any other such device to use them as part of the instructional/learning environment without providing similar devices to those who don't own or have access to such devices is unfair to those students.

[1] The ADE Testing Administration Manual requires this language. Our interpretation is that on testing days students will not be allowed to have their cell phones in their possession during any test they take.

[2] ASBA suggests adding another sentence that specifies the increasing severity of the penalty for repeat offenders. Given the severity of a breach of assessment security, you might consider separate penalties for such action. If you choose to do so, don't forget to amend the last sentence of the second paragraph.

[3] To perform a search of an electronic device, an administrator would have to possess individualized suspicion that an examination of the device would reveal evidence of student misconduct, **and** the search itself would have to be tailored to the suspicion. For instance, if there were an allegation that harassing text messages had been sent from Student A to Student B during lunch, individualized suspicion would exist as to the text message history contained on Student A's phone; however, viewing pictures or files unrelated to the suspected misconduct would be inappropriate and a violation of the student's rights under the 4th Amendment of the US Constitution. Merely confiscating a cell phone because the student received a call on it, does not give individualized suspicion to justify a search.

[4] This sentence is included because insurance companies have ruled that injuries occurring while driving and talking on school issued cell phones are subject to workers comp awards.

[5] A.C.A. § 27-51-1603 makes it illegal for anyone under the age of eighteen (18) to use a wireless communication device for any purpose while operating a motor vehicle. Additionally, A.C.A. § 27-51-1609 prohibits the use of a "wireless handheld telephone" while in a school zone for any purpose when that use is not hands free. While the policy language exceeds the statutory prohibitions, we believe the language is important for the protection of students, employees, and the public.

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

Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.47A - TELEPHONE*

Students using cell phones during the school day is prohibited. Students may use the phone in the offices for emergencies only. Parents may call the office and leaves messages for their child. Students may not leave class to take phone calls.

Please refrain from asking that children receive messages, especially changes in afternoon transportation, after 2:30 p.m. except in cases of dire emergency. Variations in schedule can occur, naturally, and the school staff will take care of these as promptly and courteously as possible. When no written or telephone or personal adult confirmation has been received, child requested changes in schedule will not be honored. All changes in routine must be documented.

4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

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

identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

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

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than 30 after they were created.

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

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.
Legal References: 20 USC 1232(g)34 CFR 99.3, 4, 5, 7, 8, 10, 12, 3120 USC 7115
Date Adopted: 7-10-2014
Last Revised:

4.48A - USE OF SCHOOL FACILITIES BEFORE OR AFTER SCHOOL HOURS

No student will be allowed to enter or remain inside school buildings, the bus maintenance garage, agriculture building, resource complex, gymnasium, or service center unless he or she is accompanied by an authorized representative of the school district, who is willing to remain and supervise the students while they are present.

4.49—SPECIAL EDUCATION

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

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services.

Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

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

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities.[1] Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

Legal References: 34 C.F.R. 300 et seq.
42 U.S.C. §12101 et seq. Americans with Disabilities Act
29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504,
20 U.S.C. §1400 et seq. Individuals with Disabilities Education Act,
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
A.C.A. § 6-41-102
A.C.A. § 6-41-103
A.C.A. § 6-41-201 et seq.

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.50—SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with a parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition[1] a medical statement completed by a State licensed healthcare professional, which includes:[2]

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

The medical statement should include:

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

d. The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district's Director of Child Nutrition[1] shall request additional information so that a proper and safe meal can be provided.

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

Parents may file a grievance regarding the request for accommodations with the District's 504 Coordinator[3], 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.

Legal References: Commissioner's Memo FIN-09-044
Commissioner's Memo FIN-15-122
Commissioner's Memo CNU-17-051
7 CFR 210.10(g)

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.51— FOOD SERVICE PREPAYMENT

Meal Charges[1]

Option 1: The district does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:[2]

- Submitting cash or check payment at _____[3];
- Depositing funds through the District's online service;

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance at the following times :[4]

Option 2: The District participates in _____[5] and provides meals to all students at no charge. The District does not provide credit for students to charge for a la carte or other food and beverage items available for purchase in the school food service areas. A la carte or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for a la carte or other food and beverage items through any of the following methods:[2]

- Submitting cash or check payment to _____[3];

- Depositing funds through the District's online service;

Alternative Meals[6]

Option A: The District does not provide alternative meals for students.

Option B: The District provides alternative meals at no cost to students whose accounts do not have enough funds to purchase a meal. Alternative meals are available during _____[7]. A student may select an alternative meal up to _____[8] times in a school year. The District will notify a student's parents when the student has:

- ____[9] alternative meal options remaining in the school year; and
- No more alternative meals available for the school year.

The alternative meals provided to students are available as _____.[10] Students who have submitted proper documentation to receive a meal modification in accordance with Policy 4.50—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an alternative meal.

Legal References: Commissioner's Memo CNU-17-003
Commissioner's Memo CNU-17-024
Commissioner's Memo CNU-18-008
Commissioner's Memo CNU-18-023

Date Adopted: 7-13-2017
Last Revised: 7-12-2018

4.58-FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

Food Sharing Table

Option 1: In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have in the district cafeteria a food sharing table located at the end of the service line. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:

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

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

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

Option 2: The District has no food sharing system for food items other than milk and juice. Students who do not intend to drink milk or juice received a part of a meal may place the milk/juice in a designated ice-filled cooler located at the end of the service line where another student may retrieve it at no charge. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the cooler to place for sharing or retrieve an item after the student has left the service line.

