

SEARCY HIGH SCHOOL

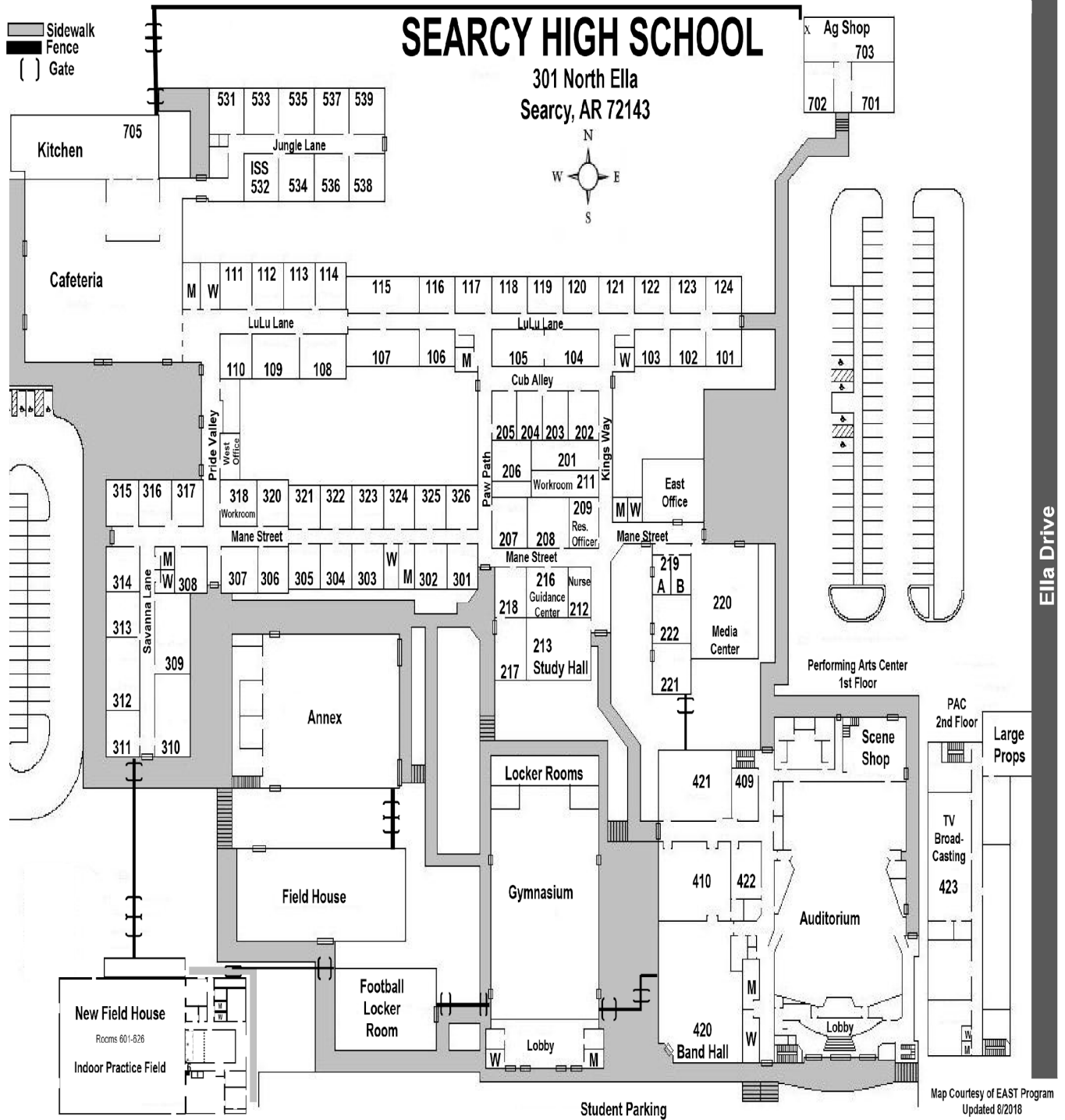
MISSION STATEMENT

Because education is a life-long process of paramount importance to the well-being of the individual and the democratic way of life, it is necessary for students to develop positive work habits, adaptability, understanding, and the ability to live and work in a diverse, technological society.

OBJECTIVES

The school offers a complete and flexible curriculum providing equal opportunities for all; making provisions for individual differences, and preparing students to become contributing members of society and community, regardless of their chosen field of work. The following have been established as our objectives:

1. To provide an atmosphere, which enhances development of students' talents, abilities, needs, interests, positive self-esteem, and physical and mental health, including stress management.
2. To encourage students to test, investigate, and analyze new ideas by using critical thinking skills so that they may derive valid conclusions.
3. To enable students, through cooperation and participation in school experiences, to assume their responsibilities as family members, consumers, and members of a national society.
4. To present a program of varied extra-curricular activities designed to enhance students' use of leisure time and to develop an appreciation for literature, art, music, and sports.
5. To encourage responsible attitudes and behaviors and endeavor to instill a sense of values and worthwhile ideals.
6. To instill within students a respect for law and order and an appreciation of America's multicultural heritage.
7. To provide opportunities for students to obtain the necessary academics and technology needed for their careers.
8. To emphasize communication opportunities between parents and the school staff for the benefit of the students.



Searcy School District 2023-2024 SCHOOL

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| TBD | TBD | New Employee Orientation |
| Monday-Friday | August 7-11 | District Professional Development |
| Monday | August 14 | First Day of School |
| Monday | September 4 | Labor Day Holiday |
| Thursday | September 14 | Progress Reports |
| Friday | October 13 | <u>End of First Quarter—44 Days</u> |
| Tuesday | October 17 | P/T Conferences—Grades 7-12 (3:40—7:30 P.M.)-Report Cards |
| Thursday | October 19 | P/T Conferences—Grades K-6 (3:40—7:30 P.M.)-Report Cards |
| Friday | October 20 | CTM – No School |
| Thursday | November 16 | Progress Reports |
| Monday – Friday | November 20-24 | Thanksgiving Holiday |
| Friday | December 22 | <u>End of Second Quarter—44 Days</u> |
| Monday-Friday | December 25 – January 5 | Christmas Holiday |
| Monday | January 8 | CTM – No School |
| Tuesday | January 9 | First Day of Second Semester |
| Thursday | January 11 | Report Cards |
| Monday | January 15 | MLK Day / Make Up Day #1 |
| Tuesday | February 13 | P/T Conferences—Grades K-6 (3:40—7:30 P.M.)-Progress Reports |
| Thursday | February 15 | P/T Conferences—Grades 7-12 (3:40—7:30 P.M.)-Progress Reports |
| Friday | February 16 | CTM – No School |
| Monday | February 19 | President's Day / Make Up Day #2 |
| Thursday | March 14 | <u>End Third Quarter—45 Days</u> |
| Monday-Friday | March 18-22 | Spring Break |
| Thursday | March 28 | Report Cards |
| Monday | April 8 | No School |
| Thursday | April 24 | Progress Reports |
| Friday | May 24 | <u>End of Fourth Quarter—45 Days – Last Day of School</u> |
| Monday | May 27 | Memorial Day |
| Tuesday | May 28 | Make Up Day #3 |
| Wednesday | May 29 | Make Up Day #4 |
| Thursday | May 30 | Make Up Day #5 |

* There are five (5) make up days built into this calendar for inclement weather or some other exceptional or emergency circumstance. If make up days are required due to inclement weather or some other exceptional or emergency circumstance, the days will be added to the end of the school calendar (weekdays only). *A.C.A. § 6-10-106, A.C.A. § 6-10-127

| | | |
|-------------------------|---------|--------------------------------------|
| 1 st Quarter | 44 days | 178 Student/Teacher Instruction Days |
| 2 nd Quarter | 44 days | 11 Teacher Contracted/PD Days |
| 3 rd Quarter | 45 days | 2 Parent/Teacher Conference Days |
| 4 th Quarter | 45 days | |
| Student days | 178 | 191 Teacher Contract Days |

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|---|----------|
| Teacher Contracted/CTM Days—60 hours | |
| 3 Professional Growth Plan Days Prior to August 7 | 18 hours |
| 3 District PD Days August 7 – 9 | 18 hours |
| 4 CTM Days August 9-10, October 20, January 8 | 24 hours |

2023-2024 Board Holidays
Independence Day—July 4
Labor Day—September 4
Thanksgiving—November 23-24

Christmas—December 25-26
New Year's—December 29, January 1
Memorial Day—May 27

Board Approved 3-15-23



FOREWORD

On behalf of the faculty and administration, we extend a cordial welcome to you as a member of the student body of Searcy High School. We sincerely hope that your years at SHS prove to be an enjoyable educational experience.

We urge you to enter into the life of the school with interest and enthusiasm. Your course of study should be planned so that you will be able to participate in a number of school activities. However, classroom work is the foundation upon which the school is built, and should occupy the major part of your time and interest.

The office personnel of the administrative offices are willing to help students get the most from their schoolwork. Any time a student feels that he/she needs help of any kind please let it be known. There may not always be agreement, but an attempt will be made to help the student in reaching a solution to his/her problem. The sole purpose of the school personnel is to help the student, the teacher, and the parent. If you feel that you need to see an administrator, do not hesitate to call or come by.

The Administration and the Board of Education have prepared this handbook in an attempt to help students and parents become familiar with the policies, regulations, requirements, activities, and traditions of Searcy High School. This handbook can help you enjoy the school more fully and the opportunity it affords.

David Landers
Principal

Assistant Principals:
Megan Churchwell
Chris Eubanks
Clay McCammon

Searcy School District Parental Involvement Plan 2022-2023

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

Family involvement in a child's education has the most important influence on a child's success and achievement at school and beyond.

A child's education is a responsibility shared by school and family.

Families and schools must work as knowledgeable partners.

I. Program Components

To support the belief of the Searcy School District, the schools' parents, alumni, and community must work as knowledgeable partners. The Parental Involvement Plan will include, but not be limited to, the following components of a successful parental involvement program.

Schools will provide the following opportunities to involve parents, alumni, and community.

1. Development of a Parent, Alumni, and Community Involvement Committee

- a. A Parent, Alumni and Community Involvement Committee will be formed to work in collaboration with the school to establish or review a Parental Involvement Plan.

- b. The Parental Involvement Plan will be published in the local newspaper, in the student handbook, and posted on the school website.

2. Volunteer Plan

- a. The school will survey parents regarding their abilities and interests as volunteers.
- b. An orientation will be held to inform volunteers about the school.
- c. The school will provide a volunteer resource book for teachers listing the interests and availability of volunteers.

3. Activities and Events (includes but not limited to)

- Family Literacy and Math Nights
- Open Houses
- Fine Arts Events
- Athletic Events
- Student Showcase Events
- Four Year Plan Seminar
- Annual Report to the Public

4. Resource Materials

- Parenting books, pamphlets, handouts, and DVDs
- Student handbooks
- School website
- Community resources
- Internet resources
- School newsletters

5. Recognition of Parents

- Volunteer receptions, banquets, etc.
- Recognition for certain number of hours of service

II. Information for Families

1. A Parent Involvement Coordinator for Searcy School District will be identified
2. The student handbook and school/district calendar will be made available to each student's parents
3. Contact information for parents about each school will be provided, e.g., facilitators, volunteers, school personnel
4. Responsibility of the parents, teachers, and staff
5. List of ways parents may be involved at school
6. Resources for families in crisis

III. Parent Center

There is a parent center located on each campus. Each school will provide parents with a list of resources available.

IV. School Policies

1. School policies/procedures do not discourage a parent from visiting the school. Each school will develop guidelines and procedures for parent visitation, student check-out, and pick-up procedures.
2. Staff development requirements will include a minimum of two hours for teachers and three hours for administrators in effective parent/involvement strategies.

V. Parent Facilitator

Each school will designate one certified staff member as the Parent Facilitator to promote and encourage a welcoming atmosphere for parental involvement and to ensure that parental participation is recognized as an asset to the school.

The Parent Facilitator's name and contact information will be provided.

STUDENTS

4.1—RESIDENCE REQUIREMENTS

Definitions

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

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

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

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

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

parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

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

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district whose parents move the student into another district or who is placed under the

legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in the employee's 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 co-op 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.

4.2—ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

Students may enter kindergarten if they attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, will become five (5) years old during the year in which he/she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District. Any student who was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country, becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody, will become five (5) years of age during the year in which he or she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon a written request to the District.

Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed a state-accredited kindergarten program shall be evaluated by the district and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child's parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten.

Any child may enter first grade in a District school if the child attains the age of six (6) years during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.

Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become age six (6) years during the school year in which he/she is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in

their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

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

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - a. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
 - b. United States military identification; or
 - c. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:

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

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

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

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

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

- c. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

“Eligible child” means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement;
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

"Traditional member of the National Guard or federal reserves" means an active member of the Selected Reserve subject to mobilization and deployment for which he or she attends monthly and annual training periods.

“Transition” means the:

- Formal and physical process of transitioning from public school to public school; or
- Period of time in which a student moves from a sending district to a receiving district.
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“Uniformed services” means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

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

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. Enter the District's school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;

5. Be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. Be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

Following the receipt of advanced notice of the enrollment of an eligible student from a military family, the District shall treat the notice as a provisional enrollment and provide the student with materials regarding:

- a. Academic courses;
- b. Electives;
- c. Sports; and
- d. Other relevant information regarding the public school.

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

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

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

International Exchange Students

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

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

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

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

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.⁶

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

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

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

The District shall provide English-language services to international exchange students as necessary.⁸

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6—HOMESCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

4.4—STUDENT TRANSFERS

Transfer applications received by the District shall be placed on the Board's next meeting agenda.¹ At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:

- All transfer applications received since the last meeting; and
- The superintendent's recommendation concerning each transfer application.

Each transfer application shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to

a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board.

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

If the superintendent intends to recommend the Board deny the transfer application, the superintendent shall provide a written explanation of the reasons for the recommendation to the Board and the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student who submitted a transfer application that was rejected may appeal the decision of the Board to the State Board of Education.

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

Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from homeschool will be placed in accordance with Policy 4.6—HOME SCHOOLING.

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.

Except as otherwise required or permitted by law the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

4.5—SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan¹ that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE).² As a result of the desegregation order/desegregation plan¹, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically

contiguous school districts of its exemption.³ The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.⁴

Definition

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

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.⁵

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.⁶

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to this District and the student's resident district. Except for students who are transferring under Uniformed Service Member Dependent School Choice, the transfer application must be postmarked, emailed, or hand delivered between January 1 and May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who are transferring under Uniformed Service Member Dependent School Choice, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.⁷

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

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

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

Rejected Applications

The District may reject an application for a transfer into the District under Standard School Choice due to a lack of capacity. However, the decision to accept or reject an application may not be based on the student's previous academic achievement, athletic or other extracurricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.⁸

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

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

Transfers Out of the District

All Standard School Choice applications for transfers out of the District shall be granted.

Facilities Distress School Choice Applications

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

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

Opportunity School Choice

Transfers Into or Within the District¹⁴⁹

For the purposes of this section of the policy, a “lack of capacity”¹⁴⁰ is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity¹⁴⁰ at the District’s school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student’s assigned school to another school in the District¹⁴⁹ or from the student’s resident district into the District if:

- Either:
 - o The student’s resident district has been classified by the state board as in need of Level 5 — intensive support; or
 - o The student’s assigned school has a rating of "F"; and
- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student’s parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student’s request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.

Except for students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student’s resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen (15) days from receipt of the student’s application. The notification shall be sent via First-Class Mail to the address on the application.

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection.¹²¹ Unless the student’s application was rejected due to the application not being timely received by both the resident and nonresident districts, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District’s decision to deny the application to the State

Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, a student's transfer under Opportunity School choice is effective at the beginning of the next school year and the student's enrollment is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

The District may, but is not obligated to provide transportation to and from the transferring district.¹³²

Transfers out of, or within, the District¹³⁹

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

1. A school district that has not been classified by the State Board as in need of Level 5 Intensive Support; or
2. If there is more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school within the District that is nearest to the student's legal residence that does not have a rating of "F"; or
3. If there is not more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school that does not have a rating of "F" within a School district that has not been classified by the State Board as in need of Level 5 Intensive Support.

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.¹⁴³

Uniformed Service Member Dependent School Choice

"Uniformed service member" means an active or reserve component member of the:

- United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
- National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
- United States Commissioned Corps of the Public Health Service.

"Uniformed service veteran" means a former uniformed service member who has been discharged under conditions other than dishonorable.

