



# 2018-2019 Parent Information Handbook



**For All Fayetteville Public Schools**

*Approved by the Fayetteville Board of Education on June 28, 2018*

# Table of Contents

Page	Topic	Page	Topic
1	Letter from Superintendent	49	Policy 5.30: Possession and Use of Cell Phones and Other Electronic Devices
2	School Calendar	50	Policy 5.31: Search, Seizures, and Interrogations
3	Our Schools	51	Policy 5.32: Student Vehicles
4	Vision & Mission	52	Policy 5.33: Student Wellness Policy
4	The School Day	55	Policy 5.34: School Health
4	Access to Students	59	Policy 5.35: Student Health
4	Access to Student Records	60	Policy 5.36: Student Illness/Accident
5	Administering Medications by School Personnel	60	Policy 5.37: Emergency Drills
6	Attendance/Absences/Tardies	61	Policy 5.39: Parent-Teacher Conferences
6	Documents Required for Enrollment	61	Policy 5.40: Homeless Students
7	Gun-Free Schools Act	62	Policy 5.41: Smart Core Curriculum & Graduation Requirements for the Classes of 2019 and 2020
7	Parent Involvement Commitment	66	Policy 5.41.1: Smart Core Curriculum & Graduation Requirements for the Classes of 2021 and Thereafter
7	Patron Complaint Procedure	70	Policy 5.42: Student Handbook
7	Physical Education	70	Policy 5.47: Bullying
8	Phone Use in School Zones	71	Policy 5.49: Special Education
8	Student Dress	72	Policy 5.50: Alternative Learning Environments
8	Prohibition against Smoking or Use of Tobacco	73	Policy 5.51: ALE Program Evaluation
8	School Choice Transfers into District	73	Policy 5.52: Students Who Are Foster Children
8	School Meals	74	Policy 5.53: Placement of Multiple Birth Siblings
9	Emergency Dismissals	75	Policy 5.55: Grading
9	Textbooks and Supplies	76	Policy 5.57: Homework
9	Transportation	76	Policy 5.58: Concurrent Credit
9	Civil Rights Notice	77	Policy 5.61: Student Tuition
10	Parent Notice to Access Public Insurance	77	Policy 5.64: Graduation Requirements
11	Policy 5.1: Residence Requirement	79	Policy 5.67: Extracurricular Activities
12	Policy 5.2: Entrance Requirements	81	Policy 5.78: Meal Charge Policy
14	Policy 5.3: Compulsory Attendance	83	Policy 5.79: Free & Reduced Price Meals: Confidentiality and Online Procedures
14	Policy 5.4: Student Transfers	84	Policy 5.80 Immunization
15	Policy 5.6: Home Schooling	86	Policy 5.81: Suicide Prevention
17	Policy 5.7: Absences	86	Policy 6.11: Parent, Family, and Community Engagement – District
19	Policy 5.8: Make-up Work	87	Policy 6.12: Parent, Family, and Community Engagement - School
19	Policy 5.9: School Choice	88	Policy 6.14: Religion in the Schools
23	Policy 5.10: Promotion/Retention/Acceleration of Students	90	Policy 6.4: Volunteers
27	Policy 5.11: Equal Education Opportunity	90	Policy 6.5: Visitors to the School
27	Policy 5.12: Student Organizations/Equal Access	91	Policy 6.7: Patron Complaint
28	Policy 5.13: Student Records	93	Dress Code
30	Policy 5.14: Student Publications and the Distribution of Literature	94	Immunization Chart
31	Policy 5.15: Contact with Students at School		
33	Policy 5.16: Admitting Visitors to School Buildings		
33	Policy 5.17: Student Discipline		
41	Policy 5.18: Closed Campus		
41	Policy 5.19: Conduct to and from School		
43	Policy 5.22: Tobacco and Tobacco Products		
43	Policy 5.23: Drugs and Alcohol		
44	Policy 5.24: Student Athlete Drug Testing Policy		
44	Policy 5.25: Student Dress and Grooming		
45	Policy 5.26: Gangs & Gang Activity		
45	Policy 5.27: Sexual Harassment		
48	Policy 5.29: Student Digital Resources Use Policy		



July 1, 2018

Dear Fayetteville Public Schools Family,

Welcome to the 2018-2019 school year, and thank you for choosing Fayetteville Public Schools! I hope you join me in anticipating an exceptional year of learning and success for our students and staff.

The district's mission is to personalize learning and exceed expectations every day in an inclusive and safe environment. Your involvement makes this possible! We continue our dedication to working with parents to promote the success of each student. When school, home, and community work together, students will achieve their full potential.

We hope the information contained in this handbook helps to answer your questions while providing you with the policies that guide and direct our district. Of course, our doors are always open should you need assistance with questions or concerns.

We are pleased you are a part of the Fayetteville Public Schools. I extend my best wishes to you for an exciting and successful school year.

Best regards,

John L. Colbert, Ed.D.  
Superintendent



# 2018-2019 School Calendar

August 13, 2018	First regular day of school for all schools
September 3, 2018	Labor Day holiday: no classes
September 4, 2018	All classes resume
September 28, 2018	Teacher Inservice Day for all schools: no classes for students
October 1-5, 2018	Fall Intercession, continuous learning calendar schools
Month of October 2018	Parent-teacher conferences at all schools; teacher scheduled
November 19-20, 2018	Teacher in-service day for all schools: no classes
November 21-23, 2018	Thanksgiving holidays, no classes
November 26, 2018	All classes resume—full day
December 19, 2018	Last day of classes for all schools --winter holidays: December 20, 2018 - January 1, 2019
January 2-4, 2019	Teacher in-service day for all schools: no classes
January 7, 2019	Classes resume for all schools
January 21, 2019	Martin Luther King Jr. holiday: no classes
February 18, 2019	President's Day holiday: no classes
March 18-22, 2019	Spring Break, no classes
March 25, 2019	All classes resume—full day
Month of March 2019	Parent teacher conferences at all elementary/middle schools: teacher scheduled
Month of March 2019	CAP Conferences for junior high and high school students
April 29 - May 3, 2019	Spring Intercession, continuous learning calendar schools
May 23, 2019	Last day of school for schools on traditional calendar (if no snow days are used)
May 27, 2019	Memorial Day holiday: continuous learning calendar schools
June 7, 2019	Last day for schools on continuous learning calendar (if no snow days are used)



## WELCOME TO FAYETTEVILLE PUBLIC SCHOOLS!

This Handbook is designed to answer questions about school district policy and procedure. Each elementary, middle, junior high, and senior high school also has a School Handbook/Planner that contains information specific to each individual school. More information about individual school procedures will be available to you there.

Questions regarding this handbook and its contents should be directed to the Associate Superintendent for Administrative Services at (479) 444-3000.

### OUR SCHOOLS

#### Elementary Schools

**Asbell Elementary**  
1500 North Sang Ave.  
479-444-3080  
[asbell.fayar.net](http://asbell.fayar.net)

**Butterfield Trail Elementary**  
3050 Old Missouri Road  
479-444-3081  
[butterfield.fayar.net](http://butterfield.fayar.net)

**Fayetteville Virtual Academy**  
300 S. Ray Ave.  
479-973-8676  
[fva.fayar.net](http://fva.fayar.net)

**Happy Hollow Elementary**  
2175 E. Peppervine Drive  
479-444-3085  
[happyhollow.fayar.net](http://happyhollow.fayar.net)

**Holcomb Elementary**  
2900 N. Salem Road  
479-527-3610  
[holcomb.fayar.net](http://holcomb.fayar.net)

**Leverett Elementary**  
1124 W. Cleveland St.  
479-444-3077  
[leverett.fayar.net](http://leverett.fayar.net)

**Owl Creek School**  
375 N. Ruppel Road  
479-718-0200  
[owlcreek.fayar.net](http://owlcreek.fayar.net)

**Root Elementary**  
1529 Mission Blvd.  
479-444-3075  
[root.fayar.net](http://root.fayar.net)

**Vandergriff Elementary**  
2200 N. Vandergriff Dr.  
479-527-3600  
[vandergriff.fayar.net](http://vandergriff.fayar.net)

**Washington Elementary**  
425 N. Highland Ave.  
479-444-3073  
[washington.fayar.net](http://washington.fayar.net)

**Middle Schools**  
**Fayetteville Virtual Academy**  
300 S. Ray Ave.  
479-973-8676  
[fva.fayar.net](http://fva.fayar.net)

**Holt Middle School**  
2365 N. Ruppel Road  
479-527-3670  
[holt.fayar.net](http://holt.fayar.net)

**McNair Middle School**  
3030 E. Mission Blvd.  
479-527-3660  
[mcnair.fayar.net](http://mcnair.fayar.net)

**Owl Creek School**  
375 N. Ruppel Road  
479-718-0200

[owlcreek.fayar.net](http://owlcreek.fayar.net)

**Junior High Schools**  
**Fayetteville Virtual Academy**  
300 S. Ray Ave.  
479-973-8676  
[fva.fayar.net](http://fva.fayar.net)

**Ramay Junior High**  
401 S. Sang Ave.  
479-444-3064  
[ramay.fayar.net](http://ramay.fayar.net)

**Woodland Junior High**  
1 E. Poplar St.  
479-444-3067  
[woodland.fayar.net](http://woodland.fayar.net)

**High Schools**  
**ALLPS School of Innovation**  
2350 Old Farmington Rd.  
479-444-3083  
[allps.fayar.net](http://allps.fayar.net)

**Fayetteville High School**  
994 W. MLK Blvd.  
479-444-3050  
[fhs.fayar.net](http://fhs.fayar.net)

**Fayetteville Virtual Academy**  
300 S. Ray Ave.  
479-973-8676  
[fva.fayar.net](http://fva.fayar.net)

## Our Vision:

Fayetteville Public Schools is the trusted leader in Arkansas public education where every student achieves his or her full potential.

## Our Mission:

We will personalize learning and exceed expectations every day in an inclusive and safe environment.

# QUICK REFERENCE GUIDE

## The School Day

We ask that students arrive at least fifteen minutes prior to the start of the school day. And, as supervision is not provided after the school day, students should leave the school grounds immediately after school is dismissed.

Students may not leave the school grounds during the school day without the permission of the principal. Parents or guardians who wish to pick up/check out their children during the school day should visit the school office as soon as they enter the school building.

The starting and dismissal times for our schools are as follows:

- Elementary Schools (except Owl Creek): 8 a.m. and 3 p.m.
- Owl Creek Elementary School: 7:40 a.m. and 2:45 p.m.
- Holt Middle School: 7:40 a.m. and 2:45 p.m.
- McNair Middle School: 7:40 a.m. and 2:45 p.m.
- Owl Creek Middle School: 7:40 a.m. and 2:45 p.m.
- Ramay Jr. High School: 8:25 a.m. and 3:30 p.m.
- Woodland Jr. High School: 8:25 a.m. and 3:30 p.m.
- Fayetteville High School: (Zero Hour) 7:15 a.m. and 2:15 p.m.
- Fayetteville High School: 8:50 a.m. and 3:50 p.m.
- ALLPS: 8:20 a.m. and 3:15 p.m.
- Fayetteville Virtual Academy: Please visit [fva.fayar.net](http://fva.fayar.net) for school hours.



## Who has Access to Students?

Students will be released during the school day only on the request or authorization of a parent or legal guardian, unless instructed otherwise by a valid court order. All parents, grandparents, legal guardians, business and community members are encouraged to visit Fayetteville Public Schools. Those visitors who come to a school for a purpose other than to attend an activity open to the public are required to first report to the school's main office. Please see Visitors to the Schools Policy 6.5 for further information.

Arkansas law provides that the 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. 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. For more information, please review Board Policy 5.15 - Contacts with Students While at School, and Board Policy 5.16 - Admitting Visitors to School Buildings.

## Who May Access Student Records?

Parents and legal guardians of students have access to student records as provided by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). FERPA allows for the inspection of student records and further allows a

parent or legal guardian to challenge records they consider to be inaccurate or misleading. Requests to view such records must be made in writing to the building principal responsible for the maintenance of the records.

FERPA limits the information about a student's academic record which may be disclosed without the parent or guardian's written permission to release "directory information." Directory information is defined as:

- Student's Name
- Address
- Telephone Number
- Date and place of birth
- Classification
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Honors and awards received
- Most recent educational institutions attended by the student
- E-mail address
- Photographs

Each parent, legal guardian, or eligible student has the right to refuse to permit the release of any or all of the above information. If the parent, legal guardian, or eligible student wishes to restrict the release of the directory information, he/she must inform the Principal's Office in writing within thirty (30) calendar days of receipt of this notice. An eligible student is one who has reached the age of 18 or is attending any school beyond the high school level.

## Who May Administer Medication to a Student at School?

School personnel will administer "prescription" medication to students under the following conditions:

- A. *The parent has filled out and signed a Medication Administration Release Form for each medication to be given.*
- B. *The parent has furnished the medication in the original pharmacy labeled container which indicates:*
  1. *The student's name*
  2. *The name of the medication.*
  3. *Clear directions for administration of the medication.*
- C. A written record will be kept by the school documenting the administration of any medication. The record will include:
  1. *Student's name*
  2. *Name of the medication*
  3. *Date and time administered*
  4. *Dosage*
  5. *Signature of person administering medication*



\* In accordance with Ark. Code Ann. § 6-18-707, students may be allowed to carry and use prescription asthma inhalers and auto-injectable epinephrine while in school, at on-site school-sponsored activities, and at off-site school-sponsored activities when the following guidelines are met:

- *Parent/guardian shall provide the school with written authorization for the student to carry an inhaler and/or auto-injectable epinephrine.*
- *A medical doctor, nurse practitioner or physician's assistant shall complete the written authorization form, which may be obtained from the school nurse.*
- *Form shall include student's name, date of birth, age, ID number, Parent/guardian information, address, emergency contact information, medication, specific information in how to give medication, possible side effects and their management, prescriber's name, address, phone number, instructions to follow after administration of medication, parent/guardian signature, specific written authorization from prescriber to allow student to carry medication with him/her at all times.*
- *The authorization is valid for the duration of the school year at the school the student is currently attending.*
- *The authorization must be renewed yearly.*
- *If the student transfers to another school, a new authorization must be obtained.*

School personnel will administer over the counter medications to students under the following conditions:

- A parent has filled out and signed a Medication Administration Release Form for each medication to be given with clear directions for the administration of the medication.*
- The parent furnishes the medication in the original container. The container must be sealed when presented to the school.*
- The container must have the student's name written on the container.*

The school nurse is responsible for establishing procedures to carry out the administration of medication. See School Health Policy 5.34 for further information.

## How Do I Report an Absence or Tardy?

Please call the school office to report an absence. Or, if you do not call, please send a note of explanation on the day the student returns to school.

Being tardy to school for any reason is discouraged. It is hard on a child of any age to enter the classroom in the middle of a class or after instruction has been given. In addition, it is disruptive to the classroom climate to have the instructional period interrupted by a tardy student. Habitual tardies may result in detention or other consequences at the discretion of each school. See Compulsory Attendance Requirements Policy 5.3 and Absences Policy 5.7 for further information.

## What Documents Do I Need for Enrollment?

Arkansas standards for a child's admission to public school are defined in Ark. Code Ann. § 6-18-208. Prior to a child's admission to Fayetteville Public Schools, the parent, guardian, or other responsible person shall furnish the child's social security number, or if requested, the school district will assign the child a nine (9) digit number designated by the Arkansas Department of Education. In addition, the parent, guardian or responsible person shall provide the school district with one (1) of the following documents indicating the child's age:

- A birth certificate*
- A statement by the local registrar or a county recorder certifying the child's date of birth;*
- An attested baptismal certificate;*
- A passport;*
- An affidavit of the date and place of birth by the child's parent or guardian;*





- f. *Previous school records; or*
- g. *Military Identification*

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 child shall be age appropriately immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, hepatitis A, hepatitis B, meningococcal disease, varicella (chicken pox) and other diseases as designated by the Arkansas State Department of Health, or have an exemption issued by the Arkansas State Department of Health. Proof of immunization shall be by a certificate of a licensed physician, health department or the military service. Please review Policy 5.80 for more information on immunizations.

Fayetteville Public Schools will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. Please refer to Board Policy 5.40 for more information.

## **Gun-Free Schools Act**

In accordance with federal and state law, any student who brings or possesses a firearm, knife or other weapon on school property or at any school activity, will be expelled from school for a period of not less than one year and referred to the appropriate legal authorities. The expulsion may be modified on a case-by-case basis upon recommendation by the Superintendent to the Board of Education.

## **FPS Parental Involvement Commitment**

Fayetteville Public Schools is committed to the implementation of a successful Parental Involvement Plan based on documented needs at both the building and district level. Fayetteville Public Schools welcomes participation and community involvement and confirms parents are a key resource in their children's education. Fayetteville Public Schools is dedicated to the development of a collaborative Parental Involvement Plan with educators, families, and community members. Together we can help prepare and educate children to lead productive, healthy and happy lives. Please refer to Board Policies 6.11, 6.12 and 6.13 for more information.

## **Patron Complaint Procedure**

The Fayetteville Board of Education recognizes the need to implement an orderly procedure for the early resolution of complaints by the public. The Board also believes that a complaint against an employee should be resolved at the lowest possible administrative level. Patrons are encouraged to attempt to address the complaint with the employee involved, first, and every attempt should be made by both parties to resolve their differences. Any patron who wishes to lodge a complaint against an employee may do so by submitting a written and signed complaint to the employee's immediate supervisor. Oral complaints of a serious nature should be reduced to writing by the person receiving the complaint.

For more information, please refer to Board Policy 6.7.