At all times, the cooler will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no time is to remain in the cooler for longer than four (4) hours.

Removing Food Items From the Food Service Area

Option A: At the end of the meal period, student may leave the cafeteria with up to ___ **School provided whole fruit or whole vegetable food items.** Students may not remove from the cafeteria milk, juice, or any other item requiring a temperature controlled environment.

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

Option B: No student shall remove school provided food items from the food service area at the end of the meal period, especially milk, juice, and other items requiring temperature controlled environments.

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

4.52—STUDENTS WHO ARE FOSTER CHILDREN

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

The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment

of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.[1]

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in his/her school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.[2]

Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.[3]

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

Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.[4]

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

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by 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:[5]

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.

Cross References: 4.1—RESIDENCE REQUIREMENTS
4.2—ENTRANCE REQUIREMENTS
4.5—SCHOOL CHOICE
4.7—ABSENCES

Legal References: A.C.A. § 6-18-233
A.C.A. § 9-28-113
Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.53— PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

- There have been a minimum of 30 instructional days since the start of the school year; and

- After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:
    - Detrimental to the educational achievement of one or more of the siblings;
    - Disruptive to the siblings' assigned classroom learning environment; or
    - Disruptive to the school's educational or disciplinary environment.

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

Legal Reference: A.C.A. § 6-18-106

Date Adopted: 7-10-2014
Last Revised:

4.54 - STUDENT ACCELERATION

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

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

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

The District's Gifted and Talented 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 Districts GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.
Legal Reference: ADE Gifted and Talented Rules

Date Adopted: 7-10-2014

Last Revised:

4.54A - ADVANCED PLACEMENT

Students who take advanced placement courses, International Baccalaureate courses, or honors courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule.

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

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

A = 5 points
B = 4 points
C = 3 points
D = 2 point
F = 0 points

Students taking AP or International Baccalaureate courses shall receive weighted credit as described in this policy. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to complete both semesters and take the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course. Students shall be required to take AP exam after completion of AP course.

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Semester tests will be given in all academic classes each semester. The test will count for 20% of the semester grade.

4.54A2 - CONCURRENT CREDIT

Any ninth through twelfth grade student who successfully completes a college course from an institute approved by the AR Department of Education shall be given 1 credit for each 3 semester hours.
The 1 credit shall be applied toward graduation requirements as an elective unless approved by the principal in advance of taking the course. Any and all costs of higher education courses taken for concurrent credit are the student's responsibility. Honors or college courses will be marked as such on the student's transcripts.

4.54A3 - GIFTED AND TALENTED

Appropriate identification of gifted and talented students is essential in many ways. Just as Special Education students need programs to meet their special needs, G/T students have special needs which stem from their special aptitudes, interests, and abilities, G/T students deserve to be appropriately identified and given the differentiated opportunities and challenges to help them to achieve their fullest potentials. Also, the success of the G/T program hinges on the appropriate identification and placement of students who will benefit from the program's differentiated curriculum. (A GT handbook can be picked up at the office or found on the school website for further information.)

4.55—STUDENT PROMOTION AND RETENTION

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents 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.

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.[1] If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

a. The building principal or designee;
b. The student's teacher(s);
c. School counselor;
d. A 504/special education representative (if applicable); and
e. The student's parents.

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[2] 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:[3]
- 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[2] 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.[2]

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.[34] Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day. [45]

Notes:

[1] Insert the criteria your district uses for promotion/retention.

[2] The Arkansas Department of Education (ADE) Rules Governing the Arkansas Educational Support and Accountability Act only requires that an SSP be created for students in eighth (8th) grade and beyond and ADE will only cite a district if a student does not have an SSP by the end of eighth (8th) grade and beyond. We have opted to have the default language in the policy be for an SSP to be created for every student, with additional information reviewed and added starting in eighth (8th) grade, for a couple of reasons:

First, we believe requiring an SSP for all grades allows for improved communication between parents, teachers, and students. The creation and existence of an SSP at all levels allows for the use of common terminology (such as a parent who has more than one student simultaneously enrolled at a district would not have to know to ask to review and discuss the SSP for the student in eighth (8th) grade or above and also have to know to ask for the Response to Intervention plan for the student who is below the eighth (8th) grade.) In addition, requiring teachers, parents, and the student (when appropriate) to meet to create an SSP at all grades will help to foster channels of communications between parents and teachers, increase parental engagement, and help prepare parents for the more formal planning process when the student is in eighth (8th) grade and beyond.
Second, the creation, evaluation, and updating of the SSP at the lower levels should help to establish a student focused learning system by helping to insure each student is receiving the educational support(s) necessary for his/her individual educational development, whether the supports are through a Response to Intervention system, the Gifted and Talented program, or anywhere in between.

[3] Subsections 6.05.1 through 6.05.4 of the Arkansas Educational Support and Accountability Act rules include additional recommendations for consideration when creating and updating a student's SSP on each of the items in this list.