A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice if the student is a dependent of a:

- Uniformed service member in full-time active-duty status;
- Surviving spouse of a uniformed service member;

- Reserve component uniformed service member during the period six (6) months before until six (6) months after a Title 10, Title 32, or state active duty mobilization and service; or
- Uniformed service veteran who is returning to civilian status at the conclusion of the uniformed service veteran's active duty status.

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's nonresident district and resident district. The application shall be accompanied by:

- a. A copy of the identification card of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis that qualifies the student under this section; and
- b. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

The application deadline required under Standard School Choice and Opportunity School Choice shall not apply to uniformed service member dependents.

The superintendent of the nonresident district shall notify the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student in writing whether the student's application has been accepted or rejected within fifteen (15) days of the nonresident district's receipt of the application. A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the nonresident district's written notification of an acceptance.

A student shall be permitted only one (1) school transfer per academic year.

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to a student shall be responsible for transportation of the student.

Unsafe School Choice Program

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

4.6—HOMESCHOOLING

Enrollment in Home School

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

1. At the beginning of each school year, but no later than August 15;
2. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

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

- In person.

The notice shall include:

- 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 homeschool; 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.

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

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

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property .

Enrollment or Re-Enrollment in Public School

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

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

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

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

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

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

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

4.7—ABSENCES

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

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

Absences for students enrolled in synchronous digital courses shall be determined in the same manner as for District students attending courses in person.

Students who miss 10 minutes of class will be counted absent from that class.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student's parent/guardian calls the principal's office on the day of an absence to report the absence and the reason for the absence or sends a written note or a doctor's written statement to the principal's office when the child returns to school.

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such

absences is of a chronic or recurring nature, is medically documented, and approved by the principal.

2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with **prior approval** of the principal;
7. Participation in an FFA, FCS, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
 - Labor, delivery, and recovery;
 - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
 - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
 - A legal appointment related to pregnancy or parenting, including without limitation:
 - Adoption;
 - Custody; and
 - Visitation;
 - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
 - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.⁶

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.⁵⁷

Up to one (1) time during each scheduled election, a student shall not be considered absent from school for the time the student accompanies the student's parent when the parent is exercising the parent's right to vote in a scheduled election.

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

- a. Bring a written statement to the principal or designee upon the student's return to school from the student's parent, legal guardian, or treating physician stating the reason for the student's absence;
- b. If the student is attending the District's courses digitally, upload a written statement from the student's parent, legal guardian, or treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee; or
- c. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program.

A written statement presented or uploaded for an absence having occurred more than five (5) school days prior to its presentation or upload will not be accepted.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with (*insert number*)⁶⁸ unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has (*insert number equal to 1/2 above number*)⁶⁸ unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified⁷⁹. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds (*same number as in the first paragraph of this section*)⁶⁸ unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.⁸¹⁰

Students who attend in-school suspension shall not be counted absent for those days.⁹¹¹

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.⁹¹¹

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

4.7.1—ADDITIONAL RULES CONCERNING ABSENCES

Students must obtain a readmit slip if their parents did not notify the school on the day of their absence or if the absence is unexcused, unresolved, or as the result of a suspension. **Readmit slips must be obtained prior to 8:00 a.m.** Students who are late to class because they are receiving a readmit slip will be counted tardy.

Students receiving more than three (3) unexcused absences for any one period during the day will be subjected to disciplinary measures ranging from D-hall to Saturday school.

Half Day Absence

Students who are absent from school more than $\frac{1}{2}$ of the school day ($3\frac{1}{2}$ periods) will not be permitted to participate in any school activity that same night without special permission from the Principal's office.

Check-In

Students who arrive late to their first class (whichever that might be) must check in with the office. This includes students who return from doctor, dentist, court appointments, etc. Students not checking in will be subjected to disciplinary action.

Check-Out

Students may leave campus only after checking out through the office. The office must speak with a parent by phone or in person before a student is granted permission to leave. (Extenuating circumstances may warrant a Principal to grant the leave.) Students who fail to check out of school properly are considered truant.

Homebound

In case of prolonged absence due to illness, injury, or other emergencies deemed acceptable, the school may provide an alternative or homebound program. Students in an alternative or homebound program will be considered in attendance. In order to be considered for either program, the following criteria must be met:

- A request from the parent or guardian in writing that includes why special status should be granted;
- A statement by the attending physician as to the student's diagnosis, reason for confinement, and approximate length of time such services will be needed (criteria is at the principal's discretion);
- Approval by the principal or assistant principal.

College Leave

Seniors are allowed two (2) college days for the year. Juniors are allowed one (1) college days for the year. These days are to be used for visiting prospective colleges and universities. Requests for college leaves are to be done two (2) days before using college leave. Request forms are to be picked up in the assistant principal's office. A letter from the college or university, signed by the school official and stating that the student made the visit is required if college leave is to be granted. The letter is to be submitted to the assistant principal on the day the student returns to school. Failure to provide this documentation will result in an unexcused absence or truancy. College leave will apply towards the number of accumulated absences that may constitute a basis for denial of credit.

Secondary Student Personal Leave

Students in grades 7-12 will be granted a maximum of three (3) days personal leave per year if they meet the following criteria:

- No more than five (5) excused absences in the previous semester;

- No more than three (3) excused absences in the current semester;
- No trancies or unexcused absences for the previous or current semester;
- Grade point average of 2.0 or better based on the most recent semester grades recorded;
- Citizenship grade of 1 or 2.

A request for personal leave is to be done two (2) days prior to day of absence and may not be taken during nine weeks tests, semester exams, or state tests. Request forms are to be picked up in the assistant principal's office. The student will be responsible for notifying his or her teacher. If this is not done, the make-up work will not be counted.

Make up of assignments will be as follows:

- Assignments due on the leave days must be done before the absence or turned in upon the day of return.
- Tests previously scheduled may be given on a prearranged day or the teacher may opt to let the student miss the test and receive no points for or against his or her record.
- If a student fails to do the required work, he or she will receive zeros for the missed days.

Personal leave will apply towards the number of accumulated absences that may constitute a basis for denial of credit and semester test exemption.

4.8—MAKE-UP WORK

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

1. Students (or parents of K-3 students) are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District's programs, measures, or alternative means and methods to continue student engagement and access to education during the student's period of suspension or expulsion:⁶

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

4.57—IMMUNIZATIONS.

In addition to the make-up work process above, at the conclusion of a pregnancy-related or parenting-related period of absence, a student may choose from various options to make up missed work, including without limitation:

- a. Retaking a semester at the District school where the student is enrolled;
- b. Participating in an online course credit recovery program;
- c. Being granted six (6) weeks to continue at the same pace and finish the semester at a later date, provided that the student may:
 - Complete the student's coursework within the current school year; or
 - Attend previously scheduled summer school classes made available by the District Where the student is enrolled; and
- d. Receiving home-based instruction services.

4.9 –TARDIES

Promptness is an important character trait that District staff are encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

Students are given adequate time for passing between classes; therefore, students are not to be tardy to class. Students who are late to class take valuable time from the teachers and other students. When a student receives his/her 3rd and 5th tardy, he/she will be required to report to the detention hall. When a student receives his/her 5th tardy, that student's parents will be required to have a phone conference with administration. The 7th tardy will result in one Saturday School or two days of ISS. When a student receives his/her 7th tardy, that student's parents will be required to have an in person conference with administration. The ninth tardy will result in two Saturday Schools or four days of ISS. For each additional three tardies, two Saturday Schools or four days of ISS will be assigned. Tardies are tabulated as the total tardies per class per semester. Tardies will start over each semester.

4.10—CLOSED CAMPUS

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

Except as part of a class party, gifts should not be exchanged at school. Flowers, balloons, or other gifts may not be delivered to students while they are in class.

DELIVERIES ON CAMPUS

Students will not be allowed to receive deliveries of gifts, flowers, balloons, etc. on school property.

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Searcy School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the

District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the Title IX Coordinator or the 504 Coordinator, who may be reached at 801 North Elm, Searcy, AR 72143 or 501-268-3517.

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

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

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

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

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

Organizational Fundraising

Although the board recognizes the value of certain organizational drives, it does not allow money collection drives to be made in school for purposes outside the program. This saves much school time and relieves teachers and principals of much responsibility not related to the educational programs of the district. Solicitation of donations for a particular cause may be done only with approval by the principal.

BETA CLUB

Grades: 10-12

Requirements: 3.25 GPA, Worthy character and attitude

Dues: New \$15.00 Returning \$15.00

Meetings: 3rd Wednesday

Sponsors: White Room 308
Holman Room 323

Purpose and Activities: The Beta Club is a leadership-service organization. Its purpose is to stimulate effort and reward as well as encourage

its members to continue their education after high school. Service projects may include Fall Harvest Festival, Valentines for Byrd Haven, and other community service activities

BAND

Grades: 9-12

Requirements: Presently in Band

Sponsors: Shurtleff-Room 400

Activities: The band performs for pep rallies, half-time shows at football games, and the

annual winter concert. During the spring, the band attends district and state band festivals.

CHEERLEADER

S Grades: 9-12

Requirements: 2.0 GPA required and Tryout

Sponsor: 9 Butler Room 113
10-12-Holyfield-Room 539

Purpose and Activities: Cheerleaders promote school spirit, encourage good sportsmanship, and cheer in pep assemblies and games.

CHOIR

Grades: 9-12

Sponsor: Thomas-Room 402

Activities: The choir competes for honors in Regional and State Choral Festivals, presents concerts, and other signing engagements throughout the community

DRAMA CLUB

Grades: 9-12

Requirement: Drama Club is open to all students who wish to learn about acting or technical theatre. COMPETITIVE actors and technicians must have a GPA of 2.0 or higher and a positive school record

Dues: \$10

Meetings: 4th Tuesday at 7:30AM

Sponsor: M. Taylor-Room 422

Purpose and Activities: The Drama Club promotes acting and technical theatre through the spring and fall play. It also offers the opportunity for students to compete at forensic and debate tournaments throughout the school year as well as other performance opportunities.

FAMILY, CAREER & COMMUNITY LEADERS OF AMERICA (FCCLA)

Grades: 9-12

Requirements: Present and former FCS students

Dues: \$15.00

Meetings: 2nd Wednesday at 7:35 AM

Sponsor: Johnston-Room 104

Purpose and Activities: FCCLA is a national organization promoting family, leadership, home and community life. Activities include STAR

events competitions; district, state and national leadership conferences; and community services projects. Ex. Angel Tree, Arkansas Food Bank

FELLOWSHIP OF CHRISTIAN ATHLETES (FCA)

Grades: 9-12

Requirements: Presently in Athletics or a supporter

Dues: Varies

Meetings: Called

Sponsor: Bryant Turney-Room 117

Purpose and Activities: Fundraiser Egg Sale to support Angel Tree Project at Christmas.

FINE ARTS CLUB

Grades: 9-12

Requirements: Present and former Art students

Dues: Varies

Meetings: Called

Sponsors: Hester-Room 201

Purpose and Activities: To give the serious art student an opportunity to expand their learning experience through art field trips and the use of their talents to benefit the art program, school and community in various ways.

FRENCH CLUB

Grades: 9-12

Requirements: Presently in French

Dues: \$5.00

Meetings: 2nd Friday of odd months

Sponsor: McCready-Room 301

Purpose and Activities: Various activities are designed each year to increase interest in the French language and customs. Major projects could include participating in Mardi Gras and donating to various charities (911 & disaster relief).

FRENCH HONORARY

Grades: 10-12

Requirements: 3 semesters with A average and 3.0 overall GPA

12 participation points are required for Honor Cord

Dues: \$10.00

Sponsor: McCready -Room 301

Meetings: 2nd Friday of even months

Purpose: To Honor high achieving students in French and to foster a serving spirit through various service projects

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)

Grades: 9-12

Requirements: Present or former Business students

Dues: \$25.00

Meetings: 1st Wednesday 7:35 AM

Sponsors: Stewart-Room 206

Purpose and Activities: The purpose of FBLA is to provide, as an integral part of the instruction program, opportunities for students to develop vocational and career competencies and to promote civic and personal responsibilities. FBLA's goals are oriented to develop competent, aggressive business leadership. Students participate in local, district, and state competitions.

FUTURE FARMERS OF AMERICA (FFA) Grades: 9-12

Requirements: Presently in

Dues: \$25.00

Meetings: 1st Thursday at 7:30 AM

Sponsors: Safley-Room 702

Purpose and Activities: FFA develops premiere leadership, personal growth, and career success. Activities include livestock exhibitions, leadership contests, career contests, state and national conventions, camps, and public service projects.

FUTURE TEACHERS OF AMERICA (FTA)

Robert A. Abney Chapter

Grades: 9-12

Requirements: Prospective teachers

Dues: \$5.00

Meetings: 3rd Friday 7:30 AM in Cafeteria

Sponsors: Jones-Room 110

Purpose and Activities: Special projects promote enthusiasm and recognition for those presently involved in the teaching profession and those who desire it. Surprises and snacks for teachers, Secret Santa, Christmas for Kids, canned food drives, Happy Grams, and fall and Spring Teaching Days are among the many projects of FTA members.

KEY CLUB

Grades: 9-12 by application

Requirements: 2.00 GPA & a strong commitment to community service

Dues: \$15.00 new members, \$10 returning

Sponsor: Crisler-Room 322

Meetings: 1st Tuesdays of each month

Purpose and Activities: Sunshine School haunted house and Sunshine School spring dance. Assist Kiwanis Club in Annual Pancake Breakfast fundraiser and Day of Caring.

NATIONAL HONOR SOCIETY Grades: 11-12

Requirements: 2nd semester Junior with 3.5 GPA in the core curriculum, pursuing the College Preparatory or College Preparatory Plus Diploma; approval of faculty council.

Induction fee: \$10.00 (paid before induction)

Dues: \$10:00 during Senior year

Meetings: 3rd Tues. 7:35 a.m. Room 309

Sponsor: Rose/Webb

Purpose and Activities: Members of NHS serve as examples to fellow students in character, service, leadership, and scholarship. Service projects include, but are not limited to the Angel Tree Project, Spring Food Drive, serving at banquets and receptions, helping with SHS recycling projects, and serving in the concession stand. Members will also complete a minimum 10-hour independent service project with pre-approval from the sponsors.

NATIONAL THESPIAN SOCIETY Grades: 9 - 12

Requirements: Must be an active member of the SHS theatre program having earned a minimum of 10 thespian points and participated in the equivalent of two full length productions. COMPETITIVE actors and technicians must have a GPA of 2.0 or higher and a positive school record.

Dues: One time Induction Fee \$35

Sponsors: M. Taylor-Room 422

Purpose and Activities: To honor high achieving students in theatre. Thespians host the Haunted Theatre in October and participate in the Arkansas State Thespian Festival.

QUIZ BOWL

Grades: 10-12

Requirements: Try-outs, attend meets, study practice manuals; final 12 members chosen based on overall performance during the year.

Meetings: Monday 3:15- 4:15

Sponsor: L. Taylor-Room 123

SPANISH HONORARY Grades: 10-12

Requirements: 3 Semesters of Spanish, 85% or above in Spanish, and 3.0 GPA

12 participation points for Honor Cord

Dues: \$5.00

Meetings: 4th Thursday at 7:40 AM

Sponsors: Nielsen-Room 302

Purpose and Activities: Spanish Honorary members serve the community by cleaning Ella Street twice each month, donating to various needy charities, and participating in Christmas for Kids. Special speakers, projects, and trips are arranged to provide the membership a taste of Spanish culture. A Mexican lunch is presented to the faculty and staff once a year.

STUDENT COUNCIL Grades: 9-12

Requirements: Class Officers, Representatives, and Club Presidents

Dues: None

Meetings: 3rd Thursday 7:30 AM (or as needed)

Sponsors: Christine Edelmann-Room 204

Purpose and Activities: Student Council is the link between the student body and the faculty. Members represent SHS at various school and community events. The major service project of Student Council is the SHS Food Pantry which provides food and other necessities to students in need

YOUTH TO YOUTH Grades: 9-12

Requirements: Drug, Alcohol, & Tobacco Free, and participate in activities

Dues: New \$7.00 Returning Member \$5.00

Meetings: 2nd Thursday 7:30 AM

Sponsor: Delgado-Room 325

Purpose and Activities: Youth to Youth promotes drug free lifestyles and encourages members and students in activities that include Red Ribbon Week, charity Penny Drive, Prom Promise, High School Heroes

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty-five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

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

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

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

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

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

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

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

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

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

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen (18)) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

- A form for objecting to making directory information available may be acquired from the principal or counselor's office and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.