## **Physical Education**

All elementary school students are required to participate in physical education classes. If a student's participation has some limitations, this should be indicated in a note from the student's doctor. Forms are provided by the school for this purpose. Students are expected to wear clothes that will not expose their underwear or restrict their activity during PE. In addition, soft-soled shoes (preferably athletic shoes) should be worn for all PE activities. When a student has been ill, a note from the parent or guardian that asks for the student's activity to be



restricted will suffice for three (3) days only. A note from a physician is required for restricted PE activity or non-participation for more than three (3) days.

## Phone Use in School Zones

Pursuant to Ark. Code Ann. § 27-51-1609, a driver of a motor vehicle shall not use a handheld wireless telephone while operating a motor vehicle when passing a school building or school zone during school hours when children are present and outside the building, except in case of emergency.

## Student Dress

The Fayetteville Board of Directors recognizes that dress can be a matter of personal taste and preference. At the same time, Fayetteville Public Schools 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, or are offensive to common standards of decency. For more information, please see the dress code table on page 86 of this Handbook.



## Prohibition Against Smoking and/or Use of Tobacco

In accordance with Arkansas Code Ann. 6-21-609, smoking or use of tobacco or products containing tobacco in any form, including electronic cigarettes, in or on any property owned or leased by a public school district, including school buses, is prohibited.

## School Choice Transfers

Fayetteville Public Schools participates in the school choice application process as required by the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227.

Each school year, the Board of Education adopts a resolution containing the capacity standards Fayetteville Public Schools will use in determining whether to accept or deny a school choice application from another school district's resident student.

School choice applications should be submitted on a form approved by the Arkansas Department of Education to the student's non-resident district or postmarked on or before May 1 of the preceding fall semester. For more information on school choice applications, please review Board Policy 5.9. School Choice applications are available at:

[http://www.arkansased.gov/public/userfiles/Public\\_School\\_Accountability/  
Equity\\_Assistance/School\\_Choice\\_Application\\_2015.pdf](http://www.arkansased.gov/public/userfiles/Public_School_Accountability/Equity_Assistance/School_Choice_Application_2015.pdf)

## School Meals

Fayetteville Public Schools participates in the National School Lunch and Breakfast Program (NSLP) as administered by the United States Department of Agriculture. Under the NSLP program, free and reduced-price school meal benefits are offered on an application basis. Meal benefit applications are sent home with students to their respective households at the beginning of each academic year. We encourage all households to complete and submit the application if they believe they may qualify for benefits based on income eligibility or other special circumstances. The application is a family application so only one per household should be submitted listing all Fayetteville Public School students residing in the household.

Households must apply or reapply every year for meal benefits. Households are responsible for the full meal price until the benefit application is received, processed, approved and the benefit starting date begins.

Meal Benefit Applications may also be obtained at any Fayetteville Public School, the Fayetteville Public School Child Nutrition Office, or online at <https://www.myschoolapps.com/Home/>. Guidelines for meal charges and participation in meal benefits can be found in Board Policy 5.78 - Meal Charge Policy.

## Emergency Dismissals

School will not be in session when the weather makes it dangerous for school buses to run. On mornings when the weather has turned inclement and the decision has been made to close our schools, parents will receive an email and text from the school district. The announcement will also be sent to local broadcast media and posted on the district web page ([www.fayar.net](http://www.fayar.net)) and on our social media pages.

If weather conditions become bad enough during the school day to require buses to make their runs before the regularly scheduled times, parents will be notified by email and text message, and the notice will be sent to the local broadcast media and posted to our web page and on social media. Please DO NOT call your child's school or the school administration building since this will tie up phone lines that may be needed for an emergency. Students who do not wish to ride the buses will be dismissed as soon as the parent or guardian requests. Arrangements will be made to keep any non-bus student whose parents do not request early dismissal until regular closing time. A form will be sent home early in the school year so that parents or guardians can indicate which procedure they wish their child to follow.

## Textbooks and Supplies

Textbooks and some instructional resources may be furnished to each student free of charge. Each student will be given a list of the necessary supplies for their particular grade level on the first day of school. Some supplies are available for purchase at school.

## Transportation

Boundary lines have been set up for those students who are eligible to ride buses to school. If you would like to know if your child qualifies for transportation, please contact the district transportation office at (479) 444-3095.

Students will be instructed in the proper behavior of bus riders. It is unsafe to drive a bus while children are misbehaving, and strict observance of the rules of behavior is required of all passengers. The bus drivers have the same authority over the students while they are on the bus as the teacher has over them while they are in school.



Parents or guardians should urge their children to observe the rules of good behavior while on the bus and extend the same courtesy and respect to the bus drivers that they would to their teachers. This will make for a much more pleasant and safe trip for everyone.

Please remember that it is against the law to pass a school bus from either direction when it is stopped for children. The bus may only be passed when it is in motion. For more information, please review Board Policy 5.19 - Conduct to and from School.

## Civil Rights Notice

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972,

Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, Fayetteville Public Schools assures that no person shall, on the basis of race, color, national origin, age, sex, sexual expression, sexual identify or qualified handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination through any sponsored program or activity. Charges of sexual harassment will be promptly investigated regardless of the sex of the charging party. Anyone having questions about these guidelines, or anyone believing these guidelines have not been applied fairly, is urged to contact Dr. Larry Ben, Associate Superintendent for Administrative Services, at 479-444-3000.

### **Parental Notice to Access Public Insurance**

An accident insurance program is offered as a service for students in the district. Forms are available through the district office explaining the cost to the parents and the benefits received in case of an accident. Parents are urged to purchase the insurance offered if they do not have a family insurance plan that would cover an accident at school. The school district does not purchase insurance to cover personal injury to students or loss of student's property.

Students covered under Arkansas Medicaid/ARKids First will be billed, where applicable, for vision and hearing screenings conducted at school. If the parent, legal guardian, or eligible student wishes to deny billing for vision and hearing screenings, written notification must be received by the District Medicaid Office within thirty (30) calendar days of receipt of this notice. All written notifications must be sent to the District Medicaid Office at 300 S Ray Ave, Fayetteville, AR 72701.





# Fayetteville Board of Education Policies: Students



## Policy 5.1: Residence Requirement

### *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.

The Fayetteville School Board, on March 16, 1965, agreed to approve as policy the assignment of all elementary pupils to attend the school in the attendance area in which they live.

Cross References:	Policy 5.40—HOMELESS STUDENTS Policy 5.52—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:	8-28-03
Revised:	9-22-11



## Policy 5.2: Entrance Requirements

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (5.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 5.40—HOMELESS STUDENTS or in policy 5.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 5.4, 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 5.6—HOME SCHOOLING.

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

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

1. The parent, 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.

4. In accordance with Policy 5.80—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

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

For the purposes of this policy:

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

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

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

"Eligible child" means the children of:

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

An eligible child as defined in this policy shall:

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

	5.4—STUDENT TRANSFERS
	5.6—HOME SCHOOLING
	5.9—SCHOOL CHOICE
	5.40—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. § 9-28-113
	Plyler v Doe 457 US 202,221 (1982)
Date Adopted:	8-28-03
Revised:	5-26-05
Revised:	6-24-10
Revised:	9-22-11
Revised:	5-24-12
Revised:	6-27-13
Revised:	6-25-15
Revised:	11-16-17



### Policy 5.3: Compulsory Attendance

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 5.1 – RESIDENCE REQUIREMENTS, within the District shall enroll and send the child to a District school with the following exceptions:

- The child is enrolled in private or parochial school
- The child is being home-schooled and the conditions of Policy 5.6 – HOME SCHOOLING have been met.
- The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
- The child has received a high school diploma or its equivalent as determined by the State Board of Education.
- The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
- The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal Reference:	A.C.A. § 6-18-201
	A.C.A. § 6-18-207
Date Adopted:	8-28-03
Last Revised:	6-24-10
Last Revised:	9-22-11



### Policy 5.4: Student Transfers

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

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



to be out of compliance with applicable laws and regulations regarding desegregation.

Any student transferring from a school accredited by the 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 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 5.6 – HOME SCHOOLING.

The Board of Directors 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, 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:	5.6 – 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:	8-28-03
Revised:	9-22-11
Revised:	11-16-17



## **Policy 5.6: Home Schooling**

### **Enrollment in Home School**

Parents or legal guardians desiring to provide a home school for their children shall give written notice to their resident District 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:

1. Award of course credits earned in the home school;

2. Placement in the proper grade level and promotion to the next grade level;
3. Participation in any academic or extracurricular activity;
4. Membership in school-sponsored clubs, associations, or organizations;
5. 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
6. Scholarships.

Legal References: A.C.A. § 6-15-503  
A.C.A. § 6-15-504  
A.C.A. § 6-41-103  
Date Adopted: 11-16-17



## **Policy 5.7: Absences**

Education is more than the grades students receive in their courses. As important as grades are to student evaluation and achievement, the regular attendance of students at school is essential to their social and cultural development, and helps prepare them to accept responsibilities they will face as adults. Interactions with other students and participation in the instructional program within the classroom are crucial experiences that enrich the learning environment and promote a continuity of instruction that results in higher student achievement.

### **Digital Courses**

Absences for students enrolled in digital courses shall be determined by 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 participate in 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; provided, however, a student who fails to be physically present for an assigned period at school may be disciplined in accordance with this Policy.

### **Precedence of IEP Plan or 504 Plan**

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

### **Excused Absences**

"Excused" absences occur when (a) the student is on official school business, or (b) the student's absence is due to one of the reasons listed below and the student's parent or guardian reports an acceptable reason for the absence. A parent or guardian's report of an excused absence must be provided to the school within five (5) school days after the student absence occurs. Excused absences shall include all of the following:

1. The student's illness or when attendance could jeopardize the health of other students, provided that a maximum of five (5) days for health reasons are allowed per semester unless the condition causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal;
2. Death or serious illness in a student's immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students;

9. Absences granted to allow a student to visit a 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, provided that the number of additional excused absences shall be at the discretion of the Superintendent;
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12); and
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

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

### **Unexcused Absences**

Absences not defined above or not properly reported by the parent or legal guardian within the time period required by this Policy shall be considered unexcused absences. Students with six (6) unexcused absences in a course in a semester may not receive credit for that course; provided, further, that if a student has otherwise successfully completed the requirements of the course, the principal or designee has discretion to override any loss of credit upon a justified request from a parent, guardian or other person having knowledge of the circumstances of the unexcused absences. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has three (3) unexcused absences in a semester, his or her parents, guardians, or persons in loco parentis, shall be notified of these absences. Notification shall be by telephone or by regular mail, with a return address on the envelope, by the end of the week in which the third such unexcused absence occurs.

When a student has six (6) 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.

Students having chronic unexcused absences shall be given assistance in obtaining credits for their courses. At any time prior to a student exceeding the number of unexcused absences permitted by this Policy, the student, or his or her parent, guardian, or person in loco parentis, may petition the school or District administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized in 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 District administrator or designee.

Students who attend in-school suspension or serve an out-of-school suspension shall not be counted absent for the days spent in such suspension.

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 or 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.

### **General Attendance Rules**

The Board of Directors recognizes that excessive absences, whether excused or unexcused, disrupt the academic environment in all buildings. Each building principal shall have the discretion to establish an attendance committee to limit the number of absences, including excused and unexcused absences as defined in this Policy, which constitute excessive absences for students within the building. In addition, each attendance committee shall have the discretion to establish



procedures to govern the academic impact on students who are excessively absent from school, and to provide appropriate support mechanisms for such students.

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. § 6-18-702
	A.C.A. § 7-4-116
	A.C.A. § 9-28-113(f)
	A.C.A. § 27-16-701
	Arkansas Department of Education Rules Governing Distance and Digital Learning
Date Adopted:	8-28-03
Revised:	1-22-04
Revised:	4-27-05
Revised:	6-24-10
Revised:	8-25-11
Revised:	9-22-11
Revised:	6-27-13
Revised:	6-25-15
Revised:	5-26-16
Revised:	8-23-18



**Policy 5.8:  
Make-Up Work**

Students who are absent from school shall be allowed to make up the work they missed during their absence. Each school shall communicate expectations regarding responsible parties for obtaining make-up work. Each school shall establish a uniform timetable and procedure in which students must make up their work to receive credit. Exceptions to this policy may be made for students who have an Individual Education Plan, 504 plan, or Accommodations/Modifications for Language (LPAC).

Out of school suspensions will not count as absences.

Date Adopted:	10-28-04
Revised:	6-24-10
Revised;	8-25-11
Revised:	9-22-11
Revised:	6-28-12
Revised:	5-26-16
Revised:	7-26-18



**Policy 5.9:  
School Choice**

**Standard School Choice**

**Definition:**

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

**Transfers into the District**

*Capacity Determination and Public Pronouncement*

The Board of Directors will adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only

deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline and the requirements and procedures for participation in the program. Such pronouncements shall be made in the spring, but in no case later than March 1.

### **Application Process**

The student's parent shall submit a school choice application on a form approved by ADE to this District. The transfer application must be postmarked or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications as they are received in the District's central office. It is the District's responsibility to send a copy of the application that includes the date and time stamp to the student's resident district within ten (10) days of the District receiving the application. Applications postmarked or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

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

The Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

### **Accepted Applications**

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

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

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

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

## Rejected Applications

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

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

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. A student whose application was rejected may request a hearing before the State Board of Education to reconsider the application which must be done, in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

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

## Transfers Out of the District

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

- Academic Distress or classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227;
- Facilities Distress under A.C.A. § 6-21-812; or
- Foster Child School Choice under A.C.A. § 6-18-233.

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

## Facilities Distress School Choice Applications

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

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

## Opportunity School Choice

### *Transfers into or Within the District*

For the purposes of this section of the policy, a "lack of capacity" is defined as when the receiving school has reached the

maximum student-to-teacher ratio allowed under federal or state law, the ADE Rules for the Standards of Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student who is enrolled in or assigned to a school classified by the ADE to be in academic distress or in a district classified by ADE as in need of Level 5 Intensive Support is eligible to transfer to the school closest to the student's legal residence that is not in academic distress or in a district classified as in need of Level 5 Intensive Support. The student's parent or guardian, or the student if over the age of eighteen (18), must successfully complete the necessary application process by July 30 preceding the initial year of desired enrollment.

Within thirty (30) days from receipt of an application from a student seeking admission under this section of the policy, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected. The notification shall be sent via First-Class Mail to the address on the application.

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

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

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

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

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

If a District school has been classified by the ADE as being in academic distress or the District has been classified by ADE as in need of Level 5 Intensive Support, the District shall timely notify the parent, guardian, or student, if the student is over eighteen (18) years of age, as soon as practicable after the academic distress or in need of Level 5 Intensive Support designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the ADE as a public school in academic distress or school district in need of Level 5 Intensive Support.

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

#### *Unsafe School Choice Program*

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

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

Date Adopted:



## **Policy 5.10: Promotion/Retention/Acceleration of Students**

The purpose of the following procedures is to provide guidelines for teachers and principals to use in making decisions relating to promotion, retention, acceleration, and administrative placement of students.

### **Procedures: Elementary Schools:**

To be promoted to the next grade level, students enrolled in elementary schools will be expected to make acceptable progress in reaching the course objectives as outlined by the Arkansas Department of Education. Students not performing at grade level will participate in a remediation program during the school year to be eligible for promotion to next grade.

If a parent, teacher, or other staff member believes there is sufficient evidence to consider the retention of a pupil, that person will discuss the matter with the building principal. The possibility of student retention will be discussed with the parent no later than six weeks before the end of the school year. Each school will organize a retention and promotion committee to be comprised of at least an administrator, a counselor, and a teacher who will review the case of a student who has not made satisfactory progress in reaching the course objectives at his/her grade level. The committee will submit a recommendation to the principal. The decision will be based on a wide range of factors with the interests of the individual as the basic consideration. The principal is authorized to waive the above requirements for student promotion.

Parents may appeal the principal's decision with the Associate Superintendent.

### **Procedures: Middle School and Jr. High Schools**

To be promoted to the next grade level, a student must satisfactorily complete the school's regular program of studies and pass at least three of four core classes (math, science, language arts, and social studies). The student must receive a passing grade (60% or above) in at least six of the eight core semester classes. Students who do not make adequate grades to be automatically promoted to the next grade level will be referred to the school's Student Retention/Promotion Committee.

The possibility of student retention will be discussed with a parent/guardian no later than six weeks before the end of the school year. Each school will organize a retention and promotion committee to be comprised of at least an administrator, a counselor, and a teacher who will review the case of a student who has not passed the minimum number of semester classes required. The committee will make a recommendation to the principal. The decision will be based on a wide range of factors with the interests of the student as the basic consideration. For students in jeopardy of failing 8th grade, the committee may also recommend ALLPS Alternative School as a placement for 9th grade. The principal is authorized to waive either or both of the above requirements for student promotion. Parents may appeal the principal's decision with the Associate Superintendent.

### **Procedures: High School**

Academically, the first year of a student's high school career is grade nine. Promotion from grade eight to grade nine follows the middle grades format for promotion. See paragraph above.

A student's classification in high school is determined by the number of accumulated high school credits the student has earned.

- \*9th grade (freshman) promotion from 8th grade
- 10th grade (sophomore) earned 5 credits
- 11th grade (junior) earned 10 credits



- 12th grade (senior) earned 15 credits
- Graduation requirements earned 24 credits (see graduation policy 5.64)

Of the five credits required in each of the classification levels of freshmen, sophomore and junior years, three must be in the areas of English, math, science and social studies.

If a student fails any classes and does not meet the minimum requirements at each grade level, the student can make up a total of one lost credit per year during Summer School, at the student's expense. Credits from failed courses can also be earned through the Credit Recovery program offered during the school day at Fayetteville High School. There is no cost for these courses, but enrollment is limited and must be approved through the student's counselor.