[~~3~~4] This paragraph is optional. The paragraph originated with the movement for students to opt out of state assessments. A.C.A. § 6-15-2907(e) requires all students participate in the statewide assessments and this paragraph is intended to add local incentive for students to participate. While the entire paragraph is optional, the last sentence is important as it would keep the policy from having "zero tolerance" (which we do not support) and give you latitude to accommodate instances beyond the student's control such as a car accident, serious illness, or other acts of God. If you choose to include the sentence, you may change "Superintendent" to "Principal" if that would work better for your district. Keep in mind that the decision on who is responsible for deciding whether or not to grant an exception for extraordinary circumstances is a different and separate issue than deciding whether or not to promote or retain a student, which is left in the hands of the school principal earlier in the policy. Be sure to align your decision for this footnote with the decision you made concerning footnote #4.

[~~4~~5] This paragraph is optional. Participation in graduation or extracurricular activities is not a right, and districts may legally place conditions on a public school student's eligibility for participation (such as testing compliance), but districts cannot deny a diploma to an otherwise qualified student or deny a student the ability to attend school. If you choose to include the paragraph, the third to the last sentence may be amended to apply to a timeline of your choice. Be sure to align the staff position responsible for deciding whether or not to grant an exception with the decision you made for footnote #3.

Cross References: 3.30—PARENT-TEACHER COMMUNICATION
4.56—EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS
4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: A.C.A. § 6-15-2001
A.C.A. § 6-15-2005
A.C.A. § 6-15-2006
A.C.A. § 6-15-2907
A.C.A. § 6-15-2911
A.C.A. § 9-28-205

ADE Rules Governing the Arkansas Educational Support and Accountability Act
Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: 7-10-2014
Last Revised: 7-13-2017

4.55A - PROMOTION/RETENTION/REMEDIATION

All students are required to participate in the statewide program of educational assessment required by the State Board of Education. Each student identified as not passing the test shall participate in remediation activities. Each student will have an individualized academic improvement plan that focuses on the areas in which he/she did not pass. Students in grades three through eight identified as not passing a benchmark assessment and who fail to participate in the academic improvement plan shall be retained and shall not be promoted to the next appropriate grade. Any student required to take an end-of-course assessment and identified as not passing the test will be required to participate in remediation activities.
The individualized academic improvement plan (AIP) will focus on those areas in which the student failed to pass on the test. If the student does not participate in the remediation program, he/she will not receive credit on the course connected to the test.

The district shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Students in the seventh and eighth will be retained if they do not pass 6 of 8 semesters of core classes (an activity such as athletics, band, choir, etc. will not count as one of the courses). A student may not be retained more than two times and may not be retained in consecutive years.

Arkansas law on state assessments

Currently, **NO** State law or Rule permits the exemption of a student from taking the State assessments, and the **ONLY** students who are provided alternatives to the traditional State assessments are students who have an IEP covering examinations and homeschooled students under certain circumstances.

Arkansas Law on state assessment exemptions

NONE of the above reasons constitute legal grounds for granting a waiver from the mandatory State assessments. We would like to stress that superintendants are **NOT** required to grant exemptions. In fact, superintendants who do grant such waivers would be in violation of Arkansas law and may lose their license as a result. See A.C.A. § 6-15-2009(e)(2)(B). Also, superintendants are required to inform parents of the consequences of their student failing to take the mandated assessment. No named consequences currently exist in statute or rule because the taking of the State assessments is **mandatory**. See A.C.A. § 6-15-433(c)(7) and A.C.A. § 6-15-2009(a).

ASBA's model policy response for exemption requests
Due to a lack of convenient statutory authority or case law on the subject of waivers/exemptions for districts to show to parents, we have chosen to modify existing policy and to create a new, optional policy to assist districts on this issue. With these policies in place, we recommend superintendents inform parents that failure of their child to take the **mandatory** State assessments **SHALL** result in

either the student **NOT** receiving credit for the course **or** the student being retained in the **CURRENT** grade until the student takes the required assessment. In addition, public school students who refuse to take the assessment or whose parents do not send their student to school on the days the assessment is administered or scheduled for make-up **SHALL** be prohibited from participating in extracurricular activities and **MAY** be prohibited from walking at or otherwise participating in graduation. Participation in graduation or extracurricular activities is not a right, and districts may legally place conditions on a student's eligibility for participation (such as testing compliance), but districts cannot deny a diploma to an otherwise qualified student or deny a student the ability to attend school.

Extra information: Examination of arguments made by Common Core opponents

Due to the testing exemption letters being promoted at a national level, many different versions of the letters exist. We expect that superintendents may see exemption requests based on any, or all, of the following assertions:

- The parent's right to guide the upbringing of the child;
- The assessment violates the parent's religious beliefs;
- An assessment based on the Common Core State Standards will harm the child; or
- The use of the results of the required assessment violates the student's right to privacy.

At least one version of the exemption request form letters we have come across contains quotations culled from several United States Supreme Court cases. The quotations, which are incredibly out-of-context, state the position that parents have the **absolute** authority to guide the upbringing of their children; this is **NOT** the case.