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

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

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

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

The superintendent and the student media advisors(s) shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

Definitions

“School-sponsored media” means all student media that are:

- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

“Student journalist” means a student who gathers, writes, edits, photographs, records, video tapes, or prepares information for dissemination in student media.

“Student media” means any means of communication that are:

- Prepared, substantially written, published, or broadcasted by a student;
- Distributed or generally made available, either free of charge or for a fee, to members of the student body; and
- Prepared under the direction of a student media advisor.

“Student media” does not include media that is intended for distribution or transmission solely in the classroom in which it is produced.

“Student media advisor” means an individual who is employed, appointed, or designated by the District to supervise or provide instruction with respect to student media.

Student Media

While the District recognizes a student’s right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District’s administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited media includes those that:
 - a. Are obscene as to minors;
 - b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
 - c. Constitute an unwarranted invasion of privacy as defined by state law;
 - d. Suggest or urge the commission of unlawful acts on the school premises;
 - e. Suggest or urge the violation of lawful school regulations;
 - f. Scurrilously attacks ethnic, religious, or racial groups; or
 - g. Harass, threaten, or intimidate a student.

Student Media on School Web Pages

Student media displayed on school web pages shall follow the same guidelines as listed above and shall also:

1. Not contain any non-educational advertisements;
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student’s photograph when associated with the student’s name unless

written permission has been received from the student's parent or student if over the age of eighteen (18);

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

Student Distribution of Non-school Literature, Publications, and Materials

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

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

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school-sponsored materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

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

principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply.

Arkansas law provides that, in order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student's building principal. Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER

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

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

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

CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS

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

4.16 – STUDENT VISITORS

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

4.17—STUDENT DISCIPLINE

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

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

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

The District shall incorporate the District's implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.

The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the school board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

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

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

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

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a

person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

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

DETENTION HALL

Detention hall is an alternative form of punishment that allows a student to remain in school instead of being suspended. Detention hall will be used for minor offenses that do not warrant a Saturday School, In-School Suspension, or Out-of-School Suspension. Detention hall will meet on Monday, Tuesday, Wednesday, Thursday, and Friday from 7:20 a.m. until 7:53 a.m. Students are to bring homework or a book to read and should not report to the detention hall without academic work. Corporal punishment will not be allowed as an alternative.

Students are to be on time and will not be allowed to enter after the bell rings. Students reporting late will be counted the same as a no-show. Students who fail to report to the Detention hall will have one extra day added. The added day will be called a No Show. If students have other Detention hall days pending, the No Show will be the last day served. If a student should fail to report to the Detention hall a second time, before the No Show is served, he will be assigned Saturday School. When a student receives a second no-show, all Detention halls pending will be removed and Saturday School assigned for each day pending, up to three (3) days. Students will not be allowed to have more than five (5) Detention halls pending. For each day over five, the student will also be assigned Saturday School.

Students will not be allowed to serve more than 12 Detention halls per semester. Detention halls assigned after 12 will result in Saturday School.

SATURDAY SCHOOL

Saturday School is an alternative to the students and parents for out-of-school suspension. Sessions will begin at 8:00 a.m. and end at 12:00 noon.

Students will be given Saturday School for (but not limited to) the following offenses:

1. Excessive tardies
2. Uncooperative behavior or disruptive behavior
3. D-Hall offenses
4. Truancy
5. Possession of tobacco

Saturday School will not be an option for offenses of:

1. Drug and Alcohol possession
2. Fighting
3. Possession of weapons
4. Assault
5. Terrorist threats

To encourage attendance students who miss Saturday School during a given school year will no longer be assigned this option. These students will be given Out-of-School suspension or two days of In-School Suspension for all future offenses that warrant Saturday School. Students that have three

Saturday Schools pending will be assigned two days of In-School Suspension for violations that warrant Saturday School.

If the Saturday School option is available, administrators will conference with the student concerning the rules and guidelines of Saturday School. A copy of the rules and guidelines along with the assignment date will be mailed to the parents.

Rules for Saturday School

1. Upon checking in, each student must have at least one (1) library book, two (2) textbooks, paper, and pencils. No magazines or newspapers will be allowed. Students will not be allowed to go to lockers for materials. This must be taken care of before entering the building.
2. Appropriate school clothing must be worn. The school dress code will be strictly enforced.
3. A student must attend Saturday School on the date assigned unless prior arrangements have been made with the Principal. If the student is ill on the day assigned Saturday School, the office must be notified between the hours of 7:30 a.m. and 8:00 a.m. on that Saturday. If the student does not attend as required, the school has no choice but to assume that the parents disagree with this system of corrective measures. Students missing Saturday School will be assigned In-School Suspension.

IN-SCHOOL SUSPENSION

Provides an alternative to out-of-school suspension; isolates disruptive students from their peers in a controlled setting; assists students in continuing academic progress on classroom assignments; teaches students appropriate behavior by identifying inappropriate behavior.

When assigning In-School Suspension, the Principal or Assistant Principal will take into consideration the severity of the student's misbehavior and his/her past discipline record when determining the duration. The Principal or Assistant Principal will use his/her discretion if it becomes necessary to assign a student to In-School Suspension for a duration of more than 10 days. Students misbehaving while in In-School Suspension will be given Out-Of-School Suspension and the student may be required to successfully complete the original In-School Suspension assignment before returning to a regular classroom. Out-Of-School Suspension will not exceed 10 consecutive days. In-School Suspension days will count toward loss of semester test exemption.

In-School Suspension will not be an option for offenses of:

1. Drug and alcohol possession
2. Fighting
3. Possession of weapons
4. Assault
5. Terroristic threats

In-School Suspension Rules

1. ISS starts at 8:00 AND ENDS AT 3:15.
2. Students report to ISS immediately upon arrival and sit in their assigned seat.
3. There will be a restroom break in the morning, at lunch, and in the afternoon.
4. Students must bring all books, workbooks, paper, pencils/pens, rulers, and any other material necessary to complete their assigned work. Students will not be permitted to bring personal reading material to the ISS.
5. Students will go to lunch with the ISS teacher. Students may bring a lunch, purchase a lunch, or not eat. Students will walk to and from the cafeteria with the ISS instructor. Students will not speak, wave, nod, or in any way recognize anyone else while going to or coming from the cafeteria. The ISS teacher will assign each student a specific seat at a specific table and, after

obtaining their food, students will remain in that seat until advised by the ISS teacher that it is time to leave.

6. Students will remain in their assigned seats, sitting in an upright position. Sleeping or resting heads on desks will not be allowed.

7. If a student wishes to speak, he/she must first raise his/her hand and be acknowledged by the ISS teacher.

8. The student's first assignment will be to fill out ISS forms and copy the rules on separate paper and turn them into the ISS teacher.

9. Students must successfully complete their assigned number of days. Days considered unsuccessful by the teacher will be added on.

10. In classes such as Physical Education, Art, Keyboarding, etc., where the regular activity may not be possible, supplementary assignments may be given by the ISS teacher. 11. Students will not be allowed to participate in or attend extra-curricular activities while assigned ISS.

In-School Suspension Teacher Duties

1. Be responsible for notifying teachers when lesson plans are needed for students;
2. Follow teachers' plans in assigning work to students;
3. Hold students responsible for finishing and correcting all work assigned;
4. Contact parents if there is reasonable doubt that parents do not know that the student is on suspension; and
5. Compile students' work and return to teachers. Searcy School District reserves the right to punish behavior which is subversive to good order and discipline in the schools, even though such behavior is not specified in the written rules of student conduct.

4.18—PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Use or misuse of electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;

10. Inappropriate public displays of affection (PDA) (It should be remembered that there is a proper time and place for showing affection. School is not the place to show affection through physical contact such as placing arms around another person, kissing, etc.);
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possessing, viewing, distributing or electronically transmitting sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual's personal property.

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

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

The District's Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District's Student Code of Conduct, the student's bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

The superintendent, or designee(s), shall annually establish the routes and may modify them as needed. The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian.

BUS REGULATIONS

Meeting the Bus:

1. Be at the bus stop at the scheduled time. Stand back about ten feet from the bus stop and wait until the door is opened before moving closer to the bus. Do not play on the highway or road. If

you miss the bus, do not attempt to hitch a ride or walk to or from school. Discuss with your parents what action you should take if you miss the bus.

2. Try to be on the proper side of the road to wait on the bus. If you should arrive at the stop just as the bus approaches, wait until the bus has come to a complete stop and the driver has signaled for you to cross in front of the bus. (Unless the driver directs you differently).

Entering & Leaving the Bus:

1. While loading or unloading, enter or leave the bus in an orderly fashion.
2. Students who cross the road after leaving the bus in the afternoon must go to a point on the shoulder of the road ten feet in front of the bus. Cross the road only after the driver has signaled you to do so.
3. Do not enter or leave the bus by the back door except in case of an emergency or unless directed to do so by the driver.

Riding the Bus:

1. While riding the bus, students are under the supervision of the driver and must obey the driver at all times. Discipline problems will be handled by the building Principal. The Principal or Transportation Director has the authority to temporarily suspend a student from riding the bus.
2. Students are not to distract the attention of their driver or disturb other riders on the bus. Keep your hands to yourself and be reasonably quiet.
3. Band instruments and bags can be carried on the bus only if they do not occupy the space needed for another student to be seated.
4. Do not ask the driver to let you off the bus any place except your regular stop. (Exceptions must have prior written approval from the building Principal).

Actions Not Permitted on the Bus:

1. Any items that are not permitted at school are not allowed on the bus.
2. Students are not to tamper with any of the safety devices such as door latches, fire extinguishers, etc.
3. Students must keep seated while the bus is in motion and should remain seated when it stops until the driver directs them to exit. Students are not to put their hands, arms, heads, or bodies out the window. Do not yell at anyone outside the bus.
4. Students are not to deface the bus or any school property. Do not write on the bus or damage the seats, etc. Do not throw paper, food, or other objects on the floor of the bus. Do not eat on the bus. Keep the aisle of the bus clear from books, lunches, coats, etc. Do not put feet in the aisles.
5. Act 729 of 1977 of the State Legislature makes it illegal to smoke on school buses. The penalty for violating this law is a fine ranging from \$10 to \$100. (Students are not to have tobacco products in their possession.)

Emergency Evacuation Procedures

1. In an emergency, students should remain calm and quiet and listen for instructions from the bus driver. If the driver is unable to conduct emergency measures, students should follow the procedures below in leaving the bus.
2. If the exit is through the front door, students sitting in the front seat behind the driver will move out first, followed by those in the front seat on the passenger side and proceeding in this manner until all seats are emptied.
3. If the exit is through the rear emergency door, students sitting in the rear seat on the driver's side will move out first followed by those in the rear seat on the passenger side and proceeding in this manner until all seats are emptied.

4. If a rapid exit is necessary and it is possible to exit from both doors, students in the rear half of the bus should move out the back door and those in the front half should move out the front door.
5. In the event of an accident resulting in injury, persons injured should only be moved under the supervision of the bus driver/adult, medical personnel, or other authorities.
6. After students exit the bus, they are to move immediately off the roadway to a safe distance from traffic. They should NOT cross the road unless instructed by the driver
In the event of a tornado or other natural disaster, students should follow the instructions of the bus driver regarding emergency procedures.

SCHOOL BUS TRANSPORTATION

School buses are operated by the Searcy School District as an accommodation to students and parents.

Riding a bus is a privilege that must not be abused. **The same appropriate behavior as expected at school is expected on a school bus.** A student's failure to conform to acceptable standards of behavior and courtesy will result in being subject to disciplinary action. Parents/guardians will be held financially responsible for damage to the inside/outside of the school bus.

Students and parents have the responsibility for knowing and agreeing to abide by bus riding regulations. Bus drivers have the responsibility for obeying all traffic laws and safety procedures, for supervising the behavior of students assigned to them, and for reporting to the school principal those acts of student conduct which are contrary to law, school regulations, or jeopardize the health and safety of persons riding the bus. Principals have the responsibility for acting promptly when a bus driver reports acts of misconduct and for proper notification to the student, parent and the driver of his disposition of the case. **Parents have the responsibility for providing student transportation to and from school when suspension of bus privileges becomes necessary.**

NOTE: BUSES ARE EQUIPPED WITH VIDEO CAMERAS; STUDENTS MAY BE SUBJECT TO VIDEO MONITORING.

SCHOOL BUS RULES

1. Follow directions the first time they are given. Students are under the direct supervision of the driver while on the bus.
2. Remain properly seated at all times. Students cannot be standing while the bus is in motion.
3. Keep hands, feet, all body parts, and objects to yourself and inside the bus.
4. Do not use profanity, rude language, rude gestures, or tease/bully anyone else on the bus.
5. Do not litter, write on, or damage the bus in any way.
6. Students are not allowed to eat, drink or chew gum on the school bus.
7. Large items will be permitted only if it fits in the student's lap. (Instruments, athletic gear, etc.) Students must not block the aisle with any books, bags, musical instruments, athletic gear, legs or feet.
8. Do not spray/use colognes, perfumes, deodorants or scented hand sanitizers.
9. Ride only the bus to which you are assigned. Unauthorized passengers are not allowed on the bus at any time.
10. Do not distract the driver's attention or disturb other riders on the bus.

CONSEQUENCES FOR VIOLATIONS OF BUS RULES

Students who violate bus rules will be subject but not limited to the following consequences.

1. **First bus discipline report** – student conference and written warning.
2. **Second bus discipline report** – one day bus suspension & conference with parent/guardian before student allowed back on bus.

3. **Third bus discipline report** – up to five days bus suspension.
4. **Fourth bus discipline report** – up to ten days bus suspension.
5. **Fifth bus discipline report** – bus suspension for the remainder of the semester.
6. **Sixth bus discipline report** – bus suspension for the remainder of the school year.
7. **Severe Clause** – A student who distracts a bus driver from his/her responsibility of safely driving the bus or who engages in conduct endangering other students such as, but not limited to fighting, smoking, or disrespect toward the bus driver will receive an immediate bus suspension from riding if a severe infraction occurs. Suspension time for a severe infraction may result in the denial of bus riding privileges for the remainder of the year.

Riding a school bus is a privilege. Any or all above steps may be by-passed if the offense is one of a severe nature or presents a safety hazard to the driver and /or other students on the bus.

A suspension from one Searcy School District bus is a suspension from all buses operated by the Searcy School District.

4.20—DISRUPTION OF SCHOOL

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

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

No student shall:

- a. Occupy any school building or properties with intent to deprive others of its use or where the effect thereof is to deprive others of its use.
- b. Block the doorway or corridor of any school building or property so as to deprive others access.
- c. Prevent or attempt to prevent the convening or continued functioning of any school class, activity, or lawful meeting or assembly on the school campus.
- d. Prevent students from attending a class or school activity.
- e. Block normal pedestrian or vehicular traffic on the school campus or adjacent grounds unless under the direction of a school administrator.
- f. Continuously and intentionally make noise or act in any other such manner so as to interfere seriously with the teacher's ability to conduct the class or any other school function or activity.
- g. In any manner by the use of force, violence, noise, coercion, threat, intimidation, harassment, fear,

passive resistance, or any other conduct done intentionally to cause the disruption of any lawful process or function of the school or engage in any such conduct for the purpose of causing disruption or obstruction of any such lawful process or function.

- b. Refuse to identify himself/herself on request of any teacher, Principal, superintendent, school bus driver, school security officer, or other school personnel.
- i. Encourage other students to violate any school rule or regulation or school board policy.
- j. Communicate a false alarm (bombing, fire, catastrophe, or any other emergency).

Communicating a false alarm is a Class D felony if: (a) physical injury to a person results, or (b) the false alarm communicates a present or impending bombing and is made to or about a public educational institution. Otherwise, communicating a false alarm is a Class A misdemeanor.

Searcy School District reserves the right to punish any behavior not covered in the Student Handbook which is subversive to good order and discipline in school.

4.21—STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common acceptance, is calculated to:

- a. Cause a breach of the peace;
- b. Materially and substantially interfere with the operation of the school; or
- c. Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

Students guilty of such an offense may be subject to legal proceedings in addition to any student disciplinary measures.