Students who would like to take additional classes in order to gain extra credits or make up lost credits can take a total of 1½ credits through Independent Study courses from an approved institution. The cost for these credits is at the student's expense, must be taken outside school hours, and be approved through the student's counselor.

Principals are authorized to waive the above requirements and recommend a ninth grader who, because of individual characteristics or situation, is more likely to be better served through another placement.

### **Academic Improvement Plans and End of Course Requirements**

Students shall be tested in content areas as prescribed by state rules and regulations. Any student who does not achieve a passing score in any of the competency areas shall be evaluated by the student's school principal, teachers, and counselors, who will jointly prepare an Academic Improvement Plan to assist the student in obtaining mastery of the area(s) in which the student is deficient. The plan shall be designed to assist the student in achieving grade level competence. A conference shall be held with each student's parent(s) or guardian(s) to review and discuss that student's plan. Beginning with the 2005-06 school year, students who do not score at a proficient level and do not participate in the remediation program will be retained.

All students must successfully pass all ACT Aspire end-of-year summative assessments they are required to take unless exempted by the student's individualized education program (IEP). To receive academic credit, the student must either receive a passing score on the ACT Aspire end-of-year summative assessment or successfully participate in the remediation program identified in his/her Individualized Academic Improvement Plan (AIP). Additionally, the lack of credit could jeopardize the student's grade promotion or classification or graduation.

Unless exempted by the student's IEP, all students must successfully pass ACT Aspire end-of-year summative assessments to receive academic credit for the course and be eligible to graduate from high school. This is a high stakes assessment and students failing to receive a passing score the first time they take the assessment must receive a passing score on a subsequent assessment or on an alternative assessment as provided by law.

### **Promotion and Retention: Special Education Students**

Individualized Education Program (IEP) team shall meet annually to review progress on goals and objectives as well as the general education course work as required by Individuals with Disabilities Education Act (IDEA). Additionally, the IEP team must document conferences held to address failure prior to the student being given a failing grade. Attempts to prevent failure such as services and supports provided, as well as behavior modification, instructional modifications and accommodations utilized with the student must be documented. IEP services and supports, documentation of failure conferences and general education progress will be considered for all students with disabilities. When the decision to retain a student with a disability is considered, the IEP team members must consider the implementation of the IEP as well as the progress of the student.

### **Acceleration**

Acceleration is an effective, research-based educational intervention for the academic growth of students who have an advanced capacity to learn and are ready for an advanced or faster-paced curriculum. It allows for a student to move through traditional educational organizations more rapidly, based on assessed readiness, capability and motivation. Some students are best served by enrichment programs, some by acceleration and some by a mix of the two. Acceleration is not a

replacement for gifted education services or programs. Students enrolled in the Fayetteville Virtual Academy may choose additional acceleration options not available in other Fayetteville schools.

Two broad categories of acceleration, among many, are content-based and grade-based with the primary difference being whether the accelerative intervention shortens the number of years a student spends in the K-12 system.

When a grade-based acceleration is under consideration, an evaluation of the needs and abilities of the student will be completed. If there is evidence that a move in grade placement is an appropriate educational decision and recommended by the acceleration committee, an educational plan will be developed. The following guidelines for the acceleration process will be completed:

- I. There are two avenues for the initiation of a grade-based acceleration. One is a parent-initiated referral and one is a school-initiated referral. At the time of a referral, a conference between the parent(s) and either the principal or Director of the Gifted /Talented Program should be held to explain and discuss the process.
  - A. Parent-initiated referral
    1. A written request shall be submitted to the student's school principal or the Director of the Gifted /Talented Program. Included in that request shall be:
      - a. *The parent's reason(s) for seeking the acceleration.*
      - b. *The parent's commitment to support the change should the assessment indicate it appropriate.*
    2. Whoever (A. 1.) receives the parent request will inform the other staff member of the request.
    3. The Director of the Gifted /Talented Program shall notify the appropriate Director of Elementary, Middle, or Secondary Education of the request.
  - B. School-initiated referral
    1. School personnel initiating the referral (classroom teacher, gifted/talented program teacher, principal) will notify the Director of the Gifted/Talented Program before contacting parents.
    2. The Director of the Gifted/Talented Program and/or the principal will meet with the parents to present an explanation of why acceleration is being considered and the procedure for this possibility.
    3. If the parents' consent for the process to proceed, written parent permission for assessment will be obtained.
    4. The Director of the Gifted/Talented Program shall notify the appropriate Director of Elementary, Middle, or Secondary Education.
- II. An initial assessment of the student's academic achievement level will be completed using an off-level academic instrument with age norms. Scores in multiple content sub sections are expected in the top 5% range to indicate a need to proceed with the remainder of the assessment battery.
  - A. If the expected scores are reached, the student's parents will complete the Parent Inventory and return to the Director of the Gifted/Talented Program.
  - B. The student's classroom teacher(s) will complete the following and return to the Director of the Gifted/Talented Program.
    1. Scales for Rating Behavioral Characteristics of Superior Students.
    2. Teacher sections of the Iowa Acceleration Scale (IAS)
  - C. If the expected scores on the initial assessment are not reached, parents will be contacted for a conference to review the initial assessment. Assessment results are not sent via mail, text, email or communicated over the phone.
- III. Additional tests/information may be completed to assess student level indicators in the following areas:
  - A. Aptitude

- B. Problem-solving ability
    - 1. Scales for Rating Behavioral Characteristics of Superior Students.
  - C. Teacher sections of the Iowa Acceleration Scale (IAS).
  - D. Developmental factors
  - E. Interpersonal factors
  - F. Motivation
  - G. Attitude and support
  - H. School/academic factors; Chronological Age Consideration form
- IV. All assessment data, parent and teacher input will be compiled by the Director of the Gifted/Talented Program on the Student Assessment Data Sheet and/or on the IAS.
  - V. The Director of the Gifted/Talented Program will present the data results to the following, who may be on the acceleration committee: school principal, classroom teacher or other school personnel, as appropriate. A decision to recommend acceleration or not will result from this data consideration. The decision relative to acceleration is one made by education professionals. If acceleration is recommended, the Director of the Gifted/Talented Program will prepare the Special Services Recommendation form and the Education Plan for Acceleration using the IAS and/or the assessment data collected.
  - VI. After the acceleration decision, a conference will be held to present the data results to parents. In addition to the parents, persons in attendance at that conference may include the following:
    - A. Director of the Gifted/Talented Program (required)
    - B. Principal or assistant principal (required)
    - C. Receiving classroom teacher (recommended)
    - D. Director of Elementary, Middle, or Secondary Education
    - E. Current classroom teacher
    - F. Counselor
    - G. Other school personnel as pertinent
  - VII. At the parent acceleration conference, if parents agree to the recommendation to accelerate, parent permission is obtained on the Education Plan for Acceleration and the Special Services Recommendation form. Classroom placement for an accelerated student will be made by the principal. If no space is available at the present school site, the associate superintendent will decide the transfer school, should the parents agree to a school site change. If they do not agree, the student will remain at his/her home school to await a vacancy and remain in the current grade.
  - VIII. If the parents concur with the recommended acceleration, parent and conference attendees' signatures will be obtained on the Education Plan for Acceleration and the Special Services Recommendation forms.
  - IX. The student's acceleration file with all data will be kept in the Gifted/Talented office acceleration file. A Notice of I.E.P. for Acceleration form will be placed in the student's cumulative record file.
  - X. The student's acceleration transition will be monitored by the Director of the Gifted/Talented Program.

Legal References:	A.C.A. §6-15-402 A.C.A. §6-15-404 State Board of Education: Standards of Accreditation 12/04.3 Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation 4.0 and 5.0
Revised:	7-21-87
Revised:	6-22-06

Revised: 5-26-11  
Revised: 5-24-12  
Revised: 5-26-16  
Revised: 3-29-18



## **Policy 5.11: Equal Education Opportunity**

No student in the Fayetteville Public Schools shall, on the grounds of race, color, religion, national origin, gender, gender orientation, gender identity, gender expression, 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 Fayetteville Public Schools. Fayetteville Public Schools has a limited open forum granting equal access to organizations and groups in accordance with Federal and State Law. Inquiries on non-discrimination may be directed to:

Title IX Coordinator (Gender Discrimination) at [titleix@fayar.net](mailto:titleix@fayar.net);  
ADA/504 Coordinator (Disability Discrimination) at [ada504@fayar.net](mailto:ada504@fayar.net); or  
Title VI Coordinator, (Race, Color, and National Origin Discrimination) at [titlevi@fayar.net](mailto:titlevi@fayar.net)  
1000 W. Bulldog Blvd.  
Fayetteville, AR 72701  
479-444-3000

Legal References: A.C.A. § 6-10-132  
A.C.A. § 6-18-514  
28 C.F.R. § 35.106  
34C.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: 8-28-03  
Revised: 01-25-18  
Revised: 05-24-18



## **Policy 5.12: 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
6. educational activities within the school; and
7. Non-school persons may not direct, conduct, control, or regularly attend activities of
8. 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 sports program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

Legal References:	A.C.A. § 6-5-201 et seq A.C.A. § 6-10-130 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:	8-28-03
Revised:	6-24-10
Revised:	9-22-11
Revised:	11-16-17



## **Policy 5.13: Student Records**

### **Retention of Student Records**

Permanent school records, as required by the Arkansas Department of Education (ADE), 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 a student's permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from a receiving school district is received.

### **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' educational records are available for inspection and copying by the parents of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parents 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 the 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 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 educational 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 aide; 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.

The District discloses personally identifiable information from an education records 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 personally identifiable information 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 Fayetteville School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his/her child's records.

If there exists a court order which directs that a parent not have access to a student or his/her records, the parents, 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, which must be done only through the appropriate teacher and/or administrator, the decision of which 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 the student if above the age of eighteen (18), objects directory information about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge provided the ID cannot be used to gain access to educational 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 know or possessed only by the authorized user.

Each parent, legal guardian, or eligible student has the right to refuse to permit the release of the above information. If the parent, legal guardian, or eligible student wishes to restrict the release of the above information, he/she must inform the Principal's Office in writing within thirty (30) calendar days of receipt of this notice. An eligible student is one who has reached the age of 18 or is attending any school beyond the high school level.

The District is required to continue to honor any signed opt-out form for any student no longer in attendance at the district. The right to opt out of the disclosure of directory information under FERPA does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

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

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

Legal References:	A.C.A. § 6-18-901 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, 99.31, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64 ADE Rule Student Permanent Records
Date Adopted:	9-22-11
Revised:	6-28-12
Revised:	5-23-13
Revised:	6-28-18



## **Policy 5.14: 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 endorse 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. Not contain any personally identifying information, as defined by "Directory Information" in the student handbook, without the written permission of the parent of the student or the student if over eighteen (18);
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

### **Non-school Publications**

The Director of School and Community Relations shall review non-school publications prior to their distribution and will bar from distribution those 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 disruption will likely result from the distribution.

### **Distribution of Literature**

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

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 literature;
3. Allow no interference with classes or school activities;
4. Specify times and places 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.

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: 8-28-03



## **Policy 5.15: Contact with Students at School**

### **Contact by Parents**

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

### **Contact by Non-Custodial Parents**

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to

the principal or his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principals 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 their 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 with prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 5.16 (Admitting Visitors to School Buildings), Policy 6.5, (Visitors to Schools) and any other policies that may apply.

Unless prior arrangements have been made with the school's principal, Arkansas law provides that 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. 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 the 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 Reference:	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:	8-28-03
Revised:	9-22-11
Revised:	11-16-17



## Policy 5.16: Admitting Student Visitors to School Buildings

The Board of Directors 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 school's main office before going to other parts of the building or premises.

Cross References:	For adult visits see Policy 5.15 – CONTACT WITH STUDENTS WHILE AT SCHOOL 6.5 – VISITORS TO THE SCHOOLS
Adopted:	2-12-74
Revised:	6-27-80
Revised:	8-28-03
Revised:	5-26-05
Revised:	5-26-16
Revised:	6-28-18



## Policy 5.17: Student Discipline

The Fayetteville School District recognizes that effective student discipline can best be achieved and maintained through the cooperative efforts of parents, educators, students, and other community members. Each has the right to expect a wholesome atmosphere that is conducive to learning. Such a climate can best be created where efforts are made to move students toward responsible self-discipline.

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

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



The school has a responsibility to inform students of their rights and responsibilities; students are responsible for knowing and abiding by the rules and regulations of the school. Parents are responsible for helping their children understand the policy and for supporting the school in its efforts to enforce the policy. All students and parents will be provided copies of this policy and will be required to indicate in writing their receipt of the policy.

Students are expected to conduct themselves at all times (at school, at school activities and events, and traveling to and from school) in a manner that will promote the best interest of the school system and will not infringe on the rights of others. The following activities are considered improper and unacceptable and may subject the student to disciplinary action as described in the procedural section of this policy.

1. Disruption and interference with school. This will include interference with the proper conduct of a school, a school activity, or an individual class; attempts to prohibit or discourage attendance by others at school or a school activity; attempts to encourage other students to violate school rules or policies; refusal to identify himself/herself on request of any authorized school personnel; and refusal to identify others engaged in unlawful or disruptive acts or to otherwise fail to divulge information regarding such acts.
2. Damage, destruction, or theft of private or public property.
3. Harassment of students or employees, which shall include but is not limited to:
  - a. Speech, such as epithets, derogatory comments or slurs, and lewd propositioning on the basis of race, sex, religion, national origin, ancestry, disability, medical condition, marital status, age, or sexual orientation.
  - b. Physical acts, such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal school activities or learning environment when directed at an individual on the basis of race, sex, religion, national origin, ancestry, disability, medical condition, marital status, age, or sexual orientation.
  - c. Visual insults, such as derogatory posters, cartoons, or drawings related to race, sex, religion, national origin, ancestry, disability, medical condition, marital status, age, or sexual orientation.
4. Assault, bullying, fighting, physical abuse, threats, or verbal abuse by a student on a fellow student.
5. Assault, physical abuse, threats, or verbal abuse by a student on any school employee, even if such actions occur off school premises.
6. Possession, offering for sale, sale, or use of over-the-counter medications, narcotics, drugs, anabolic steroids, alcohol, inhalants, analogues\* or other controlled substances as defined by statute. Possession and use of medication is permissible if it has been authorized by a physician and written documentation is on file in the nurse's office. School officials will be expected to cooperate fully with law enforcement agencies and judicial bodies in the investigation and resolution of drug-related or alcohol related cases involving students, even though the offenses may not have taken place on school property or at a school activity.

\*An analogue is a substance which mimics the stimulant, depressant, or hallucinogenic effect on the central nervous system that is similar to the stimulant, depressant, or hallucinogenic effect of a controlled substance.
7. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession.
8. Possession of any weapon, knife, gun, instrument or article that might be injurious to a person or property.
9. Disregard of reasonable directions or commands given by authorized school personnel.
10. Truancy or chronically poor attendance, as defined by school policy and Arkansas Statute (Act 60, 1983).
11. Extortion from other students.
12. Gambling on school property or at a school activity.
13. Attire that disrupts the educational process or otherwise interferes with the rights or opportunities of others

to learn or teach.

14. Distribution of petitions or other printed matter not approved in advance by the principal. (The principal's sole basis for denying such distribution will be substantial belief that possession or distribution of such materials will cause substantial disruption of school activities because of obscene or libelous language, personal attacks, or the method or time of distribution.)
15. Violation of statutory or constitutional regulations. (School penalties may be imposed in addition to any penalties imposed by the courts.)
16. Violations of established classroom or school rules or regulations.
17. Reckless or unsafe operation of an automobile, truck, motorcycle, or other vehicle, on school property or traveling to or from school.
18. Electronic communication devices are allowed at extra-curricular activities unless they pose a significant disruption to the activity or performance. Act 447 amends A.C.A. § 6-18-502(b)
19. Violation of Sexual Harassment Policy No. 5.27, Student Digital Resource Use Policy No. 5.29, Gangs and Gang Activity Policy No. 5.26, Bullying Policy No. 5.47, and Conduct to and from School Policy No. 5.19 together with any other district policies regarding student conduct.
20. Use, possession, or distribution of tobacco products is prohibited in accordance with Arkansas statute, § 6-21-609.
21. Any behavior not covered above which could reasonably be interpreted as being subversive to good order and discipline or which causes the learning atmosphere to deteriorate or be disrupted.

The Board of Education endorses the enforcement of all applicable statutes relating to the abuse and harassment of school employees and students and/or their property.

## Procedures

In order to effectively implement the above policy, the following procedures are adopted:

School personnel are responsible for dealing with students fairly and honestly and for treating all students with courtesy and respect. The professional staff is encouraged to reward good behavior and to maintain a positive approach in helping students develop acceptable patterns of behavior. Corrective measures of a punitive nature are sometimes necessary; acceptable corrective measures include the following:

1. Conference between the teacher and the student
2. Deprivation of privileges: This form of discipline is especially encouraged when the student has developed a pattern of chronically repeating minor offenses.
3. Referral to a building administrator (principal or assistant principal)
4. Parent-school conferences: This type of cooperative action is highly encouraged, especially when a student appears to be developing a potentially serious behavioral problem. Parents should not expect a report on every problem that arises. When public or private property has been stolen or damaged, the school will work through parents to recover reasonable compensation for damages to that property.
5. Referral to other school personnel (counselor, social worker, nurse, etc.).
6. Referral to out-of-school personnel (physician, psychologist, drug or alcohol treatment centers, law enforcement personnel, etc.).
7. In-School Suspension (ISS): A student may be placed in the school's In-School Suspension when such suspension is necessary for the student to regain or maintain emotional control or when the student's presence in the regular classroom represents a reasonable threat to others or when the student's presence in the regular classroom prevents other students from pursuing desirable educational goals. Reasons for

suspension may include refractory conduct; insubordination; or other conduct that would tend to impair the discipline of school, or harm other pupils.