While we certainly do not expect or encourage administrators to engage in a "war of words" with parents who are frustrated with standards-based education (and while Common Core is new, education in Arkansas has been based on content standards for over 20 years, and this is not new) you may be interested in what a legal response to these arguments would be. The following is a retort to the existence of such an **absolute** right:

> While the Supreme Court of the United States has stated that parents have a right to guide the upbringing of their children, The Supreme Court has stated that this right is not absolute and may be infringed upon by the State. "But the family itself is not beyond regulation in the public interest, as against a claim of religious liberty. And neither rights of religion nor rights of parenthood are beyond limitation. Acting to guard the general interest in youth's well being, the state as parens patriae may restrict the parent's control by requiring school attendance, regulating or prohibiting the child's labor, and in many other ways. Its authority is not nullified merely because the parent grounds his claim to control the child's course of conduct on religion or conscience. . . [T]he state has a wide range of power for limiting parental freedom and authority in things affecting the child's welfare; and that this includes, to some extent, matters of conscience and religious conviction" *Prince v. Massachusetts,* 321 U.S. 158, 166-167 (1944). In addition, The Supreme Court stated that the state may regulate this right so long as the state does not do so in a manner that is "arbitrary or without reasonable relation to some purpose within the competency of the state to effect" *Meyers v. Nebraska,* 262 U.S. 390, 399-400 (1923). Similarly, the Supreme Court stated "The power of the state to compel attendance at some school and to make reasonable regulations for all schools, including a requirement that they shall give instructions in English, is not questioned" *id,* at 402. Furthermore, the Eighth

Circuit Court of Appeals has previously held that mandated testing in Arkansas does not violate a parent's rights, including those related to sincerely held religious beliefs, as the state has a compelling interest in the education of all children and that the method for testing the education of all children is the least restrictive means possible *Murphy v. State of Ark.,* 852 F.2d 1039, 1041 (8th Cir. 1988). The Eighth Circuit had no doubt the government had a compelling interest in educating the state's youths. "The government has a compelling interest in educating all of its citizens. Education of the citizenry is and always has been a preeminent goal of American society" *id,* at 1042. When addressing whether or not the method for testing was the least restrictive means possible, the Eighth Circuit stated "[W]e recognize that the state must have a mechanism by which it can confidently and objectively be assured that its citizens are being adequately educated" *id*. Though the testing in question was for homeschooled students, the Eighth Circuit blatantly stated "In the end, we believe that the state has no means less restrictive than its administration of achievement tests to ensure that its citizens are being properly educated" *id,* at 1043.

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

"Academic Courses" are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the 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/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

"Interscholastic Activities" means athletic or non-athletic/academic activities where students compete on a school vs. school basis.[1]

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

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted)[2]. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.[3] Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.[4]

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

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

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.[5]

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets 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.[6]

Intrascholastic Activities

AAA Governed Activities

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.[7]

Non-AAA Governed Activities

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

NOTES: The standards as outlined above are minimum standards and can be raised locally if desired. If your district does not offer a SIP, delete the references to it in your policy.

AAA standards allow a student to participate in an SIP for a maximum of two consecutive semesters and require the student to improve his/her GPA by at least 10% by the end of the first semester to remain eligible for the second semester. By the end of the second semester, the student must have attained a 2.0 GPA to be eligible for competitive interscholastic activities. Following one or more semesters where the student has attained a 2.0 GPA, this cycle may be repeated.

[1] The definition for **inter**scholastic activities is effectively taken from the AAA Handbook and is the origin for the extrapolated definition of **intra**scholastic activities. When it comes to implementing this policy, it may be important/helpful to keep in mind that the Handbook also points out the following: Performance activities such as band, speech, drama, etc. may be viewed as competitive arenas both internally (ratings by individual schools) and externally (comparisons of individual or school ratings with a view toward determining an ultimate winner). Additionally, both inter and intra scholastic activities may be curricular if the activity is required as part of the course.

[2] While the Standards for Accreditation no longer expressly requires a policy that "shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities, we believe that restrictions on the interruption of instructional time to be a best practice. You could replace “one per week per extracurricular activity” with a specific number of days per semester that could also allow the student to "bank" or accumulate days in anticipation of a major event.

[3] This sentence is optional but it would keep the policy from having "zero tolerance" (which we do not support) and give you latitude to accommodate instances beyond the student's control such as a car accident, serious illness, or other acts of God. If you choose to include the sentence, you may change "Superintendent" to "Principal" if that would work better in your district. Be sure to align your decision for this footnote with the decision you have made on the same issue that exists in policies 4.55 and 4.56.1.

[4] This paragraph is entirely optional. Participation in extracurricular activities is not a right, and districts may legally place conditions on a public school student’s eligibility for participation (such as testing compliance), but districts cannot deny a diploma to an otherwise qualified student or deny a student the ability to attend school. If you choose to include the paragraph, the third to the last sentence may be amended to apply to a timeline of your choice.

[5] This paragraph is not statutorily required, but has been added to align with policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS with the belief that such information will benefit all students.

[6] This also applies to home schooled students and is cleverly accommodated by an adjustment to APSCN reporting outlined in Commissioner's Memo FIN-14-11 or Commissioner’s Memo COM-18-009 if the student is also taking courses in accordance with Policy 4.59.