FIGHTING:

1st Offense – Five (5) day suspension

2nd Offense -Five (5) day suspension and referral/placement in our Alternative Learning Environment

3rd Offense -Ten (10) day suspension (with possible recommendation for expulsion)

ACA § 5-17-101 (2011) Establishes the Offense of Communicating a Death Threat Concerning a School Employee or Student. Communicating a death threat concerning a school employee or student is a Class D felony. A person commits the offense of communicating a death threat concerning a school employee or student if:

- A. The person communicates to any other person a threat to cause the death of a school employee or student;
- B. The threat involves the use of a firearm or other deadly weapon;
- C. A reasonable person would believe the person making the threat intends to carry out the threat;

- D. The person making the threat purposely engaged in conduct that constitutes a substantial step in a course of conduct intended to culminate in the commission of the threatened act; and
- E. There is a close temporal relationship between the threatened act and the substantial step.
- F. Conduct is not a substantial step under this section unless it is strongly corroborative of the person's criminal purpose.

4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

"Firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

"Possession" means having a weapon on the student's body or in an area under the student's control.

"Weapon" means any:

- Firearm
- Knife
- Razor
- Ice pick
- Dirk
- Box cutter
- Nunchucks
- Pepper spray, mace, or other noxious spray
- Explosive
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm

No student, except for military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon during school or before or after school while:

- In a school building;
- On or about school property;
- At any school sponsored activity or event;
- On route to or from school or any school sponsored activity; or
- Off the school grounds at any school bus stop.

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.

Parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs; hunting safety or military education; or before or after-school hunting or rifle clubs. Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity.

The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

4.23—TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

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

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

1st Offense – Three (3) days in-school suspension, completion of a tobacco cessation program, loss of semester test exemption, legal referral.

2nd Offense - Three (3) days out-of-school suspension, legal referral

3rd Offense - Suspension from school and referral/placement in Alternative Learning Environment, legal referral

4.24—DRUGS AND ALCOHOL

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

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

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

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplements or other perceived health remedies not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

The Principal of a school may **suspend, refer/place in Alternative Learning Environment or recommend for expulsion** any student from school if that student, while attending school, being on school property, or being at a school sanctioned function, event or activity shall be under the influence of, possess, sell, trade, give, or otherwise provide a controlled substance, over the counter medication, dangerous drug, alcohol, or intoxicating beverage. **Under the influence will be treated as possession.**

4.25—STUDENT DRESS AND GROOMING

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

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

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

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

Student dress, grooming and appearance should be the responsibility of the individual, and his or her parent under the following guidelines:

1. Dress and grooming should be clean and in keeping with health and sanitary standards.

2. A student shall not wear clothing or use emblems, insignias, badges or other symbols where the effect thereof is to distract unreasonably the attention of other students or promote disruptive conduct or moral turpitude, show disrespect for the beliefs of others, and are deemed contrary to the educational mission of the school will not be allowed.
3. Dress and grooming should not disrupt the educational process.
4. If a student chooses to participate in any school activity or organization, he/she must conform to the standards set forth by the sponsor or director of the said activity. Students in violation of the dress and appearance codes established by clubs and organizations will not be allowed to participate in activities until the established standards are met.
5. Sunglasses, bandannas, and headgear deemed inappropriate are not to worn. Hats, caps, hoodies, and beanies can not be worn in the classroom.
6. Shoes are to be worn at all times.
7. Clothing with vulgar or objectionable words or symbols is not to be worn. This includes any advertisement or representation of anything illegal for a minor. This also includes, but is not limited to suggestive phrases with sexual and vulgar overtones.
8. Students are not to wear tops that expose the midriff or tops that allow cleavage to show (Act 835, 2011). Wearing these items with a zip up outer shirt or jacket does not allow tops that expose the midriff or cleavage. In addition, undergarments should not be visible. Students must wear shirts with sleeves.
9. Lower garments (pants, shorts, and dresses) must not be worn more than three inches above the upper knee. Lower garments (pants, shorts, and dresses) should be free of holes above the knees not exposing skin or undergarments and shall be worn appropriately at the waist (no sagging) (A.C.A. § 6-18-58). If pants are too big around the waist, a belt should be worn.
10. Blankets are not to be worn at school.

Violations of the dress code:

1. Students who violate the dress code policy will be sent to the office with a referral.
2. Students who violate the dress code will be subject to disciplinary action, and will be required to change their clothes before returning to class. Any class time missed due to dress code violations will be unexcused.
3. Subsequent offenses may result in disciplinary action ranging from a warning to out of school suspension.

The school administrators will make the necessary decisions regarding questionable school dress. Special events may have specific dress codes that will be announced. Appropriateness will be determined by the principal or designee.

These guidelines should help the students know that proper dress, grooming and appearance are just as important to their welfare and positive self-concept as academic accomplishments. Students are encouraged to look, work and act their very best at all times.

OTHER ISSUES WILL BE COVERED IN DAILY ANNOUNCEMENTS IF A PROBLEM ARISES.

4.26—GANGS AND GANG ACTIVITY

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

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

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang (When there is a question as to whether or not items are gang related, determination will be made by the administration.);
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. Extorting payment from any individual in return for protection from harm from any gang;

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

Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

4.27—STUDENT SEXUAL HARASSMENT

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

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

- The nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;
- The process for submitting a formal complaint of sexual harassment;
- No tolerance of sexual harassment by the District;
- Reporting by students and employees of inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

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

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

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

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

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

1. A District employee:
 - a. Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct; or
 - b. Uses the rejection of unwelcome sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
 - a. Unwelcome;
 - b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
 - c. Constitutes sexual assault, dating violence, domestic violence, or stalking.

“Supportive measures” means individualized services that are offered to the complainant or the respondent designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to, measures designed to protect the safety of all parties or the District’s educational environment or deter sexual harassment, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or class locations, leaves of absence, and increased security and monitoring of certain areas of the campus.

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

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

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person’s alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students as to sexual activity or performance;
- Circulating or showing emails or websites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and

- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes his or her student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, administrator, or Title IX coordinator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures,
- Consider the complainant's wishes with respect to supportive measures,
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and
- Explain to the complainant the process for filing a formal complaint.

Supportive Measures

The District shall offer supportive measures to both the complainant and respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide the individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time, and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

Formal Complaint

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

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - The identities of the parties involved in the incident, if known;
 - The conduct allegedly constituting sexual harassment; and
 - The date and location of the alleged incident, if known.
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

- A statement that the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- A statement that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

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

When investigating a formal complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:
 - Whether obtained from a party or other source,
 - That the District does not intend to rely upon in reaching a determination regarding responsibility; and
 - That is either inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

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

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

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

Following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
 - a. Any notifications to the parties,
 - b. Interviews with parties and witnesses,
 - c. Site visits,
 - d. Methods used to gather other evidence, and
 - e. Hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility,
 - b. Any disciplinary sanctions imposed on the respondent, and
 - c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

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

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

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the District's education program or activity, or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment

under this policy. A dismissal for these reasons does not preclude action under another provision of the District's personnel policies or code of conduct.

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

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

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

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

Appeals

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

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

For all appeals, the District shall:

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

Confidentiality

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

- Individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;

- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

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

- Any individual who has made a report or complaint of sex discrimination,
- Any individual who has made a report or filed a formal complaint of sexual harassment,
- Any complainant,
- Any individual who has been reported to be the perpetrator of sex discrimination,
- Any respondent, and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency Removal

The District may place a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

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

Disciplinary Sanctions

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

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the

allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years of each sexual harassment investigation including:

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

4.28—LASER POINTERS

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

4.29—INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

The Searcy School District recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the Searcy School District encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of the Searcy School District and its schools.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, the Searcy School District adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on Searcy School District-owned equipment or through Searcy School District-affiliated organizations.

Searcy School District Rights and Responsibilities

It is the policy of the Searcy School District to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, the Searcy School District recognizes its legal and ethical obligation to protect the well-being of students in its charge.

To this end, Searcy School District retains the following rights and recognizes the following obligations:

1. To log network use and to monitor file server space utilization by users, and assume no responsibility or liability for files deleted due to violation of file server space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Searcy School District-owned equipment and, specifically, to exclude those who do not abide by the Searcy School District's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. Searcy School District reserves the right to restrict online destinations through software or other means and to impose time restrictions on the use of the internet and computers.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Staff Responsibilities

1. Staff members will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites, and in chat rooms and cyber bullying awareness and response.
2. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the Searcy School District.
3. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

User Responsibilities

Use of the electronic media provided by the Searcy School District is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of the Searcy School District.
2. Proper codes of conduct in electronic communication must be used. In newsgroups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.

5. Mailing list subscriptions may be monitored, and files will be deleted from the personal mail directories to avoid excessive use of file server hard-disk space.
6. Web-based tools will be treated as a classroom space. Speech that is inappropriate for class is not appropriate on web based tools.
7. Web-based assignments will be treated like any other assignment in school. Students are expected to abide by policies and procedures in the Student Handbook.
8. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
9. From time to time, the Searcy School District will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. The district network and computers should not be used for commercial or for-profit purposes.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on Searcy School District computers is prohibited
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
11. The Searcy School District network may not be used for downloading entertainment software or other files not related to the mission and objectives of the Searcy School District for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the Searcy School District.
12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
13. Use of the network for any unlawful purpose is prohibited.
14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat) must have prior approval by the system administrator.

Disclaimer

1. The Searcy School District cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The Searcy School District will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. The Searcy School District makes no warranties (expressed or implied) with respect to: the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
5. The Searcy School District reserves the right to change its policies and rules at any time.
6. Violations of this policy will result in loss of computer use and/or internet privileges as well as possible disciplinary and/or legal actions. Student disciplinary action includes, but is not limited to, suspension and/or expulsion from school. Repeat offenders shall be subject to stiffer penalties.

Google Workspace for Education - Parent Permission Form

Searcy School District is actively integrating educational technology tools into the curriculum through Google Workspace for Education. These tools will help our students as we work together to achieve academic success. Google Workspace for Education is a web service that may be utilized on any computer or device with Internet access. The education version of Google Apps provides a self-contained, ad free, and filtered environment for students and staff to create, edit, collaborate and share information with each other as well as, when appropriate, publish some resources publicly.

The features and options available will be based on grade level, student awareness, requirements for coursework, and formal permission from parents/guardians.

Searcy School District will create a school Google account (@searcyschools.org) for all students K-12. This account will allow students to be able to utilize Chromebooks as well as a variety of Google Apps such as (but not limited to) shared documents, calendars, websites, and educational blogs. Students in grades K-3 will not have an operational Google email address. Students in grades 4-8, when activated, will have a functioning email address. Students in grades 4-8 can only email staff and students within our district. In other words, students will not be able to email someone who does not have a searcyschools.org email address. Students in grades 9-12 will have a fully functioning Google email account and will have the capability to communicate within our district as well as to those outside our district. The school accounts will be used at school for class related assignments and projects.

Responsible Use Guidelines Student Responsibility

Along with opportunity comes responsibility. Student use of Google Apps follows the expectations and disciplinary action as outlined in the Student Handbook and District USE AGREEMENT FOR INTERNET AND OTHER ELECTRONIC RESOURCES which can also be viewed online at www.searcyschools.org. Although the apps can be accessed outside of school, any use of the account on the searcyschools.org domain is bound by the same rules and guidelines as when the student is at school. Use of the account should always be for educational purposes just as if the student were in school.

School Responsibility

Google Workspace student accounts created by the school district will be managed based on parent permission and requirements for use in classes. Internet safety education will be included as part of introducing new web based tools to students. In school, teacher supervision and school content filters are used to prevent access to inappropriate content and to ensure that student use of the digital tools follows the District Acceptable Use Policy referenced above. Student accounts can be accessed by domain administrators at any time and account information will be shared with parents/guardians.

Parent/Guardian Responsibility

Parents/Guardians assume responsibility for the supervision of Internet use outside of school. Parents/Guardians are encouraged to discuss family rules and expectations for using Internet-based tools, including Google ~~Apps~~ Workspace for Education. Parents/Guardians are encouraged to report any evidence of cyberbullying or other inappropriate use to the school.

Chromebook Use Agreement

This Agreement is made by and amongst the Searcy Public School District (SPSD), the Student, and the Parent/Guardian. The assigned Chromebook is being made available to the identified student during his/her enrollment in the 2021-2022 school year at SPSPD and on the terms and conditions described in this document will only be used for purposes of educational services provided by SPSPD.

- The student's possession and use of the Chromebook will be subject, at all times, to the terms and conditions described in this document, with all applicable state and federal laws and regulations, and all applicable SPSPD policies and procedures. SPSPD may place additional restrictions on the student's use or possession of the Chromebook, at any time and for any reason, with or without prior notice.
- Student must surrender the Chromebook to SPSPD when he/she ceases to be enrolled in SPSPD; is found to have violated School Board policies, State or Federal law; when SPSPD provides student with notice that the Chromebook must be returned; or if student fails to perform any obligations under this Agreement.
- The Chromebook and any accompanying peripheral (e.g., power cord) is and will remain at all times the property of SPSPD. Therefore, the student and parent shall permit persons designated by SPSPD to examine the Chromebook at any time for any reason. The student or the student's parent/guardian will immediately surrender it to SPSPD.
- Under no circumstances will the student use the Chromebook or permit it to be used in furtherance of any crime or fraud, accessing, viewing, or transmission of pornographic content, illegal or unauthorized accessing or use of data, bullying or harassment (including cyber-bullying), malicious internet activities (including hacking), or any unlawful activities of any kind. **The Chromebook is to be used only for Searcy School District classwork.**
- Any violation of the terms or conditions set forth or referenced in this document may result in the possession or use of the Chromebook being restricted, suspended, or terminated, with or without prior notice, at the sole discretion of SPSPD.
- SPSPD assumes no liability for any material accessed on the Chromebook. Parent and student, including their heirs and assigns agree that they will release, forever discharge, indemnify, defend, and hold SPSPD harmless from any and all claims arising from the student's or parent's use, misuse, or possession of the Chromebook issued to the student pursuant to this agreement including but not limited to any and all damages whatsoever kind or nature.
- The student, parent, and teacher must agree to immediately notify school site personnel upon the occurrence of any loss to, damage to, or malfunctioning of any part of the Chromebook for any reason. If it is stolen outside of school premises/grounds, the parent shall contact the applicable city/county police department and shall file a police report and provide a copy of the police report to designated school site personnel.

- SPSD will offer Chromebook protection to all students and parents to cover its replacement in the event of theft, **accidental damage**, or fire. The protection cost is \$25 annually for each device. Please report all Chromebook problems to the campus media specialist.

General Precautions

- No food or drink is allowed next to the device while it is in use.
- Cords must be carefully inserted into the Chromebook.
- Students must transport his/her device in the case with the case closed.
- To conserve battery life, please shut off the Chromebook when not in use.
- Chromebooks and cases **must remain free of any writing, drawing, stickers, or labels that are not the property of SPSD.**
- Devices must never be left in a car or any unsupervised area.
- Do not submerge the device in water nor drop it or expose it to extreme temperatures.

Technology use in Searcy School District is governed by federal laws including:

Child Protection Law Internet (CIPA)

CIPA requires that the school has implemented measures and regulations to help protect students from harmful materials, even those that are obscene and pornographic. This means that the student email is filtered. The email containing harmful content and inappropriate sites will be blocked.

CIPA - <http://fcc.gov/cgb/consumerfacts/cipa.html>

Children Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under thirteen years of age. Google's advertising is turned off automatically for users of Apps for Education. We do not collect personal information from students for commercial purposes. This consent form allows the school to serve as an agent for parents in the collection of information within the school context. The school's use of student information is solely for educational purposes only.

COPPA - <http://www.ftc.gov/privacy/coppafaqs.shtml/>

Federal Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents rights to examine their student's transcript. Under FERPA, schools may release directory information (name, phone, address, education level, etc.) but parents can request that the school not disclose this information.

FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/>

4.29 SSD F—STUDENT INTERNET USE AGREEMENT AND G SUITE ACCOUNT PERMISSION *(This form is available in school offices)*

Please check the appropriate items in the two sections below:

_____ **Parent/Guardian Permission for Google Workspace for Education Account:** I agree to allow my student to have a Searcy School District Workspace for Education account including an email address that can be used on any device that connects to the Internet. I understand the account is for educational purposes and use must meet the expectations outlined above. Any misuse of the account will be handled exactly as if the misuse occurred in school. (Reminder - students in grades K-3 will not have operational emails and students in 4-12 will have functioning email accounts.)