8. Saturday School: Beginning in middle school a student may be assigned to Saturday School for violation of school rules.
9. Out of School Suspension: (OSS) A student may be suspended from school when such suspension is necessary for the student to regain or maintain emotional control or when the student's presence at school represents a reasonable threat to others or when the student's presence at school prevents other students from pursuing desirable educational goals. Reasons for suspension may include immorality; refractory conduct, possession of any weapon; possession, use or sale of narcotics, drugs, anabolic steroids, or alcohol; insubordination; or other conduct that would tend to impair the discipline of school, or harm other pupils. Any suspension must conform to the following guidelines:
  - a. Prior to any suspension, the student shall receive an explanation of the intended suspension and shall be given reasonable opportunity to present evidence that might argue against suspension.
  - b. The student's parents or legal guardians should be notified immediately of any suspension, and should indicate how the student is to leave school.
  - c. Written notice of any suspension should be forwarded to the superintendent's office and the parents or guardians as soon as possible. Such notice shall include a statement of the reasons for and conditions of the suspension and shall notify parents or guardians of the established appeal procedures. The notice will be mailed to the address listed on the student's current enrollment form. A conference with parent or guardian should be scheduled as soon as possible, in an effort to return the student to school.
  - d. Building administrators (principals and assistant principals) can suspend students from school for a period not to exceed ten (10) days, subject to appeal to the assistant superintendent and the superintendent.
  - e. At each step in the appeal process, the suspension may be affirmed, revoked, or otherwise modified by the person or group hearing the appeal. Such disposition of an appeal does not in any way prohibit a student or a student's parent or guardian from pursuing the appeal to the next level.
  - f. Procedural due process, as defined by statutes and court decisions, will be followed at all stages of the suspension process.

If a student under suspension transfers to another school, information regarding the suspension will be sent to that school.

10. Alternative school program (secondary): When it appears that a student cannot conform to acceptable behavioral standards in the regular school program, the principal may recommend placement in the District's alternative school.
11. Extended suspension or suspension for a period greater than ten (10) days: The Board of Education is the only authority that has the power to remove a student from school for a period greater than ten (10) days. The Board will exercise this authority on the recommendation of the superintendent of schools when a student(s) participates in any activity which tends to disrupt, obstruct, or interfere with orderly education processes; an extended suspension may be for the remainder of the semester, the remainder of the school year, or permanently.
12. Other forms of discipline determined to be appropriate by the Professional Staff: The following general guidelines should be applied to any disciplinary methods adopted by the professional staff, as well as to those methods listed above.
  - A. All methods of discipline should refrain from being a serious inconvenience to students other than the student(s) involved. Mass punishment is to be avoided.
  - B. Within the limits of practicality, all methods of discipline should be directed toward the student who has committed an offense.

- C. All methods of discipline should refrain from promoting an attitude unfavorable to academic or other schoolwork.
- D. Methods of discipline that would tend to publicly embarrass the student(s) are not allowed.

Disciplinary actions, as outlined above, will not be entered on a student's permanent record, and will not be divulged to unauthorized personnel, except as provided under "Suspension" and "Extended Suspension," above.

Students with disabilities, as defined in state standards, who engage in inappropriate behavior, are subject to normal school disciplinary rules and procedures provided the student's right to a free appropriate public education is not abridged. The following provisions will apply.

1. For students whose disabilities have behavioral aspects, preventive measures such as behavioral management plans, should be considered and can be facilitated through the individualized education program (IEP) or the individualized accommodation plan (IAP) and placement processes required by IDEA and Section 504. While there is no requirement that such measures be specified in a student's IEP/IAP, the IEP or Section 504 Committee for a student with identified disabilities could determine that it would be appropriate to address the use of specific behavioral management and/or discipline procedures in individual situations involving that student and include them in the IEP/IAP.
2. Where in-school discipline or short-term suspension (ten (10) school days or less) is involved, a school may remove a student with disabilities for a disciplinary infraction without it being considered a change of placement, and IDEA'S or Section 504 parent-notification provisions would not apply. Also, there is no requirement for a prior determination of whether the student's misconduct was a manifestation of the student's disability. During periods of short-term exclusion, schools are not required to provide any educational services to the student. A series of short-term suspensions in the same school year could constitute a change in placement. The IEP/Section 504 team must make the determination. It must also determine whether the misconduct was a manifestation of the student's disability. Factors such as the length of each suspension, the total amount of time that the student is excluded from school, and the proximity of the suspensions to each other should be considered in determining whether the student has been excluded from school to such an extent that there has been a change in placement. This determination must be made on a case-by-case basis.
3. For a student with disabilities, a suspension or other disciplinary removal for more than ten (10) consecutive school days may not be considered without the school district first determining whether the student's misconduct was a manifestation of the student's disability or due to an inappropriate placement. This determination must be made by a group of persons knowledgeable about the student (such as his/her IEP/IAP Committee), and may not be made unilaterally by one individual.
  - A. If the student's misconduct was not a manifestation of his/her disability or an inappropriate placement, the school district may expel or suspend the student from school for more than ten (10) school days, subject to conditions set forth in the procedural safeguards of IDEA and Section 504.
  - B. If the student's misconduct was, a manifestation of his/her disability or an inappropriate placement, the student may not be expelled or suspended from school for more than ten (10) school days for the misconduct. However, other procedures may be used to address the student's misconduct. A change in placement, if determined appropriate, could be implemented subject to applicable procedural safeguards. The school district would also have the option of suspending the student from school for ten (10) days or less, or seeking a court order at any time to remove the student from school or to change the student's placement if it believes that maintaining the student in the current placement is substantially likely to result in injury to the student or to others.
  - C. In addition to showing that the student is substantially likely to cause injury, the school district must show that it has made reasonable efforts to accommodate the student's disabilities so as to minimize the likelihood that the student will injure him or herself or others.
4. The student who is suspended/excluded for more than ten (10) days should be offered a free appropriate public

education for the duration of the exclusion.

5. A student with a disability who brings a weapon to school, possesses illegal drugs at school, or causes serious bodily injury to another at school may be removed from school for ten (10) days or less, and placed in an interim alternative education setting for up to 45 school days.

### **Student Discipline Regulations**

- I. This regulation is intended to ensure a degree of uniformity in disciplinary actions under Policy No. 5.17.
- II. Teachers and administrators shall respond to inappropriate behavior by students with disabilities according to Policy No. 5.17.
- III. Teachers and administrators shall follow this regulation after determining that a student has committed an infraction of Policy No. 5.17.
- IV. Teachers and administrators shall determine how many infractions of the listed type of improper activity have been committed by a student before taking the appropriate disciplinary actions.
- V. If a parent appeals any out-of-school suspension or expulsion pursuant to Policy No. 5.17, the student shall be assigned to in-school suspension or an alternative learning environment; pending appeal, a student shall not be allowed to attend extracurricular activities.
- VI. The improper student behavior shall be categorized as follows:

#### **Category I**

1. Disruption and interference with school, including clowning around, mock-fighting, mimicking, name calling, etc.
2. Gambling on school property or at a school activity.
3. Distribution of petitions or other printed matter not approved in advance by the principal. (See Policy No. 5.17, section 13 for further criteria.)
4. Violations of established classroom or school rules or regulations.
5. Littering on school campus or in the building, including the parking lot.
6. Inappropriate use of a cell phone or other electronic communication device on school property or at a school activity during normal school hours.

#### **Category II**

1. Disruption and interference with school including angry outbursts and creating hostile environment situations.
2. Disregard of reasonable directions or commands given by authorized school personnel, such as not giving their name when asked or dishonesty.
3. Damage, destruction, or theft of private or public property valued at less than \$100.
4. Attire, which disrupts the educational process or otherwise interferes with the rights or opportunities of others to learn or teach. (Act 835)
5. Violation of statutory or constitutional regulations.
6. Reckless or unsafe operation of an automobile, truck, motorcycle, or other vehicle on school property or traveling to or from school.
7. Use, possession, or distribution of tobacco products, electronic cigarettes, or smoking paraphernalia (including, but not limited to, lighters, matches, rolling papers, cigarette holders, and pipes) during the school day, whether on or off school property, or during a school-sponsored activity at any time of day, whether on or off school property.



8. Possession of hand-held laser pointers.
9. Possession, distribution, or posting of magazines, books, electronic data, or printed material not appropriate for school.
10. Truancy, defined as unexcused absences, including but not limited to, the following:
  - a. Being on campus and not being in the assigned class
  - b. Leaving school without following the sign-out procedure or returning to school without following the check-in procedure
  - c. Leaving class with permission but not reporting to the assigned destination
  - d. Skipping an assigned class period including study hall or office aide
  - e. Academic dishonesty and plagiarism.

### **Category III**

1. Possession of substances portrayed as drugs, use of narcotics, drugs, anabolic steroids, alcohol, analogues, or other controlled substances as defined by statute. (See Policy No. 5.17, section 6 for further criteria and exceptions.)
2. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession.
3. Assault, bullying, fighting, physical abuse, extortion, persistent or severe harassment, gestures, and/or verbal abuse of another student including recording and/or distributing pictures/video of such incidents.
4. Verbal abuse, extortion, or harassment of a school employee, whether on or off school premises.
5. Possession of a knife/replica of a knife or any instrument or article that might be/or appear to be injurious to a person or property.
6. Possession and/or use of fireworks, stink bombs, or any incendiary device.
7. Falsely reporting a fire or setting off a fire alarm.
8. Damage, destruction, or theft of private or public property valued at more than \$100 but less than \$1000.
9. Indecent exposure/act.
10. Unauthorized use of/or attempt to gain or assist in unauthorized access to software/programs/data used by the school district including material not appropriate for school.
11. Chronic persistent misbehavior.
12. Gang related activity. (see Policy 5.26)

### **Category IV**

1. Assault or physical abuse of a school employee, whether on or off school premises.
2. Purchasing of, offering for sale, sale, or distribution of narcotics, drugs, anabolic steroids, alcohol, substances portrayed as drugs, or other controlled substances as defined by statute.
3. Possession and/or use of a knife/replica of a knife or any instrument or article that might be/or appear to be injurious to a person or property in an attempt to threaten or cause harm to another person.
4. Possession of any firearm/replica of a firearm or other weapon prohibited on the school campus by law.
5. Arson, bomb threat, or terroristic threat
6. Damage, destruction, or theft of private or public property valued at more than \$1000.

7. Breaking and entering of any school building or facility.
8. Computer trespass – Any person who intentionally and without authorization alters, deletes, damages, destroys, or disrupts any computer, computer system, computer network, computer program, or data. (§ 5-41-104. Computer trespass)

VII. The appropriate disciplinary actions for each listed category of improper activity follow:

Category I--Principal's discretion;

Category II--Principal's discretion; except for item 7 which for all secondary schools will be as follows.

1. First infraction— One (1) to three (3) days of ISS
2. Second infraction—Three (3) to five (5) days of ISS
3. Third infraction— Five (5) to ten (10) days of ISS
4. Fourth infraction— Up to ten (10) days Out of School Suspension (not to be used for truancy)

Category III

1. First infraction--
  - a. Parent/guardian conference, and
  - b. Up to ten (10) days suspension; with the possibility of
  - c. Referral to pre-expulsion hearing committee with the possibility of expulsion for up to one calendar year.
  - d. Ten (10) days out of school suspension for possession or use of narcotics, drugs, anabolic steroids, alcohol, or other controlled substances as defined by statute.
2. Second (and any subsequent) infraction--
  - a. Parent/guardian conference, and
  - b. Ten (10) days out of school suspension, with the possibility of
  - c. Referral to pre-expulsion hearing committee with the possibility of expulsion for up to one calendar year;

Category IV

1. First (and any subsequent) infraction
  - a. Parent/guardian conference, and
  - b. Ten (10) days out of school suspension, with the possibility of
  - c. Referral to pre-expulsion hearing committee with the possibility of expulsion for up to one calendar year.

- VIII. Whenever damage to property or person is involved, a teacher or administrator may add an order to repair, replace, or otherwise compensate for the damage to the disciplinary action prescribed above.
- IX. Many of the listed infractions also have civil and criminal legal consequences for the student and the parent. For example; verbal abuse of a school employee is a violation incurring a fine from \$100 to \$1,500.
- X. Saturday School – Students are assigned Saturday School by administrators for violation of school rules and for failing to serve other disciplinary assignments.
- XI. In-School Suspension (ISS) – Students are assigned ISS by administrators for violation of school rules and for failing to serve other disciplinary assignments. Students assigned to ISS are not permitted to attend or participate

in any school activities during their suspension. Students are expected to keep up with all class assignments, tests, or work scheduled for those days spent in ISS.

- XII. Out-of-School Suspension (OSS)—Students are assigned OSS by administrators for serious violations of school rules and for failing to serve other disciplinary assignments. Students assigned to OSS are not permitted to attend or participate in any school activities or be on any school campus during their suspension. Students will be allowed to make up any assignments, tests, or work scheduled for the first 10 days they are suspended out of school in a school year, regardless of the number of suspensions. For all subsequent Out of School Suspensions, the student will not be allowed to make up any assignments, tests, or work scheduled for those days suspended. Students who are suspended must along with a parent/guardian attend a conference with an administrator before being readmitted to classes.
- XIII. Bus Suspension – Students are suspended from the privilege of riding any school bus for a minimum of one day, not to exceed one calendar year for violations of Policy 5.19.

Legal References: A.C.A. § 6-18-502  
A.C.A. § 6-17-113  
Act 1329

Date Adopted:	7-20-79	Revised: 6-26-97	Revised: 6-26-08
Revised:	2-26-80	Revised: 6-27-02	Revised: 6-24-10
Revised:	9-25-84	Re-codified: 8-28-03	Revised: 6-23-11
Revised:	4-22-86	Re-codified: 6-24-04	Revised: 6-28-12
Revised:	9-25-90	Revised: 5-26-05	Revised: 6-27-13
Revised:	7-27-93	Revised: 6-22-06	Revised: 6-26-14
Revised:	12-19-95	Revised: 6-28-07	Revised: 5-26-16



## Policy 5.18: 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 or checked out of school by a parent or legal guardian.

Date Adopted: 5-24-12  
Revised: 3-29-18



## Policy 5.19: Conduct to and from School

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 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.

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

### General Rules

- A. All students must obey the driver's direction promptly and without argument.
- B. Drivers are authorized to assign seats, at their option, to avoid misconduct.
- C. There is to be no eating or drinking on the bus except bottled water.

- D. Students are to stay in their seat and face forward at all times.
- E. Students must keep the bus aisle clear of books, bags, feet, legs, etc. at all times.
- F. Students must keep hands, feet, and other objects to themselves at all times.
- G. Students may not bring on board balloons, glass, live or dead animals, skateboards, or any item too large to hold in the student's lap or fit under the seat in front of the student (this includes musical instruments).
- H. Students must keep their hands and head inside the bus at all times.
- I. Students are not to tamper with safety equipment or use emergency exits unless instructed to do so by authorized personnel.
- J. No loud or distracting noises are allowed including singing, yelling, or screaming.
- K. No vandalism to school or personal property is allowed.
- L. Students are not allowed to spit or throw objects on the bus or out the window of the bus.
- M. No pushing, shoving, fighting, or any other physical or sexual contact is allowed.
- N. No ethnic, racial, or derogatory comments toward students or school personnel will be tolerated.
- O. No matches, lighters, or other flammable materials are allowed on the bus.
- P. No exhibition of gang-related behavior, throwing gang signs, gestures, verbal threats, etc. is allowed.
- Q. Students are expected to maintain proper conduct while at designated bus stops.
- R. Any actions by a student that are deemed unsafe are prohibited.

#### **Penalties**

- 1st Infraction: Warning and parent contact
- 2nd Infraction: Up to three (3) days bus suspension
- 3rd Infraction: Bus Suspension - Up to ten (10) days bus suspension
- 4th Infraction: Bus Suspension
  - Minimum – Thirty (30) days bus suspension
  - Maximum – Indefinite suspension from the bus for up to one (1) school year

#### **Severe Rules Violations**

- A. Possession of drugs, alcohol, tobacco, vape pens, and/or related material is not allowed.
- B. Possession of weapons such as guns, knives, razor blades, tasers, etc. is not allowed.
- C. Profanity toward or verbal abuse of a school employee is not allowed.

#### **Penalties/Categories**

- 1st Infraction: Bus Suspension - Minimum – ten (10) days
- 2nd Infraction: Indefinite suspension from the bus for up to one (1) school year

\*Bus suspension includes all school district buses.\*

THE SCHOOL DISTRICT RESERVES THE RIGHT TO ESCALATE ANY PENALTY BASED ON THE SEVERITY OF THE ACT.

Legal Reference:	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:	8-28-03
Revised:	6-22-06
Revised:	5-24-12
Revised:	6-27-13
Revised:	5-26-16
Revised:	5-24-18



## Policy 5.22: Tobacco and Tobacco Products

Fayetteville Public Schools shall be a tobacco-free environment. This policy shall apply to:

- All buildings, facilities, grounds, and properties including athletic fields and parking lots under the jurisdiction of Fayetteville Public Schools
- All District owned school buses and district owned vehicles
- All students on school district property
- All school sponsored or school related events on or off campus

Tobacco products may be included in instructional activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

For the purposes of this policy, "tobacco" product" is defined to include lighted or unlighted cigarettes, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products including E-cigarettes or electronic oral devices.

Tobacco promotional items, including clothing, bags, lighters, gear, paraphernalia, or other personal articles, are not permitted on school grounds, in school vehicles, or at school sponsored events. Tobacco advertising, sponsorship, marketing or giveaways shall be prohibited in all school sponsored publications and at all school sponsored events.