[7] Districts should be aware that the AAA handbook contains rules prohibiting students who participate on school sponsored teams of the various interscholastic activities from being permitted to participate in practices and competitions for the same sport during the same season of the interscholastic activity.

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

Legal References: Arkansas Activities Association Handbook
A.C.A. § 6-4-302
A.C.A. § 6-15-2907
A.C.A. § 6-18-713
Commissioner's Memo COM-18-009
Commissioner's Memo LS-18-015

Date Adopted: 7-10-2014
Date Revised: 7-12-2018

4.56A - EXTRACURRICULAR ADDITIONAL

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted).

All students will ride to and from activities on transportation approved by the school. A student may be signed out after an activity by their parent, guardian, grandparent, or sibling who is 18 or older or who has graduated. It will be the responsibility of the athlete to provide names of individuals who will be able to sign students out to the coaches prior to the season. Furthermore, because of problems with insurance and school liability, the only passengers allowed to ride a bus to school activities are: Bus driver and spouse, Sponsors, Coaches and family, participants, Cheerleaders, Score keepers, Managers, and/or Chaperones. Eligibility for participating in extra-curricular activities will be based on the rules, regulation, and eligibility requirement of the Arkansas Activities Association (AAA) and a signed athletic commitment form*. **Students must attend the entire school day in order to attend or participate in extracurricular activities.***

4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Definitions

"Extracurricular activities" are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic 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.

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity[1] (tournaments or other similar events excepted with approval of the superintendent).[2] All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school’s administration, the student’s participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.[3]

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student’s failure was due to exceptional or extraordinary circumstances.[4] Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.[5]

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

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

Notes: [1] While the Standards for Accreditation no longer expressly requires a policy that "shall limit and control interruptions of instructional time in the classroom and the number of absences for such

activities", we believe that restrictions on the interruption of instructional time to be a best practice. You could replace "one per week per extracurricular activity" with a specific number of days per semester that could also allow the student to "bank" or accumulate days in anticipation of a major event.

[2] Fill in the blank with the position of the person you wish to make responsible for the decision, e.g. principal or superintendent.

[3] Make sure your student handbook matches this language.

[4] This sentence is optional but it would keep the policy from having "zero tolerance" (which we do not support) and give you latitude to accommodate instances beyond the student's or parent's control such as a car accident, serious illness, or other acts of God. If you choose to include the sentence, you may change "Superintendent" to "Principal" if that would work better in your district. Be sure to align your decision for this footnote with the decision you have made on the same issue that exists in policies 4.55 and 4.56.

[5] This paragraph is entirely optional. Participation in extracurricular activities is not a right, and districts may legally place conditions on a public school student's eligibility for participation (such as testing compliance), but districts cannot deny a diploma to an otherwise qualified student or deny a student the ability to attend school. If you choose to include the paragraph, the third to the last sentence may be amended to apply to a timeline of your choice.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Legal References:
A.C.A. § 6-4-302
A.C.A. § 6-15-2907
A.C.A. § 6-18-713
Commissioner's Memo LS-18-015

Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

Interscholastic activity means an activity between 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 zone as permitted by this policy. 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.

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

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

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

A 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.

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

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

Legal References: A.C.A. § 6-15-509
A.C.A. § 6-18-232
A.C.A. § 6-18-713
Arkansas Activities Association Handbook
Commissioner's Memo COM-18-009

Commissioner's Memo LS-18-015
Arkansas Department of Education Rules Governing Home Schools

Date Adopted: 7-10-2014
Last Revised: 7-12-2018

4.56.2F— HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT RESIDENT DISTRICT

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code_____

Student's date of birth __/__/__ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education._____

Name of test, Date taken, and score achieved_____

Extracurricular activity(ies) the student requests to participate in

_____

Course(s) the student requests to take at the school _____

Proof of identity ____

Date Submitted __/__/__

Parent's Signature _____

Date Adopted: 7-13-2017

Last Revised:

4.56.2F2— HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT NON-RESIDENT DISTRICT

Student's Name (Please Print) _____

Parent or Guardian's Resident Address

Street _____ Apartment _____

City _____ State _____ Zip Code_____

Student's date of birth __/__/__ Last grade level the student completed _____

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education._____

Name of test, Date taken, and score achieved_____

Extracurricular activity(ies) the student requests to participate in

_____

Course(s) the student requests to take at the school _____

Proof of identity ____

Date Submitted __/__/__

Parent's Signature _____

As the superintendent of the above student's resident district, I agree that the above student may participate in extracurricular activities at _____ School District.

Resident Superintendent's Signature: _____

As the superintendent of the _____ School district, where the above student desires to participate in extracurricular activities, I agree to allow the student to participate in extracurricular activities at _____ School District.