_____ **Parent/Guardian Google Workspace for Education Account without email** (Applicable to 4-12 grade students only): I agree to allow my student to have a Searcy School District App Account **without an email address**. I understand that my student will have access to Searcy School District Apps in order to be able to access online resources to create, edit, collaborate and share information with other teachers and students. I

understand the account is for educational purposes and use must meet the expectations outlined above. Any misuse of the account will be handled exactly as if the misuse occurred in school.

_____ We want to select the protection cost of \$25 annually for the Chromebook device. We agree to report all Chromebook problems to the campus media specialist as soon as they occur. (Please include payment with the submission of this signed form).

_____ We decline the protection cost for the Chromebook that is issued to our student. We understand that we could be held responsible for the replacement costs or repair expenses that occur.

We, the persons who have signed below, have read the Internet Safety and Electronic Device Use Policy and this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Full Name (Printed)

Grade/Campus

Student's Signature

Date

Parent/Guardian Signature

Date

Please check the appropriate **Student Instructional Option:**

_____ Traditional Learning: (Student attends full-time on-campus/on-site instruction)

_____ Virtual Learning Academy: (Student has been accepted and will be participating in Lions Online Academy)

4.30—SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

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

A student may be suspended for behavior including, but not limited to that which:

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

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

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

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

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

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

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), person(s) having lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older or mailed to the last address reflected in the records of the school district.

Generally, notice and hearing should precede the student's removal from school, but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable.

It is the responsibility of a student's parents; legal guardians, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district, which the school shall use to immediately notify the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:

- A primary call number;
- The contact may be by voice, voice mail, or text message.
- An email address;
- A regular first class letter to the last known mailing address.

The district shall keep a log of contacts attempted and made to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of OSS.

During an OSS, a student may make up work for credit, but the work must be turned in once he/she returns from OSS. The responsibility to complete and return the work lies with the student.

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.

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

Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board.

Suspensions initiated by the Superintendent may be appealed to the Board.

4.31—EXPULSION

The principal(s) of a school may recommend to the superintendent that a pupil be expelled from school with loss of credit. The recommendation will include a written statement of the charge or charges against the student.

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

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

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

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

The Superintendent or his/her designee shall give written notice to the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted not later than ten (10) school days following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation. The student and parents or legal guardian may waive a hearing scheduled for this purpose. The student or parents or legal guardians should inform the superintendent of schools either by letter or a telephone call of their intention to appear before the Searcy Board of Education.

The President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses, that gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge

of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted; however, any member of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

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

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

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of expulsion.

4.32—SEARCH, SEIZURE, AND INTERROGATIONS

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

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness; however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. If a student objects to a personal search, he or she will be detained by school authorities, parent contact attempted, and proper law officials will be contacted and requested to come to school.

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. The specially trained dog and its handler may make periodic unannounced visits to the schools and school activities to search students' lockers and vehicles. Upon any unusual behavior by the specially trained dog, the principal or other school official will record the locker number and shall ask the student with that number to open it for search. If the student refuses, the student's parent or guardian will be asked to report immediately to school. Upon the parent's arrival, the regulations concerning locker and

personal searches will then be put into effect. Students themselves will not be individually searched by the specially trained dog unless a search warrant for probable cause has been obtained.

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

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

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

4.33—STUDENTS’ VEHICLES

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

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

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

The cost of the parking permit is \$10.00. Students should purchase parking permits before parking on campus.

4.34—COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students who the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant *Staphylococcus aureus*), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (99.9 F when taken orally).¹ A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

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

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

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick up their child. 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.

4.35—STUDENT MEDICATIONS

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

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

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

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

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

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

Schedule II Medications

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

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

Self-Administration of Medication

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

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

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

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

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

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

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

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or combination does not require

the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

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

Emergency Administration of Glucagon and Insulin

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

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

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

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

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

Emergency Administration of Epinephrine

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

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

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

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

Emergency Administration of Albuterol

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

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

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

Emergency Administration of Anti-opioid

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

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

Emergency Administration of Emergency Adrenal Insufficiency Medication

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

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

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

Seizure Disorder Medications

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
 - The student's name;
 - The name and purpose of the medication;
 - The prescribed dosage;
 - The route of administration;
 - The frequency that the medication should be administered; and
 - The circumstances under which the medication should be administered;
1. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

4.35SF1

This form is available in the school offices

**Searcy School District Health Services
MEDICATION ADMINISTRATION CONSENT FORM
Parent Authorization to Administer Medication at School**

Student _____ Date of Birth _____

School _____ Grade _____
Teacher/Homeroom _____

I request that my son/daughter be given the following medication at school in accordance with the School Board approved policy and guidelines I have been provided with. I give my permission for the listed medication(s) to be given to my child at school. I understand that the district, the Board, and its employees are not liable for damages or injuries resulting from administration of medications to my child.

Parent Signature _____ Date _____

Phone 1: _____ Phone 2: _____

Doctor's Name (Please Print) _____

Physician Order for Administration of Medication at School

| | | | | |
|------------|------------|--------|-------|--------------|
| Start Date | Medication | Dosage | Route | Time to give |
|------------|------------|--------|-------|--------------|

Reason for medication _____

Side effects _____

Physician Signature _____ Date _____

Physician phone _____

Fax _____

4.35SF2

This form is available in the school offices

Searcy School District Health Services

MEDICATION SELF-ADMINISTRATION CONSENT FORM

PHYSICIAN AND PARENT CONSENT FOR SELF-ADMINISTRATION OF ASTHMA INHALER

Student _____ Date of Birth _____

School _____ Grade _____

Teacher/Homeroom _____

I request that my son/daughter be permitted to carry his/her asthma inhaler at school in accordance with the School Board approved policy and guidelines. I have read and agree with Searcy School District policy. I will not hold the district, the Board, and its employees liable for any injury resulting from self-medication.

The medicine has been prescribed for my son/daughter as indicated by the prescription label on the medicine.

The self-administration is done in compliance with the prescription or written instructions from my child's physician or other licensed health care provider.

I understand self-management privileges may be lost if his medication is used improperly.

Parent Signature _____ Date _____

Student Signature _____ Date _____

**PHYSICIAN ORDER FOR SELF-ADMINISTRATION OF
ASTHMA INHALER**

Name _____ Date of Birth _____

In order to protect the health of the above named student, I give authorization for self-administration of his/her asthma inhaler. I have discussed appropriate safety measures with the student & family members. The student may be permitted to carry and administer his/her prescribed asthma inhaler as needed.

Physician Signature _____ Date _____

Fax _____

4.35SF3

This form is available in the school offices

GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM

Searcy School District Health Services

Glucagon Care Provider Designation Letter-Parent

Student _____ Date: _____

Teacher _____ Grade: _____

DOB _____

ALLERGIES:

I give my permission for the following people to be authorized to administer Glucagon to my student,
_____ in accordance with the Arkansas Code Ann. 6-11-105, 17-87-103 and 25-15-201 et seq.

The designated care providers who are employees of Searcy School District are:

1. _____
2. _____
3. _____

4. _____

I understand that the glucagon will be given by an unlicensed person only in the event that a licensed person is not on campus. I also understand that if the volunteers and the licensed person are not available that 911 will be called. I agree to pay for ambulance services if used, to transport my child to the hospital should glucagon be required.

A school district, school district employee, or an agent of a school district, including a healthcare professional who trained volunteer school personnel designated as care providers, shall not be liable for any damages resulting from his or her actions or inactions under these rules or under Ark. Code Ann. 17-87-103.

Parent/ Guardian Name – Printed

Parent/Guardian Signature

Date

4.35SF4

This form is available in the school offices

EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Searcy School District Health Services

REQUEST FROM PARENT/GUARDIAN FOR SELF-ADMINISTRATION OF A PRESCRIBED EPI-PEN

Student _____

Date of Birth _____

School _____ Grade _____

Teacher/Homeroom _____

I request that my son/daughter be permitted to carry his/her prescribed EPI-PEN at school in accordance with the School Board approved policy and guidelines I have been provided with. I will not hold the district, the Board, and its employees liable for any injury resulting from self-medication.

I agree to pay for ambulance service used to transport my son/daughter to the hospital after self-administration of medication.

I understand self-management privileges may be lost if his/her medication is used improperly.

Parent/Guardian signature _____ Date _____

Student signature _____ Date _____

PHYSICIAN ORDER FOR SELF ADMINISTRATION OF EPI-PEN

Name _____ Date of Birth _____

In order to protect the health of the above named student, I give authorization for self-medication of an EPI-PEN by the student. This student has been educated in the correct use of the EPI-PEN and is capable of performing the appropriate method of self-medication. The student may be permitted to carry and administer his/her prescribed EPI-PEN as needed.

Reason for EPI-PEN

Physician Signature _____ Date _____

Fax _____

4.36—STUDENT ILLNESS/ACCIDENT

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

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

4.37—EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year.¹ Students who ride school buses,² shall also participate in emergency evacuation drills at least twice each school year.

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

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method³. Students shall be included in the drills to the extent practicable.⁵

4.38—PERMANENT RECORDS

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

4.39—CORPORAL PUNISHMENT

The Searcy School Board prohibits the use of corporal punishment by any employee of the District against any student.

4.40—HOMELESS STUDENTS

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

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

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the

homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.¹

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

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

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

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

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

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

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

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

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

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

A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.

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

- a. Are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
 - Living in emergency or transitional shelters;
 - Abandoned in hospitals; or
- 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
- d. Are migratory children who are living in circumstances described in clauses (a) through (c).

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added, to the list of directory information in Policy 4.13.³

4.41—PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

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

4.42—STUDENT HANDBOOK

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

4.43—BULLYING

Definitions

“Attribute” means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

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

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

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

"Cyber bullying" means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyber bullying of School Employees includes, but is not limited to:

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

- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- g. Signing up a school employee for a pornographic Internet site; or
- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyber bullying is prohibited whether or not the cyber bullying originated on school property or with school equipment, if the cyber bullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

“Harassment” means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

“Substantial disruption” means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee.

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

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and

- b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
 - a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be true;
 - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, persons having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

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

Copies of this policy shall be available upon request.

4.44—NATIONAL ANTHEM

Each school in the District shall broadcast "The Star-Spangled Banner" at:

- The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of "The Star-Spangled Banner" may be performed at only one (1) of the events; and
- At least one (1) time each week during school hours.

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

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

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

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2024; AND 2025

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*¹ will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student’s permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process³ to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each-; tThis shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:⁴

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

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.⁵

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional __ units to graduate for a total of __ units. The additional required units may be taken from any electives offered by the district.⁶ There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

- 3) Algebra II; and
- 4) The fourth unit may be either:
 - A math unit approved by DESE beyond Algebra II; or

- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

- DESE approved biology – 1 credit;
- DESE approved physical science – 1 credit; and
- A third unit that is either:
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.^{*7}

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.^{*8}

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.

- (Comparable concurrent credit college courses may be substituted where applicable)
 - A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry
- * A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and
- c. A third unit that is either:
 - o An additional science credit approved by DESE; or
 - o 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.⁸⁷

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.⁹⁸

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

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*¹ will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process³ to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each: ~~this shall be~~ accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:⁴

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.⁵

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional __ units to graduate for a total of __ units. The additional required units may be taken from any electives offered by the district.⁶ There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

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

Natural Science: three (3) units

a. DESE approved biology – 1 credit;

b. DESE approved physical science – 1 credit; and

c. A third unit that is either:

- o An additional science credit approved by DESE; or
- o A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit

- Other social studies – one-half ($\frac{1}{2}$) 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.⁸⁷

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.⁹⁸

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

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

Science: three (3) units

- DESE approved biology – 1 credit;
- DESE approved physical science – 1 credit; and
- A third unit that is either:
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸⁷

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.⁹⁸

4.45.2—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*¹ will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core

curriculum **providing** they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process³ to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:⁴

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.⁵

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional __ units to graduate for a total of __ units. The additional required units may be taken from any electives offered by the district.⁶ There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

Community Service

Each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.

The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. Except as provided by this policy, a student must receive at least the following documented clock hours of community service each year:

- Fifteen (15) hours for students in grade nine (9);
- Twenty (20) hours for students in grade ten (10);
- Twenty (20) hours for students in grade eleven (11); and
- Twenty (20) hours for students in grade twelve (12).

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

- 3) Algebra II; and
- 4) The fourth unit may be either:
 - A math unit approved by DESE beyond Algebra II; or
 - A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and
- c. A third unit that is either:
 - o An additional science credit approved by DESE; or
 - o A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit

- Other social studies – one-half ($\frac{1}{2}$) 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.⁷

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.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

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

Science: three (3) units

- DESE approved biology – 1 credit;
- DESE approved physical science – 1 credit; and
- A third unit that is either:
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) unit
- World history, one (1) unit
- American History, one (1) unit

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

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁷

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.

4.46—PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

1. During the first class period of each school day;
2. At the commencement of each school-sanctioned after-school assembly; and
3. At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall either stand or sit quietly while the other students recite the Pledge.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

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

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

To protect the security of statewide assessments, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.

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

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

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

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

From the beginning of the school day until the end of the school day, students are forbidden from using cell phones or personal electronic devices in the classroom. Such devices must be stored out of sight and turned off. Exceptions may be made by the building principal or his/her designee for health or other compelling reasons.

Students may have electronic devices (phones, headphones, earbuds) out in the hallway between classes and in the cafeteria at breakfast and lunch-times. Students may not have electronic devices (phones, headphones, earbuds etc.) out in the class room.

Before and after normal school hours, possession of electronic devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is

permitted to the extent and within the limitations allowed by the event or activity the student is attending.

A parent shall obtain approval from the student's building principal before operating a student-tracking safety device at school or at a school-sponsored event if the device has recording or listen-in capability. The District requires the device's recording and listen-in technology to be disabled while the device is on the campus or at the school-sponsored event because of student privacy concerns. The District prohibits unauthorized audio or visual recordings or transmission of audio or images of other students. The student's parent shall agree in writing to the requirement for the device's recording and listening-in technology to be disabled and that the District may prohibit future use of the device on campus or at a school-sponsored activity if it is determined that the device's recording or listening-in capabilities were used in violation of this policy before the student safety tracking device may be on campus or at a school-sponsored event.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

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

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

1st offense - Confiscation of cell phone or electronic device: the device will be confiscated by the teacher and returned at the end of the class period.

2nd offense - Confiscation of cell phone or electronic device; the device will be returned to a parent or guardian following a parent/administrator conference. Other disciplinary actions may be levied at the discretion of the principal.

3rd offense- Confiscation of cell phone or electronic device; the device will be held for (3) calendar days before being returned to a parent or guardian. Other disciplinary actions may be levied at the discretion of the principal.

4th offense and subsequent offenses- Confiscation of cell phone or electronic device; the device will be held for 10 calendar days before being returned to a parent or guardian.

Other disciplinary actions may be levied at the discretion of the principal. If a cell phone or other electronic device has been confiscated and the duration ends on a non-school day, the device shall be returned to a parent or guardian the next day school is in session.

Repeat offenders may be subject to penalties of increasing severity up to and including suspension or expulsion. Students have no right of privacy as to the content contained on any cell phones and other electronic communication devices that have been confiscated.

4.48—VIDEO SURVEILLANCE AND STUDENT MONITORING

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

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

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

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

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

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

4.49—SPECIAL EDUCATION

In accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

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 which govern 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. The LEA supervisor may be reached at 501-268-3517. Among the supervisor's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

Handle with Care

The Searcy School District is committed to the safety of all students. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the student's dignity, is safe, and enables continued positive learning and behavioral development. The district has a certified trainer in the Handle with Care program that is trained yearly and provides training to the district based on the school campus need.

4.50—SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition a Certification of Disability for Special Dietary Needs Form completed by a state licensed healthcare professional, which includes:

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

The medical statement should include:

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

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

When choosing an appropriate approach to accommodate a student's disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal

opportunity to participate in or benefit from the program, which may include a generic version of a product.

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

4.51— FOOD SERVICE PREPAYMENT

Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Staff and parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment at the particular school site;
- Depositing funds through the District's online service;

At the beginning of each school year, each student will be provided a copy of this policy as well as printed information regarding the procedures and various options for meal payment. All students will also be provided with an application for free and reduced priced meals. These documents may be included as part of the student handbook or in a separate packet to be determined by the administration at each school site.