Tobacco use prevention education shall be integrated within the PreK-12th grade health education program to provide opportunities for students to gain greater understanding of the health hazards of tobacco use and the impact of tobacco use.

Students who are in violation of this policy will be subject to the student disciplinary policies and may be subject to legal proceedings. All other violators of this policy will be subject to legal proceedings per Arkansas Statute.

Legal Reference: A.C.A. § 6-21-609  
Act 1099

Date Adopted: 10-28-04  
Revised: 10-28-2010  
Revised: 6-27-13  
Revised: 5-26-16



## Policy 5.23: 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 Fayetteville 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 in 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 impairs a student's ability to act, think, or respond
- LSD or any other hallucinogen
- Marijuana, cocaine, PCP, amphetamines
- Heroin or any other narcotic drug
- Steroids, "designer drugs," look-alike drugs, or any controlled substance

No student shall sell, distribute, or attempt to sell, distribute, or use over-the-counter or prescription drugs not in accordance with a valid prescription or recommended dosage.

Date Adopted: 10-28-04  
 Revised: 5-24-12  
 Revised: 2-22-18



## **Policy 5.24: Student Athlete Drug Testing Policy**

### *Statement of Purpose*

Because of the ever-increasing incidence of drug use and addiction among the youth of our society, the Fayetteville Board of Education has determined that it has a compelling interest in the protection and safety of its students who are involved in athletics. The Board of Education recognizes that adolescence is a time when the physical, psychological, and addictive effects of drugs are most severe and their use can lead to immediate physical harm or injury of a student or others engaged in athletic activities. The Board further acknowledges that interscholastic athletics play an important part in the lives of many students and are significant events in creating the culture and climate of the District. The positive lessons learned in athletics are beneficial to students, not only during their school years, but also long after they leave school. Athletics provide students with special opportunities to develop skills and attitudes and to be recognized for their accomplishments. Participants in athletics are considered to be role models by their peers and younger students in the community.

Because interscholastic athletics are elective opportunities, and because of the potential risk of physical harm to students engaged in drug use, and because those who choose to become involved in athletics are visible representatives of the District as well as role models, the Fayetteville Board of Education adopts this resolution as a statement of purpose concerning the drug testing of student athletes and as a statement in support of such testing.

Further, the Fayetteville Board of Education intends to evaluate the effectiveness of this policy and will consider expanding the drug testing program to other extracurricular activities should a need be demonstrated.

Approved: 7/23/98  
 Re-codified 8-28-03  
 Revised: 5-29-08



## **Policy 5.25: Student Dress and Grooming**

The Fayetteville Board of Directors 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.

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

Legal References: A.C.A. § 6-18-502(c)(1)  
 A.C.A. § 6-18-503(c)



## **Policy 5.26: Gangs & Gang Activity**

The Board of Directors 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.

For the purposes of this policy, a "gang" is any group of two or more persons whose purposes include the commission of illegal acts, or acts in violation of disciplinary rules of the school district.

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.
5. Gang Graffiti.

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: 8-28-03  
Date Revised: 6-26-08  
Revised: 6-24-10  
Revised: 3-29-18



## **Policy 5.27: Sexual Harassment**

The school district recognizes that harassment on the basis of sex is a violation of law, school district policy, and common courtesy. The district is committed to providing a learning environment free from sexual harassment, and will not tolerate such conduct on the part of employees, students, non-employees, vendors, Board of Education, or any others having business or other contact with the school district. Sexual harassment when perpetrated on any student by any employee or student will be treated as sexual harassment under this policy.

The Board of Education requires every charge of sexual harassment to be thoroughly investigated.

### **I. Definitions**

Sexual harassment of students consists of unwelcome sexual advances, requests or demands for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is explicitly or implicitly made a term or condition of a student's academic status or advancement,

- Submission to or rejection of such conduct is used as a basis for academic decisions affecting the student, or
- Such conduct has the purpose or effect of interfering with a student's academic performance or of creating an intimidating, hostile, or offensive learning environment.

## **II. Forms of Sexual Harassment**

Forms of sexual harassment shall include, but are not limited to, the following:

- Verbal harassment, including derogatory comments, jokes, requests, or other sexually oriented language
- Uninvited letters, telephone calls, digital transmission or other materials of a sexual nature
- Physical harassment, including unnecessary or offensive touching, repeatedly brushing against another person's body, impeding or blocking movement, or invading personal space
- Visual harassment, including offensive posters, cards, cartoons, graffiti, drawings, or gestures
- Attempted or actual rape or sexual assault

## **III. Confidentiality**

The district will respect the confidentiality of the complainant and the individual(s) against whom the complaint has been filed consistent with the district's legal obligations, this policy, the necessity to investigate allegations of harassment, and disciplinary actions when necessary.

All complaints against an employee and all written information generated as a result of the complaint shall be considered personnel records and shall be maintained in the employee's personnel file.

All complaints against a student and all written information generated as a result of the complaint shall be considered confidential and subject to protection and privacy as is permissible under state and federal law.

## **IV. Retaliation**

The district will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to a sexual harassment complainant. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **V. Complaint Procedure**

All students who believe they have been subjected to sexual harassment should follow the Reporting Procedure set forth below. All students who believe they have been, or the parent(s) of any student who believes a child has been, subjected to sexual harassment are encouraged to follow the Reporting Procedure set forth below.

Any person who believes sexual harassment is occurring is encourage, but not required, to immediately inform the person engaging in the behavior that it is offensive and must stop.

## **VI. Reporting Procedure**

Any student who believes he or she has been the victim of sexual harassment by an employee or a student, or any third person with knowledge or belief of conduct which may constitute sexual harassment, should immediately report the offensive conduct or communication to the harassing person's immediate supervisor or school principal. If the harassing person's immediate supervisor or school principal is not known, then the offensive conduct or communication should be reported to the Title IX Coordinator. All initial complaints will be investigated and resolved at the lowest possible administrative level.

If the complaint involves the school principal or immediate supervisor, the complaint shall be filed with the Title IX Coordinator.

It is recommended, but not required, that all complaints under this policy be made in writing on report forms provided by the school district in which:

- The offensive conduct or communication is described in as much detail as possible
- Dates on which such conduct or communication was made are set forth
- The name of the person accused or engaging in the harassing behavior is stated, and
- The name of the complainant, and if the report is made by a parent, the name of the parent(s) is stated.

The school principal or immediate supervisor will:

- If a verbal complaint is made, reduce the complaint to writing and make a written record of related information.
- Immediately notify the person accused of engaging in the harassing behavior that a complaint has been made and provide a copy of the complaint to them;
- Investigate the complaint or designate a person qualified to conduct the investigation. If the person making the complaint prefers that the report be made to a person of the same gender, the immediate supervisor or school principal will make the accommodations necessary.
- Reply to both parties in writing within seven (7) working days of the complaint, stating the status or resolution of the complaint.

Results of the initial complaint and investigation shall be forwarded to the Title IX Coordinator.

If the resolution of the initial complaint and subsequent action by either party does not remedy the environment, the initial investigator shall report the behavior and/or additional behavior to the Title IX Coordinator.

Submission of a complaint or report of sexual harassment will not affect the student's future educational programs or activities.

## **VII. Investigative Procedure**

The initial investigation and the complaint shall be handled as a student disciplinary matter in order to provide as much protection and privacy to the complainant and the accused as is permissible under state and federal law.

- Upon receipt of a complaint under this policy, the Title IX Coordinator will investigate or designate an administrator to conduct the investigation.
- The Title IX Coordinator will give written notice to all necessary parties involved that the complaint is being investigated.
- Within ten (10) days of receipt of a complaint, the Title IX Coordinator will review his/her findings and recommendations with the Superintendent and make a written report to all necessary parties of the investigator's findings and recommendations.
- Action, if warranted, against any employee or student will be in compliance with all policies and laws. The Title IX Coordinator will make extra-ordinary efforts to protect the rights, privileges, and reputations of all employees and students concerned.

## **VIII. Violations and Discipline**

Violations of this policy by students could lead to such disciplinary action as the district deems necessary and appropriate, including, but not limited to, warnings, reprimands, deprivation of privileges, probation, suspension, alternative school placement, and expulsion.

## **IX. Reporting**

The Title IX Coordinator for the Fayetteville Public School District can be reached at the Office of the Associate Superintendent for Administrative Services:

1000 W. Stone  
Fayetteville, AR 72701

Legal Reference § 6-15-1005  
 Adopted: 8-26-93  
 Re-codified: 8-28-03  
 Revised: 5-24-12



## **Policy 5.29: Student Digital Resources Use Policy**

Digital resources, including Internet access, promote innovation and educational excellence consistent with the Fayetteville Board of Education's goals for the district. The district provides students with access to a multitude of instructional resources. Students are expected to use digital resources (including desktops, laptops, and handhelds of all varieties, whether furnished by the district or brought from home) in a responsible, effective, ethical, and lawful manner.

- General school rules and standards of student conduct as stated in the existing Board Policies and detailed in the parent handbook apply on school grounds, in the classroom, and while using digital resources. Student violations of this policy may result in disciplinary action. Certain violations may constitute a criminal offense. The teacher has the right to determine the level of technology use/access in the classroom. Student use of personal electronic devices must not interfere with a positive, orderly classroom environment, as stated in Policy #5.30, "Possession of Cell Phones and Other Electronic Devices."
- The district reserves the right to monitor, inspect, copy, or review files, including email, maintained on district computers or networks. All such information shall be and remain the property of the district. The district further reserves the right to monitor all traffic passing across their network in order to maintain a secure network.
- Students are advised that they should have no expectation of privacy in any aspect of their computer use and that monitoring of student computer and network use is continuous.

### **Personal Safety for Students**

- It is the policy of the district to have content filtering in place to restrict users from accessing material that is harmful to minors.
- The district shall provide education to all students about appropriate online behavior, including: interacting with others on social networking sites and in chat rooms, and cyber bullying awareness and response. The district maintains filtering in compliance with the federal Children's Internet Protection Act (CIPA) and Arkansas Code Annotated 6-21-107.
- Students must not reveal personally identifiable information such as last name, home address, or telephone number, or any information that might allow an unintended person to locate them while using digital resources.
- The district will follow procedures outlined in Policy 5.32, "Search, Seizure, and Interrogations," in the event that an electronic device must be inspected for inappropriate use.

### **Confidentiality of Student Information**

The district will not disclose personally identifiable information such as student identification number or social security number or any information that is part of the student's academic record in any way on the Internet without the permission of a parent or guardian. "Directory information", as defined by the Family Educational Rights and Privacy Act (FERPA) may be permitted to be released without prior consent.

### **Responsibility of Parents/Guardians and Students**

Students will have access to digital resources across the globe. It is important that students and parents or legal guardians

discuss the requirements in this policy together.

### **Disclaimer of Liability**

The district shall not be liable for a student's inappropriate use of digital resources or violations of copyright restrictions or other laws. The district shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Internet. The district shall not be held liable for the breakage or theft of student owned equipment. The district shall not be held liable for any losses, including lost revenues, or for any claims or demands against system users by another party. Students and/or their parent or guardian will be held liable for any of the above that he/she causes.

### **Responsibility for Maintaining Administrative Regulations**

The Board of Education of the Fayetteville Public School System hereby authorizes the Administration to adopt Administrative Regulations to carry out this policy.

### **Administrative Regulations for the Digital Resources Use Policy**

- Students are responsible at all times for their use of digital resources and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.
- Students are asked to view online conduct as an extension of their physical classroom. If an action is not appropriate in the classroom, it is not appropriate online.
- Internet filters are in place. However, if a student finds an inappropriate site or image, he or she must immediately exit the site.
- Students must not tamper with or damage any digital equipment or attempt to interfere with the network services (hacking, propagation of viruses, unauthorized entry into any system, or attempts to degrade system performance).
- Students must log in using ONLY their assigned user name and they must not convey their account information to anyone else, nor attempt to use any other network user's account.
- Students must not access, modify, download, or install computer programs, files, or information belonging to others.
- Use of school resources are to be tied to instruction or research and consistent with the goals of the school district.
- Students shall adhere to all laws and district policies related to issues of copyright or plagiarism.
- Students must not create/publish/submit or display any materials/media that are abusive, obscene, sexually oriented, threatening, harassing, or damaging to another's reputation, or could be interpreted as cyber-bullying as defined by state law and should report any instances encountered.
- As always, classroom management remains the purview of the individual classroom teacher.

Approved: 12/17/15



### **Policy 5.30: Possession and Use of Cell Phones and Other Electronic Devices**

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

To protect the security of statewide assessments, no electronic device as defined in this policy shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan; this means that when a student is taking an Arkansas Educational Support and Accountability



Act (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 locker rooms, bathrooms, and any place where personal privacy is an expectation.
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. (See policy 5.17 – Student Discipline) During the school day, students may be allowed to use personal electronic devices for access to educational resources as determined by the classroom teacher. (See policy 5.29 "Student Digital Resources Use Policy") 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.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 5.31 – SEARCH, SEIZURE, AND INTERROGATIONS.

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

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

Legal Reference: A.C.A. § 6-18-502 (b)(3)(D)(ii)  
ADE Test Administration Manual  
Act 71  
Date Adopted: 6-28-12  
Revised: 6-27-13  
Revised: 11-16-17



## **Policy 5.31: Search, Seizures, 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 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 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 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 Reference:	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/Effective Date:	8/28/03
Revised:	9/22/11



## **Policy 5.32: Student Vehicles**

Students who have presented a valid driver's license and have obtained a Fayetteville Public School Parking Permit may drive their vehicles 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. Any student parking a vehicle on campus is granting permission for school or law enforcement authorities to search that vehicle.

Date Adopted: 8/28/03  
Revised: 2-22-18



## **Policy 5.33: Student Wellness Policy**

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. The Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

### **Wellness Committee**

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

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

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

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

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

## **School Health Coordinator**

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

## **Goals**

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

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

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

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

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

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

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

The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

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

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

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

### **Advertising**

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

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

### **Community Engagement**

The District will work with the SNPAAC to:

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

The District will annually inform the public:

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

### **Assessment of District's Wellness Policy**

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

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

- A description of the progress made in attaining the goals of this policy.

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

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

#### **District Website**

The District will place on its website:

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

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. as amended by  
PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b))  
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.  
7 C.F.R. § 210.18  
7 C.F.R. § 210.31  
A.C.A. § 6-20-709  
A.C.A. §§ 20-7-133, 134, and 135  
ADE Rules Governing Nutrition and Physical Activity Standards And Body Mass Index For Age Assessment Protocols  
Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School  
Commissioner's Memo CNU-17-010  
Commissioner's Memo CNU-17-013  
Commissioner's Memo CNU-17-016  
Nutrition Standards for Arkansas Public Schools  
Date Adopted: 10-26-17



### **Policy 5.34: School Health**

The Fayetteville Schools will take appropriate actions to protect the health and safety of all students. The Superintendent of Schools is authorized to establish such procedures as may be necessary to comply with applicable laws and regulations or to otherwise insure the health and safety of students. Such procedures shall be considered a part of this policy.

Students (or their representatives) who feel that this policy is administered in an arbitrary, capricious, discriminatory, or otherwise unfair manner may appeal through appropriate administrative channels, then to the Board of Education

#### **I. Admission to School**

- A. *Kindergarten through Grade Twelve:* Except as otherwise provided in these regulations, no child shall be admitted to a public or private school of this state who has not been immunized against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, hepatitis B, and varicella, as evidenced by a certificate of a licensed physician or a public health department acknowledging the immunization. Parents may request waivers of these requirements for health, philosophical, or religious reasons. Such waivers must be properly documented and approved by the Arkansas Department of Health. If the child does not meet the immunization requirements for entering school, the school is requested to refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due. (See Immunization Chart on page 86)



- B. A physical examination shall be provided by the parents of all enrolling kindergarten students. The physical examination shall occur within two years prior to or within 90 days after the student's initial enrollment in kindergarten. Forms for reporting the results of this examination shall be available in each school. In lieu of a physical examination parents may state, in writing, that they do not want their child to have a physical examination.

## **II. 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: 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).

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 5.13. 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 up their child when the human host parasite is discovered. 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.

## **III. Chronic Infectious Diseases**

Chronic infectious diseases (such as AIDS, Hepatitis B) will be managed by an Infectious Disease Review Team (IDRT) established for each student who is identified as having such a disease.

The IDRT will consist of the following members:

1. A physician appointed by the superintendent
2. A school nurse appointed by the superintendent.
3. The building principal

The IDRT will work with the student, the student's parents and physician, and appropriate public health officials to

make a recommendation to the superintendent regarding the most appropriate educational program for the student.

The IDRT will use criteria outlined in the Guidelines for determining when the student should be excluded from school. Although such exclusion should not be considered routinely, it may be necessary for the safety of the infected student or for the safety of others at the school.

The IDRT recommendations will be forwarded to the superintendent. The Superintendents' decision in such cases may be appealed to the Board of Education.

Appropriate in-service training in the control and treatment of infectious diseases will be provided annually to all school employees, under the direction of the school nurses. Such training shall be mandatory for all staff members and shall include those areas in the Guidelines under "Procedures for School Management of Infectious Diseases" (pp. 5-11). Staff members who have direct contact with a student who has a chronic infectious disease may be given additional training if such training is recommended by the IDRT and the superintendent. Such training would be provided by school nurses or appropriate public health officials or medical professionals.

Custodial procedures for maintaining a clean and healthful school environment will be established by the Supervisor of School Plant Services.

Procedures for handling and preparing food in school facilities will be established by the Director of Food Services.

#### **IV. Health Screenings**

The school district will conduct annual health screenings in the following areas as required by the Department of Education and the Department of Health:

- A. Dental screening
- B. Vision screening
- C. Hearing screening
- D. Scoliosis screening
- E. Body Mass Index (BMI).