Non-resident Superintendent's Signature: _____

Date Adopted: 7-13-2017
Last Revised:

4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

The District allows private school and home school students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered in grades 7-12[1]. The District will place a list of courses that a private school or home school student may request to attend on its website by:[2]

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

A private school or home school student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:[2]

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

The District may reject a private school or home school student's request for attendance if the District's acceptance would:[3]

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cause the District to provide educational services the District does not currently provide; or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

- Indicate the course(s) the private school or home school student is interested in attending;
- If the course(s) the private school or home school student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home school student intends to attend the physical course or the digital course;
- Agree to follow the District's discipline policies; and
- Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS. In addition to the documentation methods provided in Policy 4.57, a home school student may submit a letter to the

superintendent, or designee, stating an objection to immunizations and listing the immunizations the student has received, if any.

A private school or home school student who fails to attend an academic course by the eleventh (11) day of class shall be dropped from the course.

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

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

Cross References: 4.6—HOMESCHOOLING
4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS
4.57-- IMMUNIZATIONS

Legal References: A.C.A. § 6-15-509
A.C.A. § 6-18-232
A.C.A. § 6-18-702
A.C.A. § 6-47-401 et seq.
ADE Rules Governing Distance and Digital Learning
ADE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

Date Adopted: 7-13-2017
Last Revised:

4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

(Not to be filed if the parent/student has no objection)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Magazine School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, *etc*., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

Deny disclosure to military recruiters ____

Deny disclosure to Institutions of postsecondary education ____

Deny disclosure to Potential employers ____

Deny disclosure to all public and school sources ____

Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources ____

Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information **to be included** in the school's yearbook and other school publications.

_____

Name of student (Printed)

_____

Signature of parent (or student, if 18 or older)

_____

Date form was filed (To be filled in by office personnel)

Note: your district does not have to include the separate options listed on this form, but students do have the right to opt out of either category separately.

4.13F2—OBJECTION TO PARTICIPATION IN SURVEYS

(Not to be filed if there is no objection)

I, the undersigned, being a parent or guardian of a student, or a student eighteen years of age or older, hereby note my objection to participation by the student named below in any survey.

I choose not to have my student participate in a survey.

Name of student (Printed)

_____ Date _____

Signature of parent (or student if 18 or older)

4.35F—MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year **2018-2019**. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I hereby authorize the school nurse or his/her designee to administer the following medications to my child.

Name(s) of medication(s) _____

Name of physician or dentist (if applicable) _____

Dosage _____

Instructions for administering the medication _____

_____

Other instructions _____

_____

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of medications in accordance with this consent form.

Parent or legal guardian signature _____

Date _____

4.35F2—MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year **2018-2019**. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer rescue inhalers and/or auto-injectable epinephrine. Eligibility is **only** valid for this school for the current academic year.

- a written statement from licensed a health-care provider who has prescriptive privileges that he//she has prescribed the rescue inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- a statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler and/or auto-injectable epinephrine.

If the school nurse is available, the student shall demonstrate his/her skill level in using the rescue inhalers and/or auto-injectable epinephrine to the nurse.

Rescue inhalers and/or auto-injectable epinephrine for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry a rescue inhaler or an epinephrine auto-injector shall also provide the school nurse with a rescue inhaler or an epinephrine auto-injector to be used in emergency situations.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature _____

Date _____

4.35F3—GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year **2018-2019**. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from diabetes. The IHP authorizes the school nurse to administer Glucagon or insulin to my child in an emergency situation.

In the absence of the nurse, trained volunteer district personnel may administer to my child in an emergency situation:

Glucagon_____

Insulin_____

I hereby authorize the school nurse to administer Glucagon and insulin to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the medication(s) I selected above to my child in an emergency situation. I will supply the medication(s) I selected above to the school nurse in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of Glucagon or insulin in accordance with this consent form and the IHP.

Parent or legal guardian signature _____

Date _____

4.35F4—EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year **2018-2019**. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable epinephrine in emergency situations when he/she believes my child is having a life-threatening anaphylactic reaction.

The medication must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Date of physician's order _____

Circumstances under which Epinephrine may be administered _____

_____

Other instructions _____

_____

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature _____

Date _____

Health Service Consent Form

In compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 123g; 34 CFR Part 99)

I, _____, give permission for my child, _____'s
(Parent/Guardian Name) (First and Last Name)

personally identifiable information/student education records to be disclosed to a Third Party Billing

Agent for the purpose of billing Medicaid and/or private insurance.

_____
Printed Name of Parent/Guardian

_____ _____
Parent/Guardian Signature Date Signed

RECEIPT OF STUDENT HANDBOOK

I have received the Magazine Schools **2018-2019** Student Handbook and understand that my child is to abide by the rules and policies (and grant permission to display photos of my child on the school web site) as outlined in the handbook. These rules were approved by the Magazine Board of Education and will be enforced.

Please read this handbook, sign this form, and return to your child's homeroom teacher or the office as soon as possible. Your signature does not necessarily mean that you agree with the contents in its entirety, but that you have received a copy of the handbook and understand that it will be considered binding and controlling. Your signature also means that you agree to allow your student's photograph to appear on the school's web site.

Student Name _____ Grade _____
Please Print

Parent Signature _____

Mailing Address _____

Phone _____

Student Signature _____

Date _____

Please list someone other than yourself as an emergency contact:

Name _____Phone _____

Please list the only people who will be allowed to check your child out of school:

_____ _____

_____ _____

Please list the only people who will be allowed to provide transportation for your child:

_____ _____

_____ _____

AUTOMOBILE ON CAMPUS

This form must be filled out and returned to the High School Office so students will be allowed to park on campus. A copy of the student's driver's license and a copy of the vehicle insurance are also required.