Unpaid Meal Access

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal. A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance at the following times:

Elementary Schools and Southwest Middle School

- Once per week, automated telephone calls will be made to the parent/guardian of each student who owes meal charges in any amount.
- Once per week, on a day chosen by the individual school's Child Nutrition Manager in conjunction with office personnel, meal charge notices will be printed and sent home with all students who owe more than or equal to \$10.00.
- Shortly before the end of the school year, printed notices will be mailed to the parent/guardian of each student who owes meal charges in any amount. Follow-up calls will be made approximately two weeks after printed notices.

Junior High and High Schools:

- Once per week, automated telephone calls will be made to the parent/guardian of each student who owes meal charges in any amount.
- Students will be allowed to charge any reimbursable meal (Main Line, Chef Salad/Salad Bar, Meal Deal). When meal charges reach \$10.00, a telephone call will be made to the student's

parent/guardian to make the parent/guardian aware of the situation. An additional call will be made if meal charges reach \$20.00 or more.

- **Charging of individual/a la carte items such as bottled beverages, packaged snacks, and other “extra” items will not be permitted in any situation.** A la carte or other food and beverage items may be purchased by either providing payment for items at the time of receipt or by having a prepaid account with sufficient funds with the District from which the charge for the items may be withdrawn.
- Shortly before the end of the school year, printed notices will be mailed to the parent/guardian of each student who owes meal charges in any amount. Follow-up calls will be made approximately two weeks after printed notices.

Students who have submitted proper documentation to receive a meal modification in accordance with Policy 4.50—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

Other General Procedures

1. All unpaid meal charges at the end of each school year will “roll up” with the student to the next grade level, and attempts to collect the charges will continue as above. These charges are considered “delinquent debt” since the possibility of collection still exists as long as the student is active in the district. Records of all student account balances will be printed and filed in the office of the Child Nutrition Director at the end of each fiscal year.
2. Refunds of positive account balances may be processed at the end of each school year or upon student withdrawal from the district. A written or e-mailed request must be submitted to the Child Nutrition department for any refunds. Unclaimed funds for students leaving the district must be requested within 30 calendar days after the end of the school year during which the student left. Unclaimed funds will then become the property of the Searcy Public Schools Child Nutrition Program.
3. Meal charge collection will be included in the office checklist for any student who transfers out of the district or graduates, and requests for payment of outstanding meal charges will be made at the time of withdrawal.

4.52—STUDENTS WHO ARE FOSTER CHILDREN

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

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

timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.

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

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

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

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

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

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

The District shall only reject a Foster Child School Choice application if the public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, rules for standards of accreditation, or other applicable rule or regulation.

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 to which the foster child transferred. 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 to which the foster child transferred.

4.53— PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

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

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

4.55—STUDENT PROMOTION AND RETENTION

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older.

Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Each time a student is assessed by use of a high-quality literacy screener, At with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading and, in a parent friendly manner, the student's reading progress.

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

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

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

Each student² shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

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

1. The student's specific, diagnosed reading skill needs, including without limitation:
 - Phonemic awareness;
 - Phonics decoding;
 - Text reading fluency;
 - Vocabulary-building strategies; and
 - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;

4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

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

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

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

- a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- b. Assign the student to:
 - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
 - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
 - With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
 - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
- c. Provide parents, legal guardians, or persons standing in loco parentis to students with a "read-at-home" plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student's individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;
- d. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
- e. Be given priority to receive a literacy tutoring grant; and
- f. Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

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

1. Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;
2. Assignment to:

- if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or
 - if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:
 - o With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
 - o Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and
3. Provision of each student with extended time on math instruction during or after school.

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

By the end of grade eight (8), the student's SSP shall:³⁴

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

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

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

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

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below² who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

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

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.⁴⁵ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁵⁶

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary Education (DESE). Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

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

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

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

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

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom

academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities per sport per week shall be limited (tournaments excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

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

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

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

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

Interscholastic Activities

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

ACADEMIC REQUIREMENTS: Junior High

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

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

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

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate in the fall semester of their tenth-grade year.

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Intra-scholastic Activities

AAA Governed Activities

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

Non-AAA Governed Activities

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

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.¹

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone² as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if:

- The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or
- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in ~~an~~ interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of his or her enrollment in a home school.

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

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

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

student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

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

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

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

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;⁴
- permission slips, waivers, physical exams; and
- participation or activity fees.

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

A home schooled student may begin participating in an interscholastic activity immediately upon being approved to participate by the District if:

- The home schooled student has not withdrawn from an Arkansas Activities Association member school; or
- The student has withdrawn from an AAA member school and enrolled in a home school but did not participate in an interscholastic activity that is a varsity sport at the student's resident district prior to the student's withdrawal from the AAA member school.

A student who withdrew from an AAA member school who participated in an interscholastic activity that is a varsity sport at the student's resident district during the previous three hundred sixty-five (365) days shall not be eligible to immediately participate in an interscholastic activity that is a varsity sport in the District. The student will not become eligible for full participation until the completion of the three hundred sixty-five (365) day period from when the student withdrew. A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period from when the student withdrew.

4.56.5—CHEMICAL ABUSE POLICY

The Searcy School District recognizes that chemical abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes and the total development of each individual and jeopardizes the safety of all student athletes/cheerleaders.

Chemical abuse or misuse includes but is not limited to, the use of illegal drugs, alcohol, and the abuse or misuse of legal drugs and medications.

SCOPE

The random testing provisions of this policy apply to all students in grades 7-12 representing Searcy Public Schools in any extracurricular activity or anyone that parks on campus during or after the school day. Those representing Searcy Public Schools must obtain a consent form from their custodial parent/legal guardian as a condition of participation.

GENERAL PROVISIONS

Illegal Drugs are defined as drugs, or the synthetic or generic equivalent or derivative of drugs, which are illegal under federal, state, or local laws including, but not limited to, marijuana, heroin, hashish, cocaine, hallucinogens, depressants, and stimulants not prescribed or any other drug-like substance, the use, possession or sale of which is unlawful. Illegal drugs include steroids and its derivatives or related substances which are not prescribed by a physician or are prescribed by a physician for uses not authorized by the manufacturer of the drug.

Alcohol is defined as ethyl alcohol or any beverage containing ethyl alcohol.

Prescribed Medication is defined as any drug or medication prescribed by a physician for uses authorized by the manufacturer of the drug or medication.

Random Testing Provisions

The use of possession of illegal drugs or alcohol during school activities or prior to school activities where the illegal drug or alcohol has the possibility of impairing the participant is a violation of this policy. The presence of an illegal drug or alcohol and its metabolites in a student's body is considered possession.

Any student undergoing medical treatment prescribed by a physician that includes the use of any drug or medication capable of affecting the student's mental or physical capabilities must notify the appropriate coach/sponsor. If there is any doubt concerning the effects of the drug or medication, the appropriate coach/sponsor should be notified. A student's failure to notify the appropriate coach/sponsor that the student is undergoing medical treatment, which includes the use of any drug or medication capable of affecting the student's mental and physical abilities, is a violation of this policy. The penalty for this violation shall be the same as an initial positive test result under the random testing provisions.

Refusal to Submit to Testing

Any participant who refuses to submit to random drug testing shall not be allowed to participate in any school activity for the remainder of the school year.

Consent

All students who desire to participate in athletics/cheerleading will be required to sign a form consenting to the testing during the random selection testing. The form must be co-signed by the student's custodial parent/legal guardian. No student shall be allowed to participate in any activity until the consent form has been signed by both student and custodial parent/legal guardian and returned to the athletic director.

Cost of Chemical Testing

The test to be given during the random selection testing will be paid by the district. Any second test or test requested by the parent will be at the parent's own expense.

ATHLETIC DEPARTMENT CHEMICAL SCREENING GUIDELINES

PHILOSOPHY

It is the philosophy of the Searcy Athletic Department that athletes should be encouraged and supported in their efforts to develop and maintain a chemical-free lifestyle. The Athletic Department recognizes the use of mood-altering chemicals as a significant health problem for many students, resulting in negative effects on behavior, learning and the total development of each individual as well as jeopardizing the safety of all student athletes/cheerleaders. The misuse and abuse of mood-altering chemicals for some students affect academic growth. Others are affected by the misuse and abuse of family, teammates, schoolmates, or other significant persons in their lives.

PURPOSE

The purposes of the Chemical Screen Test of the Searcy Athletic Department are as follows:

1. Emphasize concerns for the health of students in areas of safety while participating in activities and the long-term physical and emotional effects of chemical use on their health.
2. Promote a sense of order and discipline among students.
3. Confirm and support existing state laws which restrain the use of such mood-altering chemicals.
4. Assist students who are abusing or misusing chemical substances.
5. Assist students who desire to resist peer pressure that directs them toward the abuse or misuse of chemical substances.
6. Establish standards of conduct for those students who are considered leaders and standard bearers among their peers.
7. Work with parents to assist in keeping their children free of mood-altering chemicals.
8. Assist students who should be referred for assistance or evaluation regarding their use of mood-altering chemicals.
9. To deter chemical abuse or misuse by all athletes/cheerleaders through the use of random drug testing.

TESTED SUBSTANCES

The substances for which students will be tested include:

BARBITURATE CLASS AMPHETAMINES BENZODIAZEPINE CLASS
 COCAINE METABOLITE PROPOXYPHENE PHENCYCLIDINE (PCP)
 QUALITATIVE THC OPIATE CLASS ETHYL ALCOHOL
 METHAQUALONE

SUPERVISED URINE COLLECTION AND CHAIN OF PROCEDURE

Any student who is requested to provide a urine specimen shall be directed to a collection site where the student will provide a specimen. Each specimen container will have a number on it which will be assigned to a participant's name. The following precautions would be taken, as appropriate, at the collection site.

1. Positively identify the examinee.
2. The observer shall ask the individual to remove any unnecessary outer garments (e.g. coat, jacket) that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. All personal belongings (e.g. purse briefcase) must remain with the outer garments. The observer shall note an unusual behavior or appearance.
3. The student shall be instructed to wash and dry his/her hands prior to providing the specimen. After washing his/her hands, the student shall not be outside of the presence of the observer and not have access to water fountains, faucets, soap dispensers, or cleaning agents until after the specimen has been provided and sealed. Only one person will be allowed at a time in the washroom and process area.
4. The student will be allowed to provide the specimen in a stall, or other partitioned area that allows for individual privacy. After the specimen has been provided, that student should leave the stall.
5. At the collection site, toilet bluing agents shall be placed in the toilet tanks, where possible, so that the reservoir of water in the toilet bowl always remains blue. No other source of water shall be available in the enclosure where urination occurs.
6. After the specimen has been provided to the observer, the observer will continue with chain of custody procedures and determine whether it contains at least 30 milliliters of urine if there is not at least 30 milliliters, additional urine should be collected. The student may be given reasonable amounts of water. If a student fails for any reason to provide the necessary amount of specimen, the observer shall contact the Athletic Director, or a school official appointed by the superintendent, to obtain guidance.
7. Immediately after collection the observer shall check the temperature of the specimen and inspect the specimen for color. Freshly voided specimens should be warm.
8. Both the observer and the student being tested shall keep the specimen in view at all times prior to its being sealed and labeled.
9. The labels for the specimen bottle must have all information completed before testing.
10. The student shall observe the tamper-proof seal being placed over the bottle cap and down the sides of the bottle. The observer will place the identification label securely on the bottle.
11. The student and the observer will sign the CHAIN-OF-CUSTODY form and have the observer initial the specimen label.
12. The identification label on the specimen container shall contain:
 - the date
 - the student's name
 - the student's assigned number

13. All collected specimens must be delivered at once to the Athletic Director or the person assigned to deliver specimens to the testing laboratory certified by the Department of Health and Human Services.
14. The observer shall enter the identifying information in a permanent record book. Both the observer and the student shall sign the permanent record book next to the identifying information.

RESULTS AND NOTIFICATION

Test results shall be reported to the Athletic Director or his/her designee after receipt of the specimens. All reports shall be in writing. All specimens testing negative on the initial test or negative on the confirmation test shall be reported as negative. Only specimens confirmed as positive shall be reported positive for a specific drug.

Upon a first positive result:

(A student may request a retest at his/her expense within a 72 hour period of the results. This retest for the student must be done at the original location of the first test.)

1. The Athletic Director or his/her designee shall notify the student and the student's custodial parents/legal guardians.
2. Students will be encouraged to seek treatment and/or counseling for drug/alcohol related problems. A referral/resource list is available in each building principal and counselor's office. The Searcy School District will not assume any expense incurred for counseling service or attendance in a drug/alcohol rehabilitation program.
3. The student will be on probation for twenty days. After twenty-one days the student will be tested again at the expense of the district and a written copy of the results will be given to the Athletic Director or his/her designee. If the test is negative, probation will be lifted.
 - Students in grades 7-10: If the test is positive, the student will not be allowed to continue in Athletics/Cheerleading for the remainder of the school year. If the retest is not requested after twenty-one days, the student will not be allowed to continue in Athletics/Cheerleading for the remainder of the school year. To regain eligibility for Athletics/Cheerleading a student must have a negative CHEMICAL SCREENING TEST. This test must be administered under the school district's supervision and at the student's expense.
 - Students in grades 11-12: If the test is positive, the student will not be allowed to continue in Athletics/Cheerleading for the remainder of the school year. If the retest is not requested after twenty-one days, the student will not be allowed to continue in Athletics/Cheerleading for the remainder of the school year. To regain eligibility for Athletics/Cheerleading a student must have a negative CHEMICAL SCREENING TEST. This test must be administered under the school district's supervision and at the student's expense.
4. Positive test results shall not be provided to police or other law enforcement agencies.

EXCEPTION: Steroids or similar chemicals that could take more than twenty days to leave a student's system. In this case a doctor's written opinion is requested and is at the student's expense.

RANGE

All Athletes/Cheerleaders grades 7 thru 12

ADMINISTRATION OF TEST (WHEN)

1. All students entering the seventh grade thru the twelfth grade who plan to participate in athletics/cheerleading may be subject to an urinalysis test at the beginning of the school year or any time a student is required to take a physical to be eligible to participate in athletics he/she may be subject to an urinalysis test for chemicals.
2. Additionally, random selection testing will occur during the school year for **grades 9-12** while students are participating in their respective sports and/or off-season. No less than 5% and no greater than 90% of those students participating in athletic/cheerleading activities shall be selected at any given occurrence of random selection testing. Each sport is required, but not limited to a minimum of one random selection testing during the school year. Random selection testing may occur during the school year for **grades 7-8** Student athletes/cheerleaders as deemed appropriate by the school district Athletic Director. The same guidelines will be followed when **grades 7-8** students are tested by random selection.
3. A single test can be requested by a coach from a student athlete/cheerleader for reasonable suspicion.

RECORDS

All records concerning chemical abuse testing shall be maintained by the Athletic Director or his/her designee in a separate file under lock and key. The records shall not be kept in a student's regular file. Only the Athletic Director or his/her designee shall have access to the files. A student and the student's custodial parents/legal guardians may obtain a copy of all chemical abuse testing records upon written request.

ALL RECORDS SHALL BE KEPT CONFIDENTIAL

4.56.6 SSD—STUDENT SOCIAL EVENTS

Students and guests who attend school sponsored social events are accountable for their behavior as outlined by policies of the Searcy School District governing a regular school day.

Any party or social event must be approved by the principal for a specific date, time, and place. All school sponsored parties must have school employees as sponsors as well as other sponsors that the principal may require.

Specifically, students may not leave an event and re-enter, may not possess or consume alcoholic drinks or drugs, must be responsible for the conduct of their guests, and must have visitors approved in advance.

Principals are authorized to issue other rules as they deem necessary for order and propriety in school sponsored social events.

4.57—IMMUNIZATIONS

Definitions

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

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

General Requirements

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

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

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

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

- A. Licensed physician;
- B. Health department;
- C. Military service; or
- D. Official record from another educational institution in Arkansas; or
- E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

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

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

1. Proof of immunization showing the student to be fully age appropriately vaccinated;
2. Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student's next immunization;
3. A copy of a letter from ADH indicating immunity based on serologic testing; and/or

4. A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

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

Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days. 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 is older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion From School

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

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

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

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

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

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

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;
- The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

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

The District allows private school and home-schooled students whose parents, legal guardians, or other responsible adult with whom the student resides is residents of the District to attend academic courses offered by the District.

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

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

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

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

The District may reject a private school or home school student’s request for attendance if the District’s acceptance would

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

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home-schooled student’s request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home-schooled student is denied

attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home-schooled student who will be notified of an opening in the requested course.