School nurses will make the necessary arrangements for these screenings.

#### **Parental Notice to Access Public Insurance for Students with Disabilities**

This notice is to inform you of your rights and protections under Part B of the Individuals with Disabilities Education Act (IDEA), as a parent of a child with a disability, so that you can make an informed decision about whether you should give consent to allow the school district to access your or your child's public benefits or insurance, such as Medicaid, to help pay for health services provided by the school district. This notice must be provided before the school district obtains your consent for the first time and annually thereafter. These rights include:

1. Your child's confidential information cannot be disclosed without your consent. Under the Family Educational Rights and Privacy Act (FERPA) and the IDEA, parental consent must be obtained before the school district discloses your child's personally identifiable information to the Department of Human Services, Division of Medical Services, Arkansas Medicaid, or Medicaid billing agencies, for the purpose of billing for Medicaid reimbursement. The personally identifiable information that may be disclosed could include: student's name, date of birth, social security number, Medicaid ID, disability, IEP and evaluations, type of service(s), times and dates services were delivered, and progress notes.
2. Your child has a right to special education and related services at no cost to you. This means that, with regard to services required to provide a Free Appropriate Public Education (FAPE) to an eligible child under IDEA, the school district:

- May not require parents to sign up for, or enroll in, public benefits or insurance programs in order for their child to receive FAPE;
  - May not require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided, but may pay the cost that the parents otherwise would be required to pay;
  - May not use a child's benefits under a public benefits or insurance program if that use would:
    - a. Decrease available lifetime coverage or any other insured benefit;
    - b. Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;
    - c. Increase premiums or lead to the discontinuance of benefits or insurance; or
    - d. Risk loss of eligibility for home and community-based waivers, based on total health-related expenditures.
3. You may withdraw consent at any time. Once you have given consent for disclosure of confidential information about your child to the Department of Human Services, Division of Medical Services, Arkansas Medicaid, or Medicaid billing agencies, you have a legal right under the FERPA and IDEA regulations to withdraw that consent at any time.
  4. If you refuse consent or withdraw consent, the school district must still provide required services at no cost to you. If you refuse to provide consent for the disclosure of personally identifiable information for the purpose of billing Medicaid or if you give consent but then later withdraw consent, that does not relieve the school district of its responsibility to ensure that all required services under IDEA are provided at no cost to the parents.

## **V. Administration of Medication**

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the U.S. Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. See page 4 in Student Handbook—Administration of Medication by School Personnel for complete information. 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.

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 U.S. 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 prescription medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity and type 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 and type of the medication(s).

Medications, including those for self-medication, must be in the original container and be properly labeled with the student's name, the ordering health care 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 and any other pertinent instructions (such as special storage requirements) or warnings.

All students may be given OTC medications with written parent permission and medication is labeled with the student's name. Students with an individualized health plan (IHP) may be given OTC medications to the extent giving such medications are included in the student's IHP.

The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (Ritalin), amphetamine sulfate (Adderall), dextroamphetamine (Dexedrine), or closely related medications as determined by the school nurse or other ADHD medications prescribed by a physician. To help ensure their safe keeping, any such medications brought to the school nurse shall be stored in a double locked cabinet.

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 and 504 plans.

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

Students who have written permission from their parent or guardian and a licensed health care provider to self-administer either an asthma inhaler or auto-injectable epinephrine, or both and 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. Students are 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 an asthma inhaler or auto-injectable epinephrine, or both does not require him/her to have such on his/her person. The parent or guardian of a student who chooses to not carry an asthma inhaler or auto-injectable epinephrine, or both 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 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:

6. an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of Glucagon in emergency situations; and
7. a current, valid consent form on file from their parent or guardian.

The school shall not keep outdated medications or any medications past the end of the school year. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of in accordance with current law and regulations.

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

Legal References: 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

Cross References: 5.2—ENTRANCE REQUIREMENTS  
5.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Date Adopted: 9-28-76  
Revised: 11-19-85  
Revised: 2-28-89  
Re-codified: 8-28-03  
Revised: 5-26-05  
Revised: 6-22-06  
Revised: 6-28-07  
Revised: 6-28-12  
Revised: 6-27-13  
Revised: 5-26-16  
Revised: 5-24-18



## Policy 5.35: Student Health

The District promotes healthy schools by supporting wellness, good nutrition and physical activity as part of the total

learning environment. The District follows state and federal guidelines while supporting a healthy environment where children learn and participate in positive dietary and lifestyle practices as this optimizes student performance potential.

Legal References: A.C.A. §1220 § 730, U.S.C. § 204 (2004)  
Revised: 6-22-06



### **Policy 5.36: Student Illness/Accident**

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal, school nurse or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's nurse's office 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 seriously injured on an emergency basis, 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 in an emergency vehicle 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.

Students may return to school if fever (<100 degrees) and symptom free without medication for a period of 24 hours.

Students may return to school if they have no vomiting or diarrhea, without having antidiarrheal and antiemetic medication, for a period of 24 hours.

Date Adopted: 8/28/03  
Revised: 5-26-16  
Revised: 2-22-18



### **Policy 5.37: 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. The District encourages the involvement of hospitals and local emergency personnel in these drills. Students who ride school buses, including those students who only ride buses during field trips, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. The training will include a lockdown exercise with panic button alert system training. Students will be included in the drills to the extent that is developmentally appropriate 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. § 6-10-121  
A.C.A. § 6-15-1302  
ACT 484  
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  
Revised: 6-27-13  
Revised: 6-26-14



## **Policy 5.39: Parent-Teacher Conferences**

Teachers shall communicate personally with the parents or guardians of each student at least twice during the school year to discuss the student's academic progress unless the student has been placed in the custody of the Department of Human Services and the school has received a court order prohibiting parent or legal guardian participation in parent/teacher conferences. Teachers shall communicate more often with parents/guardians of students performing below the level expected for their grade.

All elementary teachers shall communicate with the parents or guardians of each student at least once a semester through a parent-teacher conference, telephone conference, or a home visit.

Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher. Conferences shall be scheduled at a time and place to best accommodate those participating in the conference. Each teacher shall document the participation or non-participation of parent(s)/legal guardians(s) for each scheduled conference.

Cross Reference: 5.10 – PROMOTION/RETENTION/ACCELERATION OF STUDENTS

Legal References: State Board of Education Standards of Accreditation 12.04.1, 12.04.2, and 12.04.3  
A.C.A. § 6-15-1702(b)(3)(B)(ii)

Date Adopted: 11-18-04

Revised: 6-28-18



## **Policy 5.40: Homeless Students**

The Fayetteville School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for homeless children and youth whose responsibilities shall include coordinating with the state educational liaison for homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.

Notwithstanding Policy 5.1, 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 5.1 or 5.2, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. It is the responsibility of the District's local educational liaison for homeless children and youth to carry out the dispute resolution process.

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

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

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

In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for



homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.

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

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

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

Each homeless child or youth shall be provided services comparable to services offered to other students in the school who are not homeless. These services include:

- a. Transportation
- b. Educational services for which the child or youth meets the eligibility criteria, such as provided under Title I of the Elementary and Secondary Education Act of 1965 or similar state or local programs, educational programs for children with disabilities, and educational programs for students with disabilities, and educational programs for student with limited proficiency in English;
- c. Programs in vocational education;
- d. Programs for gifted and talented student; and
- e. School meals Program.

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

Revised: 6-28-12



## **Policy 5.41: Smart Core Curriculum & Graduation Requirements for the Classes of 2019 & 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. 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. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 5.2—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 twenty-four (24) units. The additional required units may be taken from any electives offered by the District. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

### *Digital Learning Courses*

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

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

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

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

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

- 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 (1) unit of Biology; and either:

Two (2) units chosen from the following three categories (there are acceptable options listed by the ADE for each):

- Physical Science;
- Chemistry;
- Physics; or

One (1) unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

*Social Studies:* three (3) units

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

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

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

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

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

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

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

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the District and reflect state

curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

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

**CORE: Sixteen (16) units**

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

*Oral Communications:* one-half (½) unit

*Mathematics:* four (4) units

- Algebra or its equivalent\* - one (1) unit
- Geometry or its equivalent\* - one (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 (2) units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; or

One (1) 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.

*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.

Cross References:	5.10—STUDENT PROMOTION AND RETENTION
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
	ADE Rules Governing Distance and Digital Learning
	Smart Core Informed Consent Form 2018
	Smart Core Waiver Form 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:	11-18-04
Revised:	1-24-08
Revised:	6-23-11
Revised:	6-27-13
Revised:	8-23-18



### **Policy 5.41.1: 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. 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. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 5.2—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 two (2) units to graduate for a total of twenty-four (24) units. The additional required units may be taken from any electives offered by the District. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

### **Digital Learning Courses**

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

### **Personal and Family Finance**

In tenth (10th), eleventh (11th), or twelfth (12th) grade, all students shall receive credit in a course covering the Personal and Family Finance Standards.

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

*English:* four (4) units – 9 th, 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 (1) unit of Biology; and either:

Two (2) units chosen from the following three categories (there are acceptable options listed by the ADE for each):

- Physical Science;
- Chemistry;
- Physics; or
- One (1) unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

*Social Studies:* three (3) units

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

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

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

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

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

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

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

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

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

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

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

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

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

*Mathematics:* four (4) units

- Algebra or its equivalent\* - one (1) unit
- Geometry or its equivalent\* - one (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 (2) units of the four (4) unit requirement.

*Science: three (3) units*

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

Two (2) units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; or
- One (1) 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 (1/2) unit

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

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

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

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

*Fine Arts: one-half (½) unit*

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

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

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

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

Cross References:	5.10—STUDENT PROMOTION/RETENTION/ACCELERATION OF STUDENTS
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
	ADE Rules Governing Distance and Digital Learning
	Smart Core Informed Consent Form 2018
	Smart Core Waiver Form 2016
	Commissioner's Memo LS-18-082
	A.C.A. § 6-4-302
	A.C.A. § 6-16-149



## **Policy 5.42: Student Handbook**

The Fayetteville Public Schools shall prepare and maintain a Student Handbook which shall be approved by the Board of Education on an annual basis. The Student Handbook shall be updated as needed to reflect changes in law, the policies of the Board, and Arkansas Department of Education Rules Governing Standards for Accreditation. The Student Handbook shall contain a summary of the Parental Involvement Plan adopted by the Fayetteville Public Schools pursuant to Arkansas law.

Changes to the Student Handbook shall be provided to students and parents, either in the Student Handbook, or, if changes are made after the Student Handbook is printed, as an addendum to the Student Handbook.

Legal References: Act 1423  
Revised: 6-28-12  
Revised: 6-27-13  
Revised: 2-22-18



## **Policy 5.47: Bullying**

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.

### *Definition:*

"Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or 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 that causes or creates actual or reasonably foreseeable:

- Physical harm to a school employee or student or damage to the school employee's or student's property.
- Substantial interference with a student's education or with a school employee's role in education.
- A hostile educational environment for one (1) or more students or school employees due to the severity, persistence, or pervasiveness of the act.
- Substantial disruption of the orderly operation of the school or educational environment.

Students who bully another person shall be held accountable for their actions. Bullying is prohibited:

- on the school grounds,
- with school equipment,
- off school grounds at a school sponsored or approved function, activity, or event;
- going to or from school or a school activity;
- while being transported in school vehicles, on a school bus, or at a school bus stop,
- by an electronic act which results in the substantial disruption of the orderly operation of the school or educational environment. This section shall apply to an electronic act 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.

Students are encouraged to report behavior they consider to be bullying to their teacher, building principal or designee, including a single action that if allowed to continue would constitute bullying. 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 shall report the incident(s) to the principal or designee, including a single action that if allowed to continue would constitute bullying.

Any person or persons who file a complaint will not be subject to retaliation or reprisal in any form. Parents or legal guardians may submit written reports of incidents they feel constitute bullying to the principal or designee, or if allowed to continue would constitute bullying. The principal or designee shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

Bullying is a category III (Student Discipline Policy) infraction. Consequences include but are not limited to a) school requested parent/guardian conference, and b) 0-10 days suspension; and c) referral to pre-expulsion hearing committee with the possibility of expulsion for up to one calendar year.

Copies of this policy shall be available upon request.

\* 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.

Legal Reference: A.C.A. § 6-18-514  
Date Adopted: 9-25-03  
Date Revised: 6-28-07  
Date Revised: 5-26-11



## **Policy 5.49: Special Education**

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

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

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

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

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



## **Policy 5.50: Alternative Learning Environments**

The district shall have an alternative learning environment (ALE) which shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems.

The Superintendent or his/her designee shall appoint an Alternative Education Placement Team, which shall have the responsibility of determining student placement in the ALE. The team should consist of at least a school counselor, the ALE director or principal, a parent or legal guardian, and a regular classroom teacher.

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

- Disruptive behavior
- Drop out from school
- Personal or family problems or situations
- Recurring absenteeism
- Transition to or from residential programs
- Ongoing, persistent lack of attaining proficiency levels in literacy or mathematics.

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- Abuse: physical, mental, or sexual
- Frequent relocation of residency
- Homelessness
- Inadequate emotional support
- Mental/physical health problem
- Pregnancy
- Single Parenting

The teachers and administrator of the ALE shall determine exit criteria for students assigned to the district's ALE on which to base the student's return to the regular school program of instruction.

The District's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The ALE program shall be evaluated at least annually to determine its overall effectiveness.

Legal References: A.C.A. §6-20-2305(b)(2)  
A.C.A. § 6-48-101 et seq.  
ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds – 3.01, 4.00, and 8.0  
Date Adopted: 11-18-04  
Revised: 3-29-18



## **Policy 5.51: ALE Program Evaluation**

The ALE program shall be evaluated at least annually to determine its overall effectiveness.



## **Policy 5.52: 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 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.

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

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

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

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

If a foster child was enrolled in a District school immediately prior to completing his/her graduation requirements while detained in a juvenile detention facility or while committed to the Division of Youth Service 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:

2. 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.

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:

FAYETTEVILLE SCHOOL DISTRICT POLICIES

Legal References:

Date Adopted:

Revised:

5.1—RESIDENCE REQUIREMENTS

5.2—ENTRANCE REQUIREMENTS

5.9—SCHOOL CHOICE

5.7—ABSENCES

SECTION 5 - STUDENTS

A.C.A. § 6-18-233

A.C.A. § 9-28-113

9-22-11

12-14-17



## **Policy 5.53: 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 no 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.



## Policy 5.55: Grading

The Fayetteville School Board recognizes that a system for reporting pupil progress is a vital part of communication between the home and the school. An adequate progress reporting plan should assist students in recognizing their own potential and self-worth, provide parents with information about their children's growth and the school's total program, provide an accurate permanent record of student achievement and growth, and stimulate the school to engage in productive curriculum planning and execution.

Grades assigned to a student (letter-grades, percentages, symbols, numbers, etc.) shall reflect only the extent to which the student has achieved the expressed educational objectives of the course, grade-level, etc., as prescribed by Section V-B of the "Standards for Accreditation of Arkansas Public Schools" (1984).

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

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

Nothing in this policy is intended to prohibit or discourage a teacher from assigning and reporting a separate grade for a student's behavior, attendance, attitude, etc. However, such grades shall not become a part of the student's permanent record and shall not be used as a part of the record of student achievement, except as indicated above.

A public school student who has successfully completed the eighth grade shall be eligible to enroll in a publicly supported community college, four-year college, or university for elective credit. With prior approval from the administration, high school students are allowed to enroll in college courses for replacement credit, credit recovery, or grade improvement, and shall be entitled to receive appropriate academic credit in both the institution of higher education and the public school in which they are enrolled.

The following grade descriptors, letter grade, numbers, and percentage scale relationships will be applied in:

### *Grades K-4:*

- 4 = Exceeding
- 3 = Proficient
- 2 = Approaching Proficient
- 1 = Emerging

### *Grades 5-12:*

<i>Percent</i>	<i>Letter Grade</i>	<i>Descriptor</i>	<i>Quality Points: Regular, Honors, &amp; College Placement</i>
100%-90%	A	Excellent	4
89%-80%	B	Good	3
79%-70%	C	Marginally Satisfactory	2
69%-60%	D	Unsatisfactory	1
59%-	F	Failing	0

### Advanced Placement and International Baccalaureate Grading

Although Fayetteville School District is not a member of the International Baccalaureate (IB) Program, students transferring into the District from another Advanced Placement (AP) or IB program will be awarded credit as outlined by the Arkansas Department of Education.

Weighted Credit for designated AP and IB courses will be contingent upon the AP/IB teacher obtaining applicable training; the student taking the entire AP/IB course offered in a particular subject; the student completing the applicable test offered by the College Board for AP at the end of the AP course or the applicable test offered by IB at the time prescribed by IB. For students who transfer into FPS and who have credit for ADE Approved Honors Courses in their previous school as reflected on the incoming transcript, these students will receive the additional quality points (same as for AP and IB) for GPA purposes.

<i>Percent</i>	<i>Letter Grade</i>	<i>Descriptor</i>	<i>Quality Points Advanced Placement International Baccalaureate</i>
100%-90%	A	Excellent	5
89%-80%	B	Good	4
79%-70%	C	Marginally Satisfactory	3
69%-60%	D	Unsatisfactory	2
59%-	F	Failing	0

Legal Reference: A.C.A. §6-15-902  
A.C.A. §9-28-113(f)  
Standards for Accreditation 5-A.1  
Arkansas Department of Education Rules and Regulations Governing Uniform  
Grading Scales for Public Secondary Schools

Date Adopted: 6-19-89 Revised: 8-6-91 Revised: 6-29-93 Revised: 10-28-04  
Revised: 2-24-05 Revised: 2-28-08 Revised: 9-22-11 Revised: 6-28-12  
Revised: 10-26-17



## Policy 5.57: Homework

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

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

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

Adopted: 4-22-86  
Revised: 7-26-18



## Policy 5.58: Concurrent Credit

A ninth (9<sup>TH</sup>) through twelfth (12<sup>TH</sup>) grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education (ADE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for a three (3) semester hours college credit.