Name: _____

Type of Vehicle: _____

Color of Vehicle: _____

License Plate Number: _____

SCHOOL-PARENT COMPACT

Magazine Schools and the parents of the students participating in activities services, and programs funded by Title IA of the Elementary and Secondary Education Act agree that this compact outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state of Arkansas's high standards.

This school-parent compact is in effect during school year **2018-2019**.

School Responsibilities

Magazine Schools will:

1. Provide high quality curriculum and instruction in a supportive and effective leaning environment that enables students to meet the State's student academic achievement standards as follows:
   Hire highly qualified teachers
   Offer curriculum that follows the Arkansas Frameworks
   Provide safe learning environment
2. Hold Parent-Teacher Conferences during which the student's achievements will be discussed. These conferences will be held:
   August 31, 2018
   November 16, 2018
   February 15, 2019
   May 3, 2019
3. Provide parents with frequent reports on their child's progress. Grades will be sent out every 9 weeks. Mid-term progress reports will also be sent out.
4. Provide parents reasonable access to staff. Parents may call the office to schedule an appointment with their child's teacher.
5. Opportunities will be provided for parents to volunteer and participate in their child's class and to observe classroom activities. Parents may call the school and schedule with the teacher for volunteering or observing in the classroom. The school welcomes any and all volunteers.

Parent Responsibilities

We as parents will support our child's learning in the following ways:

1. Monitor my child's attendance.
2. Make sure all homework is completed.
3. Volunteering in the classroom.
4. Participating in decisions relating to my children's education.
5. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received and responding as appropriate.
6. Serving, if possible, on parent advisory groups.

Student Responsibilities

As students we will share the responsibility to improve our academic achievement and achieve the State's high standards. We will do the following:

1. Do my homework every day and ask for help when I need it.
2. Practice reading every day outside of school.
3. Give to my parents or guardians all notices and information received by me from my school every day.
4. Give my very best effort every day in class.
5. Attend school every day, if possible.

Magazine Schools will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in all Federal Programs. The meeting will be held at a convenient time to parents to allow as many parents as possible to attend.
4. Provide to parents information in a timely manner about Federal Programs that includes a description and explanation of the school's curriculum, forms of assessment used to measure progress, and the proficiency levels students are expected to meet.
5. On the request of parents, provide opportunities for meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions for the education of their children.
6. Provide to each parent an individual student report about the performance of their child on the State Assessments.

_____	_____	_____
School	Parent	Student
_____	_____	_____
Date	Date	Date

Magazine School District

Health and Emergency Information

Student:_____ DOB:_____ Grade:_____ School Year:_____

CONTACTS	Parents/Guardians with whom the child lives	Emergency Contacts when parent cannot be reached	Child's Doctor
	Name:	1. Name:	Name:
	Home# Cell#	Home# Cell#	Office#
	Work#	Work#	Fax#
	Name:	2. Name:	Preferred Hospital:
	Home# Cell#	Home# Cell#	
	Work#	Work#	

Please provide Arkids 1st Number:_____

Please provide Personal/Private Insurance Name:_____

List medical conditions your child has and explain. Include: Diabetes, Asthma, Seizures, Life threatening Allergic Reaction, heart conditions, or any other medical condition that may require medical treatment at school. Be as specific as possible to assist the school in meeting the medical needs of your child.

Condition	Symptoms and most Recent Occurrence	Specific Medical needs at School

If Applicable, please circle either with or without as it applies to your student:

*Diabetes with / without Glucagon at School

*Seizure with / without Diastat at School

*Asthma with / without Inhaler/Nebulizer at School

*Allergy with / without Epinephrine at School

*Food Allergy with / without Epinephrine at School

Check all that apply: ___No Known Allergies ___Latex Allergy ___Food Allergy ____Other (Chemical, bee sting, etc)

Specify what your child is allergic to: _____ What type of reaction:_____

ALL food allergies require a doctor's note for the cafeteria.

The nurse will contact you if a student condition requires an IHP (Individual Healthcare Plan) for their health and safety.

List any medications that your child is currently taking along with dosage:

_____ _____

_____ _____

_____ _____

If your child will be taking medication at school or will have emergency medications stored in the nurses office, please fill out the Medication Administration Consent Form in this Handbook. There will also be paperwork in the nurses office that you will be required to fill out on the first day you bring the medication to the school.

Health and Emergency Information Page 2

These medications are used as part of our first aid program. Please cross out the ones that your child is <u>not</u> allowed to use.

Alcohol, Vaseline, Anbesol, Benzocaine Spray, Hydrocortisone 1% Cream, Peroxide, Triple Antibiotic Cream, carmex Calamine Lotion, Band Aid Hurt Free Antiseptic Wash, Benadryl Cream, Lubricating eye drops/wash, Burn cream with Aloe

NOTE: Parents will be required to provide over-the-counter medications if needed at school.