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

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

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

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

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

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

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.

Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and

- Denying reasonable access to toileting facilities.

"Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

"Behavior Intervention Plan" (BIP) means a written plan that:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
 - A definition or description of the desired target behavior or outcome in specific measurable terms;
 - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
 - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
 - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
 - A plan for managing a crisis situation;
 - A system to collect, analyze, and evaluate data about the student;
 - The school personnel, resources, and training needed before implementation of the BIP; and
 - The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

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

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

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from recurring after the crisis ends.

"Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:

- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

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

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

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

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

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

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

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

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

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

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

- That is accomplished by using positive behavioral programs, strategies, or approaches.

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

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

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

Positive Behavioral Supports

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

1. Prevention level for each student in a school;
2. Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
3. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District's positive behavioral support shall include:

- a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- b. Holding a student positively accountable for meeting an established behavioral expectation;
- c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- d. The following interrelated activities:
 - Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
 - Focusing on preventing the development and occurrence of problem behavior;
 - Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
 - Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
5. Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

Problem Solving and Intervention Team

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student's problem-solving and intervention team shall:

- a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
- b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
- c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

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

Physical Restraint

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

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

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

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

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
 - To punish or discipline the student;
 - To coerce the student;

- To force the student to comply;
- To retaliate against the student;
- To replace the use of an appropriate educational or behavioral support;
- As a routine safety measure;
- As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
- As a convenience for school personnel; or
- To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

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

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

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

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

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

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

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

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

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

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

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

1. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. Be maintained in the student's education record; and
3. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:

- a. A member of school personnel who was present during the incident;
- b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
- c. A school administrator; and
- d. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
 - Reevaluate the training needs of school personnel;
 - Reevaluate the physical restraint policy and practices; and
 - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
 - a. The concerns of the student's parent;
 - b. The student's social and medical history;
 - c. The student's FBA, if one exists; and
 - d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether positive behavior supports were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. Consider whether additional intervention and support is necessary for the student;

7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
 - a. The student;
 - b. The student's parent; and
 - c. Other school personnel or students who witnessed the incident.

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

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

4.61—STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Multiple occupancy room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

"Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student's original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student's sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

4.62—STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the

student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

- a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
- b. Pronoun or title that is inconsistent with the person's biological sex.

4.63—STUDENT RELIGIOUS EXPRESSION

The _____ School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.

Student Assignments

Student assignments include, but are not limited to:

- Homework;
- Classwork;
- Artwork; and
- Other written or oral assignments.

A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:

1. Be graded and judged:
 - By ordinary academic standards of substance and relevance; and
 - Against other conventional, pedagogical topics as identified by the District curriculum; and
2. Not be penalized or rewarded based on the religious content, if any, of the student's assignments.

Student Presenters

A student's expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak.

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be inappropriate. A student's refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or

continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District's Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to cease such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District's Student Code of Conduct

There shall be a disclaimer that a student speaker's speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students.¹

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony:²

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

Definitions

"Curriculum" means: the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

The use of instructional materials, including classroom events or activities associated with classroom instruction, beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials, including classroom events or activities associated with classroom instruction, used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

In addition to all other inspection rights under this policy, the following shall be made available for inspection regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:

- a. Curricula;
- b. Materials;
- c. Tests;
- d. Surveys;
- e. Questionnaires;
- f. Activities; and
- g. Instruction of any kind.

Except when directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction, the District shall provide written notification to parents and legal guardians of their ability to exercise their rights under this policy to review items A-G above or to challenge and/or opt their student out of items under A-G above as permitted under Policy 5.6. The District's notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

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

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Definitions

"Curriculum" means: the sequences of public school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

Instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials, including classroom events or activities associated with classroom instruction, may do so by filling out a *Challenge to Instructional Material* form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevance to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevance to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- Misleading;
- Factually inaccurate; or
- Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program except when the item is directly related to a

requirement under the Arkansas academic standards; a District employee is responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction:

- a. Curricula;
- b. Materials;
- c. Tests;
- d. Surveys;
- e. Questionnaires;
- f. Activities; and
- g. Instruction of any kind.

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

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

This form is available in the school offices

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS, EVENTS, AND ACTIVITIES

Name: _____

Date submitted: level one _____ level two _____ level three _____

Instructional material, event, or activity being contested:

Reasons for contesting the material, event, or activity (be specific):

What is your proposed resolution?

Signature of receiving principal _____

Signature of curriculum coordinator _____

Signature of Superintendent _____

Parent's Name: _____

Student's Name: _____

I have reviewed the list of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind regarding sex ed, sexual orientation, or gender identity and wish for my student to be excused from the following regarding sex ed, sexual orientation, or gender identity:

[illegible]

I understand that I may not opt my student out of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind related to sex ed, sexual orientation, or gender identity if the curriculum, material, test, survey, questionnaire, activity, or instruction of any kind is directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction.

I understand that in order for my excused student to not be penalized for grading purposes due to my student being excused from the above instruction, instructional materials, events, or activities that my student must satisfactorily perform alternative lessons related to health.

Parent's Signature: _____

Date: _____

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

The ultimate authority for the selection and retention of materials for the schools' media centers rests with the Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

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

Selection Criteria

The criteria used in the selection of media center materials shall be that the materials:

- a. Support and enhance the curricular and educational goals of the district;
- b. Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature;
- c. Contribute to the examination of issues from varying points of view and help to broaden students understanding of
their rights and responsibilities in our society;
- d. Help develop critical thinking skills;
- e. Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
- f. Have literary merit as perceived by the educational community; and
- g. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound
economic value.

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three years.

Gifts

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor.

or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

Challenges:

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

If the decision is to not remove the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within 5 working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within 15 days of the committee's decision. The Board shall review the material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

This form is available in the school offices

5.7FS—REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS

Name: _____

Date submitted: _____

Media Center material being contested:

Reasons for contesting the material. (Be specific about why you believe the material does not meet the selection criteria listed in policy 5.7—*Selection of Library/Media Center Materials*):

What is your proposed resolution?

Signature of receiving principal _____

Signature of Superintendent (if appealed) _____

5.11—DIGITAL LEARNING COURSES

Definitions

For the purposes of this policy:

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

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

"Instructional Materials" means:

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

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

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

Digital Course Offerings

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

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

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

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

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any or all of his/her scheduled courses digitally. The student's attendance in ~~his/her~~ the student's digital course(s) shall be determined in accordance with Policy

4.7—ABSENCES. Attendance for full time virtual students in asynchronous courses is based on utilization of the courseware and completion of assignments. For weekly attendance to be counted for each course or subject area, students must meet goals for progress in each course. That information will be drawn from the curriculum and instruction within the online coursework and attendance/participation in live instruction sessions. Attendance will be pulled weekly from the online platform that captures the student's login, class attendance, and coursework activity. Attendance in a synchronous digital course will be tracked in the same manner as for students attending an in-person course. Chronic absenteeism in digital learning may result in a recommendation to return to onsite instruction or a referral to juvenile court for additional services.

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

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

5.13– SUMMER SCHOOL

The Searcy School District provides remediation to struggling students during the school year. The District also provides summer school for students in grades PreK-3. Specific information regarding PreK – 3 summer school is to be provided in elementary handbooks. In addition, the district may provide a summer school program for students in junior high, senior high, and middle school who must successfully complete a course in order to be promoted to the next grade.

Searcy High School may provide summer school for students to earn credit recovery. Class offerings, dates and times will be determined by the Principal.

Discipline rules and regulations from the handbook will be strictly enforced. Failure to abide by the school rules will result in immediate dismissal without refund.

Students who have an approved free or reduced lunch application on file in the office for the school year preceding the start of summer school will have tuition waived.

An essential part of content delivery for the summer school curriculum will be attained through a traditional, blended and digital learning platform. Courses will be provided through a personalized learning approach where students can move through the program to mastery with a maximum of 60 hours to show proficiency in the course work.

5.14—HOMEWORK

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

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

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

5.15—GRADING

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period to keep parents/guardians informed of their student's progress.

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

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

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

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

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

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

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

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be $(0.25 \times 83) + (0.75 \times 75) = 77\%$.

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Traditional Progression

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

Alternative Progression

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:¹

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

5.17— HONOR GRADUATES

At the end of the school year the Searcy School District will sponsor a presentation of awards to students who have maintained honor student status throughout the first three grading periods of the current school year.

HONOR GRADUATES, VALEDICTORIAN, AND SALUTATORIAN

1. Honor graduates, valedictorian, and salutatorian will be determined at the end of seven (7) semesters
and status verified at the end of eight (8) semesters. Students will lose honor graduate status if they do
not meet requirements at the end of eight (8) semesters.
2. Students may be added to the honor graduate status by attaining all requirements at the end of eight (8) semesters.
3. Rank in class will be in descending order determined by core GPA.
4. Weighted credit will be awarded for AP, IB, or other Arkansas Department of Education
approved
weighted courses contingent upon the following:
 - The student taking the entire AP course in a particular subject.

- The student completing the applicable test offered by the College Board of AP courses at the end of the AP course.
- No fractional Honors/AP credits will be accepted. Students must successfully complete the full year of the H/AP course in order to count that course as one of the eight (8) H/AP courses required for honor graduate status.
- The Searcy School District will use the following quality point scale to compute grade point averages for Advanced Placement (AP), International Baccalaureate (IB), and ADE approved Honors (HW) courses:

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

5. No F's, NC's (no credits) nor I's (incompletes) will be permitted on official transcript in any course, including non-college prep courses. No credit (NC) will be figured into GPA as an F.
6. A student must be enrolled a minimum of four semesters in Searcy High School grade 9-12 to be eligible for valedictorian or salutatorian. A student must be enrolled and in full-time attendance during his/her senior year.
7. If the number of honor graduates does not equal 10 percent of the senior class, then the core GPA requirement will be lowered to include the top 10 percent of the senior class according to rank in class.
8. Both principal and counselor must grant approval for a grade earned through concurrent college enrollment to be calculated in the core GPA.

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

5.17.1—DIPLOMA PROGRAMS AND HONOR GRADUATE STATUS

The Searcy School District offers a comprehensive program of studies designed to challenge students. To this end, several courses of study are available, including those with a more rigorous program. Various diplomas and honor graduate status are awarded based on the course of study completed.

Class OF 2024, 2025, 2026

General High School Diploma

4 Credits of English

4 Credits of Math

To include:

Algebra I (1 credit) OR Algebra A AND B (2 credits); AND, Geometry (1 credit) OR Geometry A and B (2 credits); AND, Algebra II (if needed to reach the 4th math)

3 Credits of Science

Physical Science; AND, Biology; AND, Environmental Science OR Principles of Technology I

3 Credits of Social Studies

American History; AND, World History; AND, American Government (.5); AND, Economics (.5)

½ Credit of Physical Education

½ Credit of Health

½ Credit of Oral Communications

½ Credit of Fine Art (Band, Drama I, Choir, Art I, Music Appreciation, or Music Theory)

6 Electives _____

22 academic credits required for graduation

College Preparatory Diploma

4 credits of English (Accelerated is strongly suggested but not required.)

4 Credits of Math

To include:

Algebra I (1 credit) OR Algebra A AND B (2 credits); AND, Geometry (1 credit); Algebra II; AND, Algebra III OR Pre-Calculus, OR College Algebra AND Trig OR Stats (H) *A math above Algebra II is REQUIRED to meet this diploma type.

3 Credits of Science

Physical Science (regular or honors or PAP); AND, Biology (regular or PAP); AND, Chemistry (Accelerated or PAP), OR Physics (accelerated), OR Principles of Technology I AND II

3 Credits of Social Studies

American History; AND, World History; AND, American Government (.5); OR American Government (PAP or AP-1 credit); AND, Economics (.5)

2 Credits of the same Foreign Language*

*Foreign Language is strongly suggested BUT NOT REQUIRED.

*Check with the future college to see if Foreign Language is a requirement for admission. ½ Credit of Physical Education

½ Credit of Health

½ Credit of Oral Communications

½ Credit of Fine Art (Band, Drama I, Choir, Art I, Music Appreciation, or Music Theory)

4-6 Electives _____

22 academic credits required for graduation

College Preparatory Plus Diploma

Minimum of 6 Accelerated/AP courses

*(1 accelerated credit may be from 9th grade)

2.75 Core GPA

a. Core GPA is calculated from courses in English, Math, Science, Social Studies, and Foreign Language

b. To figure core GPA use the worksheet provided. See page 90.

4 Credits of English (3 must be accelerated or advanced placement)

4 Credits of Math

To Include:

Algebra I (1 credit) OR Algebra A Geometry (1 credit); AND, Algebra II; AND, Algebra III OR Pre-Calculus, OR College Algebra AND Trig OR Stats (H) *A math above Algebra II is REQUIRED to meet this diploma type.

3 Credits of Science

Physical Science (regular or accelerated or PAP); AND, Biology (regular or PAP); AND, Chemistry (Accelerated or PAP or AP), OR Physics (Accelerated or AP), OR Principles of Technology I AND II

3 Credits of Social Studies

American History; AND World History; AND, American Government (.5); OR American Government (PAP, or AP-1.0); AND, Economics (.5)

2 Credits of the same Foreign Language

½ Credit of Physical Education

½ Credit of Health

½ Credit of Oral Communications

½ Credit of Fine Art (Band, Drama I, Choir, Art I, Music Appreciation, or Music Theory)

4 Electives _____

22 academic credits required for graduation

Honor Graduate Status Requirements

Minimum of 8 Honors/AP courses

* 1 honors credit may be from 9th grade

* 4 courses MUST be AP

3.50 Core GPA is required

Core GPA is calculated from courses in English, Math, Science, Social Studies, and Foreign Language

4 Credits of English (3 must be accelerated or advanced placement)

4 Credits of Math

Algebra I (1 credit) OR Algebra A Geometry (1 credit); AND, Algebra II; AND, Algebra III OR Pre-Calculus, OR College Algebra AND Trig OR Stats (H) *A math above Algebra II is REQUIRED to meet this diploma type.

3 Credits of Science

Physical Science (regular or accelerated or PAP); Biology (regular or PAP); AND, Chemistry (Accelerated or PAP or AP), OR Physics (Accelerated or AP)

3 Credits of Social Studies

American History; AND, World History; AND, American Government (.5); OR American Government (PAP or AP -1.0); AND, Economics (.5)

2 Credits of the same Foreign Language

½ Credit of Physical Education

½ Credit of Health

½ Credit of Oral Communications

½ Credit of Fine Art (Band, Drama I, Choir, Art I, Music Appreciation, or Music Theory)

4 Electives

22 academic credits required for graduation

Class OF 2027 AND AFTER

General High School Diploma

4 Credits of English

4 Credits of Math

To include:

Algebra I (1 credit) OR Algebra A AND B (2 credits); AND, Geometry (1 credit) OR Geometry A and B (2 credits); AND, Algebra II (if needed to reach the 4th math)

3 Credits of Science

Physical Science; AND, Biology; AND, Environmental Science OR Principles of Technology I

3 Credits of Social Studies

American History; AND, World History; AND, American Government (.5); AND, Economics (.5)

½ Credit of Physical Education

½ Credit of Health

½ Credit of Oral Communications

½ Credit of Fine Art (Band, Drama I, Choir, Art I, Music Appreciation, or Music Theory)

6 Electives

22 academic credits required for graduation

Honor Graduate Status Requirements

Minimum of 8 Honors/AP courses

* 1 honors credit may be from 9th grade

* 4 courses MUST be AP

3.50 Core GPA is required

Core GPA is calculated from courses in English, Math, Science, Social Studies, and Foreign Language

4 Credits of English (3 must be accelerated or advanced placement)

4 Credits of Math

Algebra I (1 credit) OR Algebra A Geometry (1 credit); AND, Algebra II; AND, Algebra III OR Pre-Calculus, OR College Algebra AND Trig OR Stats (H) *A math above Algebra II is REQUIRED to meet this diploma type.

3 Credits of Science

Physical Science (regular or accelerated or PAP); Biology (regular or PAP); AND, Chemistry (Accelerated or PAP or AP), OR Physics (Accelerated or AP)

3 Credits of Social Studies

American History; AND, World History; AND, American Government (.5); OR American Government (PAP or AP -1.0); AND, Economics (.5)

2 Credits of the same Foreign Language

½ Credit of Physical Education

½ Credit of Health

½ Credit of Oral Communications

½ Credit of Fine Art (Band, Drama I, Choir, Art I, Music Appreciation, or Music Theory)

4 Electives

22 academic credits required for graduation

5.18—HEALTH SERVICES

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

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

5.21—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and ACCELERATED (HONORS) COURSES

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

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

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

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

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.