As permitted by the ADE Rules Governing Concurrent College and High School Credit, a student who takes a three (3)

semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics. Participation in the concurrent high school and college credit program must be documented by a written agreement between:

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

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

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

The District shall be responsible for the costs of at least the first six (6) concurrent credit hours taken by a student eligible to receive free or reduced price meals, so long as the concurrent credit courses are taught on the District's property by a teacher employed by the District. The District's responsibility for the costs of additional concurrent credit hours for such students shall be determined by administrative procedures based on budgetary considerations and student need. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Legal References: A.C.A. § 6-15-902(c)(2)  
A.C.A. § 6-16-1201 et seq.  
ADE Rules and Regulations: Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade  
FAYETTEVILLE SCHOOL DISTRICT POLICIES  
SECTION 5 - STUDENTS Page 2

Date Adopted: 2-24-05  
Revised: 6-27-13  
Revised: 1-25-18



## **Policy 5.61: Student Tuition**

1. Pupils may be accepted from another school district at the request of school officials provided a tuition agreement is executed with the resident district.
2. Pupils may not be given scholastic credit for any work completed until tuition accounts have been settled.

Date Adopted: 3-25-80  
Revised: 4-26-83



## **Policy 5.64: Graduation Requirements**

### **Graduation Requirements for 2018 and Beyond**

In addition to graduation requirements found below, the class of 2018 and beyond is required to take at least one (1) digital learning course for credit while in high school. 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.

Any student enrolled in Fayetteville School District may receive a diploma after completing the following requirements:

CORE DIPLOMA	SMART CORE DIPLOMA
<b>English – 4 units</b>	<b>English – 4 units</b>
<b>* (Math – 4 units-</b> Algebra I or its equivalent, Geometry or its equivalent, other math units must build on the base of algebra and geometry knowledge & skills	<b>**Math – 4 units –</b> Algebra I or 1st part & 2nd part Algebra I (Grades 7-8 or 8-9), Geometry or 1st & 2nd part Geometry (Grades 8-9 or 9-10), Algebra II, 4th math Choice of: ***Advanced Topics & Modeling in Mathematics, Algebra III, ***Calculus, Linear Systems & Statistics, ***Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics, or concurrent credit course beyond Algebra II
<b>Science – 3 units-</b> 1 unit of Biology, 1 unit chosen from a physical science, 1 elective science	<b>Science – 3 units –</b> 1 unit of Biology, 2 units chosen from Physical Science, Chemistry or Physics
<b>Social Studies – 3 units-</b> American History, World History and ½ unit of Civics/ ½ unit of Economics	<b>Social Studies – 3 units</b> American History, World History and ½ unit of Civics/½ unit of Economics
<b>Physical Education - ½ unit PE</b>	<b>Physical Education – ½ unit PE</b>
<b>Health – ½ unit</b>	<b>Health – ½ unit</b>
<b>Fine Arts – ½ unit</b> (art, music, fine arts drama)	<b>Fine Arts – ½ unit</b> (art, music, fine arts drama)
<b>Oral Communications – ½ unit</b>	<b>Oral Communications – ½ unit</b>
<b>Career Focus Area – 6 units</b>	<b>Career Focus Area – 6 units</b>
<b>Total – 22 Units</b>	<b>Total – 22 Units</b>

#### FPS Additional Requirements for Graduation

CAREER FOCUS ELECTIVE – 2 UNITS	CAREER FOCUS ELECTIVE – 2 UNITS
<b>Total – 24 Units</b>	<b>Total – 24 Units</b>

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

\*\*All students under Smart Core must take a math course in grade 11 or 12 and complete Alg. II.

\*\*\*These math courses are not offered at FPS at this time.

<b>FAYETTEVILLE HONORS GRADUATE 2016 AND BEYOND *SEE BELOW</b>
<b>English – 4 credits</b>
<b>Math – 4 credits –</b> Algebra I, Geometry, Algebra II, 4th math beyond Algebra II (5 credits for Distinguished Honors Graduate)
<b>Science – 3 credits.</b> 1 credit of Biology, 2 credits from Physical Science, Chemistry or Physics
<b>Social Studies – 3 credits</b> 1 credit of American History, 1 credit of World History and ½ credit of Civics/ ½ credit of Economics
<b>Physical Education – ½ credit PE</b>
<b>Health – ½ credit</b>
<b>Fine Arts – ½ credit</b> (art, music, fine arts drama)
<b>Oral Communications – ½ credit</b>

Career Focus Area – 8 credits (2 credits must be in same world language, 3 credits must be in same world language for Distinguished Honors Graduate)	-	-
Total – 24 Credits		

**\*Honors Graduate** - students must maintain a 3.5 GPA and meet the Honors Graduate Diploma requirements, with 10 credits completed from the qualifying courses listed below.

**\*High Honors Graduate** - students must maintain a 3.75 GPA, meet the Honors Graduate Diploma requirements, with 10 credits completed from the qualifying courses listed below.

**\*Distinguished Honors Graduate** - students must maintain a 4.0 GPA, by the end of the 7th semester, and meet the Honors Graduate requirements with 12 credits completed from the qualifying courses listed below. Students must also complete three (3) years of the same world language and five (5) credits of math.

#### Qualifying Courses for High/Distinguished Honors Graduates 2016 And Beyond

Math	English	Science	History	Other
Pre-AP Algebra I	Pre-AP English (9)	Pre-AP Physical Science (9)	AP U. S. History	Spanish III, IV, AP Spanish Language
Pre-AP Algebra II	Pre-AP English (10)	Pre-AP Biology	AP World History	French III, French, IV, AP French Language
Pre-AP Geometry	AP English Language/Composition	AP Biology	AP U. S. Government	German III, AP German Language
Algebra III	AP English Literature	AP Physics B	AP Comparative Politics	AP Studio Art
Pre-Calculus	English Composition I	AP Physics C	AP European History	AP Music Theory
AP Calculus AB	English Composition II	AP Environmental Science	AP Macroeconomics AP Microeconomics	A Cappella
AP Calculus BC		Pre-AP Chemistry	AP Psychology	
AP Statistics		AP Chemistry	AP Human Geography	
Concurrent Math				

Revised: 1/24/08  
Revised: 6-27-13

Revised: 8/25/11  
Revised: 6-26-14

Revised: 9-22-11



### Policy 5.67: Extracurricular Activities

The Fayetteville School District will offer curricular and extracurricular activities appropriate for a wide range of student interests and abilities. "Extracurricular activities" are defined as those activities, which take place

- in competition with students from other schools, or
- for an audience of non-school personnel, or
- for a purpose clearly unrelated to regular classroom activities.

Examples of extracurricular activities would include, but not be limited to, Odyssey of the Mind, math and foreign language competitions involving other schools, music performances and contests, interscholastic athletic contests, spirit squads,

vocational contest involving other schools, Student Council, school clubs not related to classroom activities.

Participation in such activities will be encouraged by the school district. However, the school district reserves the right to deny participation to any student under the guidelines established in the Procedures section, which follows.

## **Procedures**

### *Elementary Schools*

In general, all activities offered by the school will be open to all students. Eligibility to participate may be revoked, at the discretion of the principal, for any students whose general behavior does not meet acceptable standards.

### *Secondary Schools*

1. Those who do not meet the eligibility standards of the Arkansas Activities Association (in those activities governed by the AAA).
2. Those who do not meet the eligibility standards of the recognized agency governing any particular activity.
3. Those in grades 7-9 who did not meet the district's promotion standards, as described in Policy No. 5.10, during the previous school year.
4. Those whose general behavior does not meet acceptable standards as determined by the principal.
5. Those who do not meet approved guidelines established by the staff member in charge of a particular activity.

### *General Guidelines*

- All extracurricular activities should be considered an integral part of the school's total educational program and should be subject to the same evaluative procedures as those applied to curricular activities.
- Sixth graders will not be eligible for participation in 7th grade athletic activities.
- Seventh graders will be eligible for participation in all 8th grade athletic activities. A seventh grader may participate in an 8th grade sport only when special consideration is given to the physical and emotional maturity of the student and only after consultation among the athletic director, the student's principal, and the student's parents; the principal will have the final authority to declare the student eligible and will make "the good of the student" the chief criterion in making the decision.
- Ninth graders will be eligible to participate at the varsity level only if approved by sport head coach and athletic director.
- Extracurricular activities will be scheduled so that participant's absence from class is minimized.
- Interruptions of instructional time in the classroom are to be minimal.
- Practice sessions will not be scheduled on Thanksgiving Day, Christmas Day, New Year's Day, or Sundays. Saturday practices are discouraged.
- Practices will not be held on days school is dismissed for bad weather unless the practice is specifically approved by the principal or athletic director as appropriate.
- Interscholastic athletic activities will not be held on days school is dismissed for bad weather unless the activity is specifically approved by the athletic director's office on the recommendation of the principal and the director of transportation.
- Any overnight stay of a non-emergency nature must be approved in advance by the superintendent's or athletic director's office as appropriate. Overnight stays of emergency nature (due to bad weather, mechanical failure, etc.) may be scheduled at the discretion of the staff member in charge of the activity with approval of the principal's or athletic director's office as appropriate.



### *Non-instructional Activities*

Activities of a non-instructional nature (such as class parties, pep rallies, and assembly programs) will be held only after approval by the building principal. The frequency and duration of such activities will be limited so that interference with the regular instructional program is minimized.

Date Adopted:	6-23-87
Revised:	5-26-05
Revised:	5-22-14
Revised:	5-26-16
Revised:	3-29-18



## **Policy 5.78: Meal Charge Policy**

The Fayetteville Board of Education recognizes that 1) students need healthful school meals to stay focused during the school day regardless of their family's ability to pay for them or when they lack funds in their meal account at the time of service, and 2) the importance of maintaining the financial integrity of the Child Nutrition Department by receiving timely payment for meals served. This policy will outline expectations and procedures for minimizing unpaid meal charges, collecting delinquent meal charges (negative balances), minimizing identification of children with insufficient funds, and supporting the designation and offsetting of debt.

### **PROCEDURES**

#### *DEFINITIONS*

**7 CFR 245.5:** A code of federal regulations that outlines eligibility for federal child nutrition programs.

**Meal Charge:** A charge made by any student or staff participating in school meal programs that either does not have money in their meal account or in hand to cover the cost of a meal at the time of service.

**Negative Balance:** A balance in a meal account that is negative \$0.01 or more.

**Reimbursable Meal:** A meal that meets the federal meal pattern and is eligible for Federal reimbursement to the district. This does not include single meal components, extras, or a la carte items.

**Alternate Meal:** May be a reimbursable or non-reimbursable meal. A meal given to students who have no funds in hand or in their meal account to purchase a meal or a negative balance on a meal account.

**Meal Benefit Eligibility:** Eligible to receive free or reduced-priced meals, snacks, and/ or milk under 7 CFR 245 based on household income, qualification for other approved assistance programs, like the Supplemental Nutrition Assistance Program (SNAP), or "Other Source" categories, such as enrolled in Federal Head Start or state-funded pre-kindergarten; homeless; migrant, runaway; or foster child.

**Prior-year Eligibility:** A student's eligibility for receipt of benefits from the previous school year is carried into the current school year for up to 30 operating days, beginning on the first operating day of the assigned school. Prior year's eligibility remains in effect until a new eligibility determination is made or, if no determination is made, for up to thirty (30) operating days. After thirty (30) operating days, if no new determination is made, the student will return to full paying status.

**Delinquent Debt:** An unpaid meal charge considered to be collectable and efforts are made to do so.

**Abandoned Account:** A meal account that has not been used for at least one academic year and the student is classified as inactive in eSchool.

### **Communication**

1. In accordance with 7 CFR 245.5, each school year all parents or guardians of children in attendance at schools participating in a Federal school meal service program will be informed in writing of the availability of

reimbursable school meals and meal charge policy.

2. The meal charge policy will be provided to all district staff responsible for enforcing any aspect of the policy.
3. The district will send a general notification of prior year status expiration dates to all families to remind them of the optional opportunity to turn in applications for the new school year.
4. To maintain privacy, the district will make every attempt to address unpaid meal charges with adult members of the household using discrete letters, phone calls and other communication.

### **Ensuring Access to School Meals**

1. Paper applications are available and can be turned in at the school cafeteria or the Child Nutrition Department. An online meal application is available and is the quickest way to apply for meal benefits. Apply at [www.myschoolsapps.com](http://www.myschoolsapps.com).
2. The Child Nutrition Department is allowed 10 days to process a meal benefit application after it is received. Families are responsible for meal payments while an application is being processed and will be notified in writing of their eligibility determination.
3. Meal benefit applications are available in English and Spanish.
4. Application assistance is available at school or the Child Nutrition Department. The district will disclose individual household information on a "need to know" basis only to those involved in the application assistance process.
5. Meal benefit eligibility determination from another district will be accepted when a student transfers between districts to ensure there is no gap in meal benefits.
6. Families can add money to a student's account in person with cash or check in the school cafeteria or the Child Nutrition Department. An online payment system is available at [www.myschoolbucks.com](http://www.myschoolbucks.com). There is a convenience fee associated with each transaction. Families can set up Auto Draft and notification options to maintain sufficient funds in the account.

### **Managing Unpaid Meal Charges**

1. Payment of unpaid meal charges is the responsibility of the student's family, regardless of meal benefit eligibility. Families who have unpaid meal charges prior to being approved for free meals are responsible for remitting payment for charges accrued regardless of meal benefit eligibility.
2. To maintain privacy of children eligible for meal benefits and minimize unpaid charges, the district will prohibit the charging of a la carte or extra items by any child who has a negative balance. This applies even when students have cash in hand for a la carte/ extra purchases, but does not apply if they want to purchase a reimbursable meal.
3. Parents can set limits to the types of foods or on the amount that can be spent on the student's account. Call the school cafeteria or Child Nutrition Department to add a note to the account.
4. Repayment plans are available to help families manages unpaid meal charges. Please contact the District Business Office at (479) 444-3000.

### **Delinquent Debt**

1. Unpaid meal charges become delinquent debt at the point of service and remain delinquent as long as they are considered collectable and efforts are being made to do so.
2. The Child Nutrition Department will work proactively with administrators, staff and families throughout the school year to minimize and collect unpaid meal charges considered to be delinquent debt.
3. Negative balances may rollover to the next school year to allow time for families to pay charges and the district to collect payment for meals served. Families are responsible for paying off charges within a reasonable amount of time, regardless of meal benefit status. Repayment plans are available.

Meal accounts that belong to students who are inactive or not enrolled in Fayetteville Public Schools and unused for at least one academic year are considered abandoned meal accounts.

Date Adopted: 10-26-17



## **Policy 5.79: Free & Reduced Price Meals: Confidentiality and Online Procedures**

Children need healthy meals to learn. Fayetteville Public Schools offer healthy, nutritious meals every school day. Many children in the school district may qualify for free meals or for reduced priced meals based on household size and income criteria. Fayetteville Public Schools are committed to following the guidelines from the United States Department of Agriculture and the State of Arkansas in processing free and reduced price meal forms.

During the school enrollment process, parents will be notified of the procedures for how to apply, either online or via printed forms. The use of on-line meal applications and acceptance of electronic submissions requires the same level of compliance as the printed forms with regard to security issues surrounding student and parent confidentiality and data protection, the Family Educational Rights and Privacy Act (FERPA), and personally identifiable information (PII, such as social security numbers).

Additional security measures must be followed for online processing regarding scanned documents and data storage and disposal of original documents containing FERPA and PII data. The district shall submit to the State of Arkansas Child Nutrition Program procedures for "Security and Disposal Plan for Online Documents" which ensures maintenance of support documentation for distribution of federal and state funds. The district will also provide proof of our ability to provide a digital signature system in compliance with Level 2 Authenticity Security as required by the United State Department of Agriculture and National Institute of Standards and Technology.

In all free and reduced meal eligibility forms processing, the following procedures will be followed for both obtaining and releasing eligibility information.

### **Obtaining Eligibility Information**

A fundamental underpinning of the National School Lunch and School Breakfast Programs (Programs) is that in their implementation, there will be no physical segregation of, discrimination against, or overt identification of children who are eligible for the Program's benefits. While the requirements of the Programs are defined in much greater detail in federal statutes and pertinent Code of Federal Regulations, this policy is designed to help employees understand prohibitions on how the student information is obtained and/or released through the Programs. Employees with the greatest responsibility for implementing and monitoring the Programs will be provided the training necessary to become fully aware of their responsibilities.

The District is required to inform households with children enrolled in District schools of the availability of the Programs and of how the household may apply for Program benefits. However, the District and anyone employed by the district is strictly forbidden from requiring any household or student within a household from submitting an application to participate in the program. There are NO exceptions to this prohibition and it would apply, for example, to the offer of incentives for completed forms, or disincentives or negative consequences for failing to submit or complete an application.

In addition to potential federal criminal penalties that may be filed against a staff member who violates this prohibition, the employee shall be subject to discipline up to and including termination.