School policy states we will not routinely administer antacids, pain reliever/fever reducer, cough drops, or topical ointments not listed in the first aid program list, without express written consent of the parent. We ask that parents provide these treatments as needed for the students by sending the original container, with the child's name and instructions clearly printed. They will be stored in the nurses office.

Discuss any other information regarding your students healthcare, not included in this form, that you feel the school nurse should know to better care for your student.

For example: Do they wear any medical devices? Insulin pump, hearing aid, etc.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

<u>Yes / No Consent to Share Information</u>: The school nurse has my permission to share my child's health information, on a need-to-know basis, with appropriate members of the educations staff and primary healthcare providers for use in meeting the educational and health needs of my student.

Parents/Guardians grant permission for hospital/EMS personnel to transport and provide treatment to their child, in an event deemed emergent by the school staff, when parents cannot be contacted.

By signing this form I realize that the school cannot be held responsible for medical information or medications not provided to them, by me.

Parent Signature:_____ Date:_____

Parental Opt Out Form

This form is only for student that are juniors or seniors.

Dear Parent or Guardian,

This form allows you to opt out of releasing your child's information, name, address, and telephone number to military recruiters and/or institutions of high education that request this information.

If you do **not** consent to the disclosure of this information, you **must** fill out the attached request form and return it to your child's guidance counselor. If you do not return the form, we will release your child's information upon request. However, please be aware that if you choose not to return the form at this time, you may do so at any time during your child's school career and the request for non-disclosure will be honored.

Thank you for your cooperation.

Sincerely,
Julie Raggio
High School Dean of Students

Please complete the following if you do not consent to the release of your child's information, name, address, and telephone number to the military recruiters and/or institutions of higher education that request this information.

School Name: J. D. Leftwich High School

Student's Last Name: _____

Student's First Name: _____

Student's official Class: Junior Senior (Please circle the correct class)

I am requesting that my child's name, address, and telephone number **NOT** be shared with: (Please check appropriate box)
_____Military recruiters

_____Institutions of higher education

_____Both military recruiters and institutions of higher education

Magazine Bus Rules

1. **Observe same conduct as in the classroom.**
2. **Be courteous; use no profane language.**
3. **Do not eat or drink on the bus.**
4. **Keep the bus clean.**
5. **Cooperate with the driver.**
6. **Do not smoke.**
7. **Do not be destructive.**
8. **Stay in your seat.**
9. **Keep head, hands, and feet inside.**
10. **Bus driver is authorized to assign seats.**

Failure to adhere to these rules can result in loss of privileges.
Any destruction caused by student will result in loss of privilege, restitution, and any further consequences rendered by administration.

Student signature:

Parent signature:

Agricultural Employment Questionnaire

_____(Insert yours)_____School District

This questionnaire is for an educational program for children/youth under the age of 22. You or your children may qualify for tutoring, limited health services, books, school supplies, preschool packets, high school correspondence courses, and scholarships for college or vo-tech. Please complete this short survey.

Este cuestionario es para un programa educacional para jóvenes menores de 22 años. Sus niños podrían calificar para tutorial en la escuela, libros, útiles escolares, paquetes preescolares, cursos de preparatoria por correspondencia y becas para el colegio o vo-technologia y servicios de salud limitados. Por favor llene este cuestionario.

Name (*Nombre*) _____

Physical Address (*Direccion Fisica*) _____

Telephone# (Telefono) (___) _____ Cell Phone# (Numero de Celular) _(___)_____

What hours do you work?_____(¿Qué horas trabaja?)_____

Have you moved into the area in the last 3 years? YES (SI) _____ NO_____
(¿Se ha mudado a esta area durante los ultimos tres años?)

If you checked "Yes" When did you move? (Fecha de Mudanza) _____

Where From? (De Donde) _____ Where to? (A Donde) _____

Do your children live with you? YES (SI) _____ NO_____
(¿Sus hijos viven con usted?) Have you moved during the summer to obtain a seasonal or temporary job?

(¿Se ha mudado durante el verano para obtener trabajo temporal en Agricultura?)
YES (SI) _____ NO_____

List all children in the household under the age of 22
Escriba los nombres de todos los niños de 0 a 22 años que viven con usted.

Name/Nombre	Age/Edad	Grade/Grado

For more information please contact: **Millie Frias- 479-647-8516**
Para mas informacion por favor contacte: **Dora Choate- 479-414-8151**
Jennifer Black- 479-965-5996

Hybrid Calendar 2018-19

MONTH		DATE	EVENT
July		30th	School Starts
August		31st	Parent/Teacher Conference/NS
September		3rd	Labor Day
September		28th	1st Nine Weeks Ends
October		1st to 12th	Fall Intersession
October		15th	2nd Nine Weeks Begin
November		16th	Parent/Teacher Conference/NS
November		19th to 23rd	Thanksgiving
December		21st	2nd Nine Weeks Ends
December		24th to Jan 11th	Winter Holiday/Intersession
January		14th	3rd Nine Weeks Begin
February		15th	Parent/Teacher Conference/NS
February		18th	Holiday
March		15th	3rd Nine Weeks Ends
March		18th to 29th	Spring Intersession
April		1st	4th Nine Weeks Begin
May		3rd	Parent/Teacher Conference/NS
May		27th	Memorial Day
June		7th	School Ends