### **Releasing Eligibility Information**

As part of the district's participation in the National School Lunch Program and the School Breakfast Program, the district collects eligibility data from its students. Names of the children and eligibility status shall not be published, posted or announced in any manner. The data's confidentiality is very important and is governed by federal law. The district has made the determination to release student eligibility status or information as permitted by law. Federal law governs how eligibility data may be released and to whom. The district will take the following steps to ensure its confidentiality:

Some data may be released to government agencies or programs authorized by law to receive such data without parental consent, while other data may only be released after obtaining parental consent. In both instances, allowable information shall only be released on a need to know basis to individuals authorized to receive the data. The recipients shall sign an agreement with the district specifying the names or titles of the persons who may have access to the eligibility information. The agreement shall further specify the specific purpose(s) for which the data will be used and how the recipient(s) shall protect the data from further, unauthorized disclosures.

The Superintendent shall designate the staff member(s) responsible for making eligibility determinations. Release of eligibility information to other district staff shall be limited to as few individuals as possible who shall have a specific need to know such information to perform their job responsibilities. Principals, counselors, teachers, and administrators shall not have routine access to eligibility information or status.

Each staff person with access to individual eligibility information shall be notified of their personal liability for its unauthorized disclosure and shall receive appropriate training on the laws governing the restrictions of such information.

Legal References: Commissioner's Memos IA-05-018, FIN 09-041, IA 99-011, and FIN 13-018, and FIN-13-070  
ADE Eligibility Manual for School Meals Revised July 2008 2012  
7 CFR 210.1 – 210.31  
7 CFR 220.1 – 220.22  
7 CFR 245.5, 245.6, 245.8  
42 USC 1758(b)(6)  
Date Adopted: 6-27-13



## **Policy 5.80: Immunizations**

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 the Arkansas Department of Health (ADH) to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

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

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

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

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

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.

## 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 ADH.

## Temporary Admittance

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

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

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

## Exclusion from School

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

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

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

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

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

Legal References: A.C.A. § 6-18-702  
ADE Rules Governing Kindergarten Through 12th Grade Immunization Requirements In Arkansas Public Schools  
ADH Rules and Regulations Pertaining to Immunization Requirements

Date Adopted: 6-25-15



## **Policy 5.81: Suicide Prevention**

The Board of Directors of Fayetteville Public Schools recognizes that youth suicide is a serious health problem that represents a leading cause of death among young people. Because the emotional and physical health of all students is an integral component of the educational process, Fayetteville Public Schools plays a vital role in providing an educational environment that is sensitive to individual and societal factors placing youth at a greater risk for suicide.

To protect the health and well-being of all students, the administration of Fayetteville Public Schools shall enact administrative procedures to identify, assess the risk of, and respond to the warning signs and effects of suicidal or high risk behavior. These administrative procedures shall (a) address appropriate responses to the warning signs and effects of suicidal or high risk behavior both on and off school grounds, including behavior at school-sponsored functions and on school busses, (b) apply to the entire school community, including faculty, staff, students, parents, guardians and volunteers, and (c) acknowledge that the treatment of suicidal or high risk behavior often requires the intervention of licensed and credentialed professionals outside the school environment.

Date Adopted: 5-24-18



## **Policy 6.11: Parent, Family, and Community Engagement - District**

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

1. Involve parents, families, and the community in the development of the long range planning of the District;
2. Give the schools in the District the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the District enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the District's curriculum is aligned with the State's academic standards

and assessments and how parents, families, and the community can work with the District to improve students' academic achievement;

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

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

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

Legal References: 20 U.S.C. § 6318  
A.C.A. § 6-15-1702  
A.C.A. § 6-15-1703  
A.C.A. § 6-15-1704  
Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement

Date Adopted: 10-28-04  
Revised: 8-23-18



## **Policy 6.12: Parent, Family, and Community Engagement - School**

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

1. Involve parents, families, and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated engagement program where the engagement activities of the school enhance the



involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;

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

To help promote an understanding of each party's role in improving student learning, each school shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

Each school shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents and families of participating students, to inform parents and families of the school's participation in Title I, its requirements regarding parent, family, and community engagement, and the parents' right to be involved in the education of their child.

Each school shall, at least annually, involve parents, family and the community in reviewing the school's Title I program and parent, family and community engagement policy in order to help ensure their continued improvement.

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

Legal References: 20 U.S.C. § 6318  
A.C.A. § 6-15-1702  
A.C.A. § 6-15-1703  
A.C.A. § 6-15-1704  
Arkansas Department of Education Rules Governing Parental Involvement Plans and Family and Community Engagement

Date Adopted: 10-28-04  
Revised: 8-23-18



## Policy 6.14: Religion in the Schools

## **I. Statement of Philosophy**

The policy of the Fayetteville Board of Education shall be that no religious belief or non-belief should be promoted by the school district or its employees, and none shall be disparaged. Instead, the school district should encourage all students and staff members to appreciate individual religious freedoms and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background, or religious beliefs.

The Fayetteville School District recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural, and historical development of civilization.

## **II. Individual Religious Freedoms**

The right of a student or staff member to engage in prayer and other religious activities that are personal and voluntary is recognized as long as the conduct is not disruptive nor interferes with the educational process or the rights of others. Staff members' activities shall not be such as would indicate to students an endorsement of or support for religion by the school.

## **III. Religion in the Curriculum**

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about - and not of - religion be conducted in a factual, objective, and respectful manner.

Therefore, the practice of the Fayetteville School District shall be as follows

- A. The district supports the inclusion of religious literature, music, drama, and the arts in the curriculum and in school activities provided the material has achieved a cultural significance. The inclusion of the material must be intrinsic to the learning experience in the various fields of study and be presented objectively with the secular purpose of advancing the students' knowledge of society's cultural and religious heritage.
- B. The emphasis on religious themes in the arts, literature, and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenet or demean any religious belief.
- C. Student-initiated responses to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated as long as germane to the assignment. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.
- D. Religious speakers or groups using a religious text or promoting religion or disparaging religion will not be permitted to address assemblies or classes. Outside speakers and performance groups are to be informed of these guidelines. In case groups or individuals violate the provision of the policy, they shall not be allowed to address the students again.
- E. Religious practices such as prayer or proselytizing shall not be included in the curriculum.

## **IV. Observance of Religious Holidays**

The practice of the Fayetteville School District shall be as follows:

- A. The several holidays throughout the year which have a religious and a secular basis may be observed and taught in the public schools, but they may not be celebrated.
- B. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
- C. Music, art, literature, and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional

part of the cultural and religious heritage of the particular holiday. Any holiday programs should be devised to serve educational purposes. Special care should be taken to insure that programs make no students feel excluded or identified with a religion not their own. Student participation will be voluntary.

- D. The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of Native American religions, or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.
- E. The school district's calendar should be prepared so as to minimize conflicts with religious holidays. When possible, examinations and other major events will not be scheduled on such holidays. Teachers will provide students who miss school because of religious reasons an opportunity to make up school work.

## V. School Activities

In respect of the diverse religious beliefs in our community, school sponsored or endorsed invocations, benedictions, and other religious activities are specifically prohibited at school sponsored or endorsed activities such as athletic contests, dedications, and commencement ceremonies where students are present as observers or participants.

Approved: 11-16-81

Revised: 1-25-94

Revised: 2-22-94



### Policy 6.4: Volunteers

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

The District shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus.

Date Adopted: December 18, 2003



### Policy 6.5: Visitors to the Schools

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

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance.

Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

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



## Policy 6.7: Patron Complaint

The Board of Education recognizes the need to implement an orderly procedure for the early resolution of complaints by the public. The Board also believes that a complaint against an employee should be resolved at the lowest possible administrative level.

Patrons are encouraged to attempt to address the complaint with the employee involved first. Every attempt should be made by both parties to resolve their differences. It is an underlying premise of this policy that most issues can be resolved through direct communication by people of good will. Therefore, a personal meeting between both parties is the desired means of resolving issues.

A complaint may be submitted using the Patron Complaint form under the following conditions:

- The complaint was not resolved through a personal meeting.
- The complaint is of such a nature that serious personal conflict exists or may exist between parties and a personal meeting would be inappropriate.
- The complaint is of such a nature that it may involve legal action.

In the event of an extreme issue which would be defined as a clear violation of the law or a clear and serious danger to the safety of a student, the patron may directly contact the immediate supervisor by telephone or in writing. This circumvention of the normal process shall be known as the "severe clause."

Any patron who wishes to lodge a written complaint against an employee may do so by submitting a written and signed complaint to the employee's immediate supervisor. Unresolved oral complaints of a serious nature should be reduced to writing by the person receiving the complaint.

The complaint should include the following information:

- Date of complaint
- Date alleged problem occurred
- Name of complainant
- Identification of the specific problem, policy, or applicable law that is believed to have been violated
- Details of the alleged problem, including names, dates, specific actions taken by individuals, witnesses, etc.
- Actions taken to resolve the complaint prior to filing a written complaint. Include the specific dates and times you and the employee met in an attempt to resolve the complaint
- If a personal meeting was not held, please explain why it was inappropriate to meet personally to attempt a resolution

Patron Complaint Procedure Form is available in the Administration Building. E- mail is not an appropriate method for submitting a complaint.

**Step 1:** Patron meets with employee in an attempt to resolve the complaint. If the complaint is not resolved, a written complaint is filed.

**Step 2:** The building administrator or supervisor will immediately inform the employee that a complaint has been filed and provide him or her with a copy of the complaint. The building administrator and/or supervisor will attempt to schedule a meeting with all parties in an effort to resolve the matter.

**Step 3:** If the issue has not been resolved at Step 1, the building administrator or supervisor will provide a resolution to the complaint. He or she will reply to both parties in writing within seven (7) working days of the complaint, stating the status or resolution of the complaint.

**Step 4:** If the written response to the complaint fails to resolve the problem between the parties, either party may appeal the complaint to the next administrative level as defined by the District's organizational chart until reaching the superintendent of schools. Each administrative level will follow the same guidelines of investigation, timeline, and written report requirements. The District will strictly comply with all policies and laws if action against any employee is warranted.

The superintendent will make extraordinary efforts to protect the rights, privileges and reputation of all employees and students concerned.

#### **Patron or Complainant**

If the response given under the final step in this policy is unsatisfactory, the complainant may submit the original complaint and the responses received from the various administrative levels and request a review by the School Board.

The Board may review the complaint and the responses in accordance with the Arkansas Freedom of Information Act and respond to the complaint, in writing, within thirty (30) calendar days from the receipt of the complaint.

#### **Employee**

An employee may appeal any disciplinary action taken against the employee by the school district as a result of the complaint including, but not limited to, warnings, reprimands, reassignments, transfers, and probation under the provisions of personnel and school policy.

No employee shall be adversely evaluation based on a parent or student complaint that has not been substantiated.

Date Adopted:	December 18, 2003
Last Revised:	April 23, 2015

## Fayetteville Public Schools Dress Code

Items	Description
<b>Loungewear</b>	<ul style="list-style-type: none"> <li>House shoes/slippers are prohibited.</li> </ul>
<b>Pants</b>	<ul style="list-style-type: none"> <li>Sagging is not allowed at all. (specified in Arkansas law, Act 835)</li> <li>Clothing with holes, rips, or tears above mid-thigh length is not permitted. Clothing with holes should not reveal inappropriate skin or expose undergarments.</li> </ul>
<b>Shirts</b>	<ul style="list-style-type: none"> <li>Students are prohibited from wearing, while on the school ground, during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female (State Law 835 of 2011)</li> <li>Shirts must meet 3 fingertip shoulder coverage rule</li> <li><b>Prohibited Shirts:</b> <ul style="list-style-type: none"> <li>Spaghetti straps</li> <li>Halter tops</li> <li>Mesh tops, sheer blouses and see through shirts (acceptable with under garment coverage that meets dress code)</li> <li>Muscle shirts</li> <li>Low cut armholes</li> <li></li> </ul> </li> <li><b>Rules for Body Exposure</b> <ul style="list-style-type: none"> <li>No cleavage (specified in Arkansas law, Act 835)</li> <li>No revealing midriff (even when arms are raised)</li> <li>No shirts worn with bare shoulder exposed</li> <li>Back must be covered (no backbone exposed)</li> </ul> </li> </ul>
<b>Shorts, Skirts, and Dresses</b>	<ul style="list-style-type: none"> <li>Shorts, skirts, or dresses are to be modest in length, appearance and fit.</li> </ul>
<b>School uniforms</b>	<ul style="list-style-type: none"> <li>Must meet dress code except during designated school performances.</li> </ul>
<b>Offensive clothing</b>	<p>No clothing, hats, backpacks or jewelry:</p> <ul style="list-style-type: none"> <li>that advertise or depict alcohol, drugs, tobacco or tobacco products, violence, hate themes, racial/gender degradation, sexually explicit or suggestive wording or pictures, gang affiliation, gang related tattoos, or gang monikers, subject matter/groups that promote illegal activities, or clothing likely to cause a disruption within the school environment.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>Hats are not allowed in the building (Elementary, Middle and Jr. High) (Except school designated days)</li> <li>No long belts, spiked accessories, sunglasses, bandanas, or chains</li> <li>No tattoos displaying defamatory writing, racist, obscene language or symbols, or symbols of drugs, sex, marijuana, or alcohol</li> <li>No bare feet in the interest of safety and hygiene. (Health Code violation)</li> <li>No costumes or hoodies with hood up (Except High School)</li> <li>No shoes with rollers (heelys).</li> </ul>
<b>Violations</b>	<p><b>*Students may not return to class until clothing is appropriate.</b></p> <p><b>*Repeated offenses will result in further and more punitive disciplinary action.</b></p> <p><b>*Administrators have the right to assess fads and determine if they are appropriate attire.</b></p>

The district's dress code is established to teach grooming and hygiene, prevent disruptions, and minimize safety hazards. It is the campus administrator's or designee's responsibility to ensure that enforcement of this policy is done so in a consistent manner with respect to community standards and age appropriateness. While it is inevitable that there will be differences of opinion regarding the appropriateness of a student's attire, the final decision lies with the building administrator.

Arkansas State Board of Health    Arkansas Department of Health  
**RULES AND REGULATIONS PERTAINING TO IMMUNIZATION REQUIREMENTS**

Promulgated Under the Authority of  
Ark. Code Ann. §§ 20-7-109, 6-18-702, 6-60-501, and 20-78-206.  
Effective September 1, 2014

**KINDERGARTEN THROUGH 12<sup>TH</sup> GRADE IMMUNIZATION REQUIREMENTS**

Vaccine	<i>Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTaP/ Tdap)</i>	<i>Polio (OPV – Oral or IPV - Inactivated)</i>	<i>MMR**** * (Measles, Mumps, and</i>	<i>Hep A</i>	<i>Hep B</i>	<i>Varicella</i>	<i>Meningococcal</i>
Grad							
Kindergarten	4 doses (with 1 dose on or after 4 <sup>th</sup> birthday)	3 doses (with 1 dose on or after 4 <sup>th</sup> birthday and a minimum of 6 months between the 2 <sup>nd</sup> and 3 <sup>rd</sup> dose) or doses with 1 dose on or after the 4 <sup>th</sup> birthday and a minimum interval of 6 months between the 3 <sup>rd</sup> and 4 <sup>th</sup> dose.	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1)	1 dose on or after 1 <sup>st</sup> birthday	3 doses	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1) OR ***** A medical professional history of disease may be accepted in lieu of receiving vaccine	None
Grades 1 – 12	4 doses (with 1 dose on or after 4 <sup>th</sup> birthday) AND 1 dose of Tdap at age 11 (as of Sept. 1 of each year) and older or 3 doses for persons 7 years of age or older who are not fully vaccinated (including persons who cannot document prior vaccination)	3 doses (with 1 dose on or after 4 <sup>th</sup> birthday with a minimum interval of 6 months between the 2 <sup>nd</sup> dose and 3 <sup>rd</sup> dose) or doses with 1 dose on or after 4 <sup>th</sup> birthday and a minimum interval of 6 months between the 3 <sup>rd</sup> and 4 <sup>th</sup> dose.	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1)	1 dose on or after 1 <sup>st</sup> birthday	2** or 3*** doses (11-15 year olds could be on a 2- dose schedule)	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1) OR ***** A medical professional history of disease may be accepted in lieu of receiving vaccine	Second dose at age 16 years (as of Sept. 1 of each year) with a minimum interval of 8 weeks since dose 1 OR 1 dose if not vaccinated prior to age 16 years (if 1 <sup>st</sup> dose is administered at age 16 years or older, no 2 <sup>nd</sup> dose is required)
Grade 7	4 doses (with dose 1 on or after 4 <sup>th</sup> birthday) AND 1 dose of Tdap **** or 3 doses ***** for persons 7 years of age or older who are not fully immunized (including persons who cannot document prior vaccination)	3 doses (with 1 dose on or after 4 <sup>th</sup> birthday with a minimum interval of 6 months between the 2 <sup>nd</sup> dose and 3 <sup>rd</sup> dose) or doses with 1 dose on or after 4 <sup>th</sup> birthday and a minimum interval of 6 months between the 3 <sup>rd</sup> and 4 <sup>th</sup> dose	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1)		2** or 3*** doses (11-15 year olds could be on a 2- dose schedule)	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1) OR ***** A medical professional history of disease may be accepted in lieu of receiving vaccine	1 dose

\*Doses of vaccine required for school entry may be less than the number of doses required for age-appropriate immunization.

\*\*An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

\*\*\* 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be

administered before the child is 24 weeks (168 days) of age. (All 3rd doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

\*\*\*\* Tdap vaccine can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

\*\*\*\*\* Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.



\*\*\*\*\*A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). No self or parental history of disease will be accepted.

\*\*\*\*\* For unvaccinated persons 7 years of age and older (including persons who cannot document prior vaccination), the primary series is 3 doses. The first two doses should be separated by at least 4 weeks, and the third dose at least 6 months after the second. One of these doses (preferably the first) should be administered as Tdap and the remaining two doses administered as Td..

Vaccine doses administered up to 4 days before the minimum interval or minimum age can be counted as valid for doses already administered. Exception: The minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.