Accelerated Courses (Honors Courses) are those courses that have been approved by DESE as accelerated courses. Accelerated courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation.

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

Accelerated (Honors) / AP Course Selections

English I A/PAP or Phys Sci A
 English II A or PAP
 English III A or AP
 English IV A or College A or AP
 College Algebra/Trig A
 College Algebra/Statistics A
 Pre-Calculus A
 Calculus AP
 Biology PAP
 Chemistry A
 Chemistry PAP
 Chemistry AP
 Physical Science AP

Physics A
 Physics AP
 Biology AP
 Human Anatomy & Phys AP
 College Biol/HA & Phys AP
 American Gov't PAP
 American Gov't AP
 American History PAP
 American History AP
 French III PAP
 French IV AP
 Spanish III PAP
 Spanish IV AP

5.22—CONCURRENT CREDIT

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

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

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

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

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

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

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

5.24—STUDENT PARTICIPATION IN SURVEYS

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

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

Section Two: No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of

Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of five (5) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

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

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

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

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

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

GUIDANCE SERVICES

The Guidance Center provides three counselors to assist students with personal, social, emotional, academic, and career development. One counselor serves all freshmen and special education students in grades 9-12. A second counselor works with all sophomores and those juniors in regular and honors English classes. The third counselor assists juniors in AP English classes and all seniors.

Students needing assistance may self-refer or referrals will be accepted by parents, teachers or peers on behalf of a student.

Other than regular school hours, the Guidance Center is open three weeks before school starts and two weeks after dismissal for summer vacation.

The Student Services Guide is available containing documentation of prevention, intervention, and conflict resolution provisions and crisis intervention plans.

The following is a list of services provided by the Guidance Center by grade level:

FRESHMEN

The Guidance Center's doors are always open to assist freshmen with personal, social, and academic concerns.

Interpretation of 8th Grade testing provided in September.

Classroom guidance is provided for students to review four-year plans, graduation requirements, GPA's, career focus, etc.

Small group and classroom guidance is provided for students when teen issues arise.

Pre-Registration for sophomore classes starts in early 2nd semester. Students and parents are encouraged to make individual appointments with counselors to confirm or revise four-year plan, career focus, and/or diploma type during October, November, December.

ACT ASPIRE will be administered to all freshmen students in the Spring.

SOPHOMORES

The Guidance Center's doors are always open to assist sophomores with personal, social, and academic concerns.

Classroom guidance is provided in test taking skills, importance of testing, future academic plans, and career planning.

Students interested in the Mathematics and Science School in Hot Springs must inform the counselor before October. Applications due beginning of January.

HOBY leadership forum applications are due in November.

The PSAT (pre-SAT) will be given to all sophomores in the fall, as well as, all 11th grade students interested in competing for National Merit Scholarship possibilities. The cost TBA

Students and parents are encouraged to make individual appointments with counselors to confirm or revise four-year plan, career focus, and/or diploma type during December, January, and February.

The interpretation of PSAT results will be provided for students in January. Pre-Registration for junior classes early in second semester.

Sophomores taking College Algebra as a junior should take the ACT no later than April.

ACT ASPIRE will be administered to all sophomore students in the Spring.

JUNIORS

The Guidance Center's doors are always open to assist juniors with personal, social, and academic concerns.

College handbooks, college catalogs, and extensive career information are available for student use in the Guidance Center.

The PSAT is given to juniors for the purpose of National Merit Scholarship selection. It is important that students who scored high on PSAT as sophomores take it as juniors in October. The cost is TBA.

Fall Future Fest is a college, career, and financial aid symposium held in the cafeteria during October to help juniors make future academic plans.

All juniors are encouraged to take the ACT in December or February.

Any athlete who wishes to pursue athletics in college may sign up for the NCAA Clearinghouse by registering at www.ncaa.org.

Classroom guidance is provided to help juniors make future plans for college, military, career, and/or employment.

Juniors who wish to join the military should sign up for the ASVAB test in November/December.

Governor's School applications will be sent out in February.

Pre-registration for senior classes begins early in the 2nd semester. Upon request, the junior counselor will meet with the student and/or parent during November, December, or January to revise the student's four-year plan, career focus, and/or diploma type.

The ACT will be administered to all juniors in the spring.

SENIORS

The Guidance Center's doors are always open to assist seniors with personal, social, and academic concerns.

Counselors request seven (7) days be allowed for a written recommendation.

College handbooks and applications, financial aid information, college and scholarship directories, and career information is available in the Guidance Center.

The guidance department maintains an updated link on the district website listing important dates and information for students and parents.

All seniors will receive a senior information packet from the Guidance Center in September.

Classroom guidance is provided to seniors concerning college, entrance exams, careers, financial aid, scholarships, resumes, portfolios, recommendations, important dates and deadlines, and exit surveys.

National Merit Semi-Finalists are announced in September and finalists in February.

Fall Future Fest – annual college, career, and financial aid symposium – is held in October.

SHS Honor Graduate status is determined in January and given to students for verification. Final status of Honor Graduates, Valedictorian, and Salutatorian is determined by configuration of the 8 semester core GPA after all second semester grades are figured.

Seniors who wish to join the military should sign up for the ASVAB test administered in November/December.

Scholarship information is provided via daily announcements, and posted counselor bulletins, SHS Guidance Center Twitter and Facebook. It is the student's responsibility to read announcements to learn when scholarships become available and when the applications are due.

Students can access the Searcy High School Guidance Center website for scholarship information as well as a host of other topics. Parents/students can access the Searcy High School Guidance Center Twitter and Facebook on this website.

CAREER PLANNING

Searcy students receive intensive career guidance and counseling beginning in the eighth grade. In career orientation classes, students begin to build their career portfolio, which include scores on standardized tests, learning styles, interest tests, favorite career focuses, diploma intent form, and four-year educational plan. At this point, students get a better grasp of what careers they do or do not want to pursue by understanding and analyzing their individual strengths and weaknesses.

Students continue to define their own future plans for work, college, and career through various class discussions with counselor or teacher, individual appointments with counselor, researching available materials in the guidance center websites.

Each student completes a Four-Year Education Plan Form each year for documentation of career focus required by the Arkansas State Department of Education. Selection of diploma type is also contained on this form to aid counselors in helping students reach their stated goals.

ACADEMIC POLICIES AND PROCEDURES

Early Completion

Consistent with Act 275 of 1997, a Searcy High School student who completes all diploma requirements shall be awarded a diploma regardless of grade level status. To complete graduation requirements early, the student and a parent/guardian must schedule a conference with the senior counselor to review credits and file a formal Request for Early Completion.

Graduation Ceremonies

The following students will be eligible to participate in graduation ceremonies:

1. Seniors in good standing who have met all graduation requirements.
2. Seniors who have earned a minimum of 21.00 credits toward diploma criteria and met all other requirements.
3. Early completers, who plan to walk in graduation ceremonies, must meet all outside required graduation criteria (correspondence or college level courses etc.) prior to April 15 of the semester the student plans to walk. Early completers must take their semester exams on the senior semester exam schedule utilizing the junior exemption policy. Upon completion of all requirements, by these deadlines, early completers will be excused from school with the seniors. If after semester tests are averaged into each subject, the student is deficient in any area, the student will NOT be allowed to walk in graduation ceremonies. All credits required for graduation must be in place for a junior to be allowed to walk in graduation ceremonies..
4. Students eligible to participate in graduation ceremonies must make arrangements for cap and gown, ATTEND GRADUATION PRACTICE, the senior assembly, and all other activities associated with graduation.

6.6—FUNDRAISING

No solicitation of funds or fundraising activities may be conducted in the name of the school or by school organizations without the approval of the principal and superintendent. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fund raising. Fundraising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved. Unauthorized commercial solicitation will not be allowed on school property at any time.

Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fundraising activity shall—

1. Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
2. Not influence or affect the student's grade.

Secondary Schools

Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fundraising proposal to the Superintendent.

Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

Elementary Schools (K-6)

Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are generally discouraged, but there shall be no more than one such activity per school per school year.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fundraising programs.

1. Student participation in fundraising programs is voluntary;
2. Students who do not participate will not forfeit any school privileges;
3. Students may not participate in fundraising programs without written parental permission returned to school authorities;
4. An elementary student who sells fundraising merchandise door to door must be accompanied by a parent or an adult; and

Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

Online Fundraisers

All school-affiliated online fundraisers must be approved by the superintendent, or the superintendent's designee. The superintendent, or the superintendent's designee, shall act as the point of contact for all school-affiliated online fundraisers.

For purposes of this policy, a "school-affiliated online fundraiser" includes, but is not limited to, a fund raiser intended to raise funds for a particular teacher's classroom, grade, student club or organization, or athletic team.

Core GPA Worksheet

| Core GPA Worksheet CORE COURSES -CIRCLE IF ACC(H)OR A.P. | 1st SEM. GRADE | # VALU E | CHECK HERE IF A.P. | 2nd SEM. GRADE | # VALU E | CHECK HERE IF A.P. | STEPS |
|---|----------------------|----------------|--------------------------|----------------------|----------------|--------------------------|---|
| ENGLISH I ACC OR PAP | | | | | | | <p>1. Using your most current transcript, write in the letter grade you earned for each semester of the courses you have completed.</p> <p>2. Use the following scale to assign the numerical value for each grade earned: A=4, B=3, C=2, D=1, F=0, NC=0, I=0</p> <p>The Searcy School District will use the following quality point scale to compute grade point averages for Advanced Placement (AP), International Baccalaureate (IB), and ADE approved Honors(HW) courses: A=5 points, B=4 points, C=3 points, D=2 points, F=0 points, NC=0, I=0.</p> <p>3. Total the numbers you assign in each column. Write your totals in the boxes at the end of each column as designated.</p> <p>4. For each AP course you completed and took the AP test, put a check mark in the designated box for each semester you can count. ***</p> <p>5. Count your number of check marks you marked for AP courses and put your total at the end of each column as designated.</p> <p>6. Add all "totals" from steps 1 through 5 to obtain a number called TOTAL QUALITY POINTS. Write your total in the space provided:</p> <p>_____ TOTAL QUALITY POINTS</p> <p>7. Go back to the first and second semester columns. Obtain your "Total semesters attempted" by counting how many grades you listed. (You must count grades for any course retaken). Write your total in the space provided:</p> <p>_____ TOTAL SEMESTERS ATTEMPTED</p> <p>8. Use your calculator to divide. Round to the nearest ten thousandth:</p> <div style="text-align: center;"> <div>Total Sems. / Total Quality</div> <div>Attempted / Points</div> </div> <p>THIS IS YOUR CORE GPA!</p> <p>***Weighted credit will be awarded for AP, IB, or other Arkansas Department of Education approved weighted courses contingent upon the following:</p> <p>1. The student taking the entire course offered in a particular subject.</p> <p>2. The student completes the applicable test offered by the College Board of AP courses at the end of the AP course.</p> |
| ENGLISH II ACC or PAP | | | | | | | |
| ENGLISH III ACC or A.P. | | | | | | | |
| ENGLISH IV ACC, AP, or COLLEGE | | | | | | | |
| AMERICAN HISTORY | | | | | | | |
| WORLD HISTORY | | | | | | | |
| AM. GOVERNMENT PAP or A.P. | | | | | | | |
| AMERICAN HISTORY PAP OR AP | | | | | | | |
| PHYSICAL SCI. or ACCELERATED | | | | | | | |
| BIOLOGY or PAP | | | | | | | |
| CHEMISTRY ACCELERATED or PAP/AP | | | | | | | |
| PRINCIPLES OF TECH. I & II | | | | | | | |
| PHYSICS ACCELERATED or AP | | | | | | | |
| H ANAT & PHYS ACCELERATED | | | | | | | |
| COLLEGE BIO/HA & P ACCELERATES | | | | | | | |
| BIOLOGY A.P. | | | | | | | |
| ALGEBRA I A/IB, ALGEBRA I | | | | | | | |
| GEOMETRY A/B, GEOMETRY | | | | | | | |
| ALGEBRA II | | | | | | | |
| ALGEBRA III | | | | | | | |
| PRE-CALCULUS ACCELERATED | | | | | | | |
| COLL ALG/TRIG OR STATS A | | | | | | | |
| CALCULUS A.P. | | | | | | | |
| SPANISH I | | | | | | | |
| SPANISH II | | | | | | | |
| SPANISH III Enhanced | | | | | | | |
| SPANISH IV A.P. | | | | | | | |
| FRENCH I | | | | | | | |
| FRENCH II | | | | | | | |
| FRENCH III Enhanced | | | | | | | |
| FRENCH IV A.P. | | | | | | | |
| TOTALS FOR EACH COLUMN | | | | | | | |

ARKANSAS GRADUATION REQUIREMENTS SMART CORE INFORMATION

English – 4 units

- 9th Grade English*
- 10th Grade English*
- 11th Grade English*
- 12th Grade English*

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science*) *At least one MATH unit must be taken in Grade 11 or Grade 12.*

- Algebra I*
- Geometry*
- Algebra II*
- Fourth Math* as approved by ADE or approved Computer Science**

Science – 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science*)

- Biology* - 1 unit
- Physical Science*, Chemistry*, or Physics* or ADE approved Computer Science** – 2 units (a maximum of 1 computer science credit may count for this requirement)

Social Studies – 3 units

- Civics* - ½ unit
- World History* - 1 unit
- American History* - 1 unit
- other social studies* - ½ unit

Oral Communication* – ½ unit

Physical Education* – ½ unit

Health and Safety* – ½ unit

Economics and Personal Finance* – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts* – ½ unit

Career Focus* – 6 units

Personal Finance* – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 9, 10, 11, or 12.

*Category course options as listed on the ADE Smart Core Course Code List

****Computer Science – (optional)** A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.

Each high school student shall be required to take at least one digital learning course for credit to graduate.

Smart Core is the default graduation requirements for all students; therefore, signatures are no longer required to participate. Schools should develop Students Success Plans beginning in 8th grade for all students in accordance with Smart Core requirements.

Arkansas Department of Education
ARKANSAS MINIMUM GRADUATION REQUIREMENTS SMART CORE WAIVER FORM
This form is available in the Counselor's Office

— July 16, 2018

Name of Student: _____

Name of Parent/Guardian: _____

Name of District: _____

Name of School: _____

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Failure to complete the Smart Core Curriculum for graduation *may* result in negative consequences such as conditional admission to college and ineligibility for some scholarship programs.

STATE MINIMUM GRADUATION REQUIREMENTS

English – 4 units

- 9th Grade English*
- 10th Grade English*
- 11th Grade English*
- 12th Grade English or Transitional English 12*

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science)**

- Algebra I (or Algebra I-Part A & Algebra I-Part B - *each may be counted as one unit of the 4-unit requirement*)
- Geometry (or Geometry-Part A & Geometry-Part B - *each may be counted as one unit of the 4-unit requirement*)
(All math units must build on the base of algebra and geometry knowledge and skills.)

Science – 3 units (or 2 units with lab experience and 1 unit of Computer Science)**

- Biology* - 1 unit (All students must have 1 unit in Biology – Integrated, ADE Approved Biology - Integrated, ADE Approved Biology – Integrated Honors, AP Biology, IB Biology, or Concurrent Credit Biology - Integrated.)
- Physical Science*, Chemistry*, or Physics* – at least 1 unit
- other ADE approved science* or ADE approved Computer Science**

Social Studies – 3 units

- Civics* - ½ unit
- World History* - 1 unit
- American History* - 1 unit
- other social studies* – ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics and Personal Finance – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

Personal Finance* – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 9, 10, 11, or 12.

***Category course options as listed under each applicable subject area in the ADE Course Code Management System**

****Computer Science – (optional)** A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.

Each high school student shall be required to take at least one digital learning course for credit to graduate.

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing to waive the Smart Core curriculum. I understand the potential negative consequences of this action as outlined on this form.

Parent/Guardian/Adult Student Signature

Date

School Official Signature

Date**Arkansas Department of Education— July 16, 2018**

ARKANSAS ACADEMIC CHALLENGE — “LOTTERY SCHOLARSHIP”

If available, this scholarship is awarded through the Arkansas Department of Education. Various criteria apply for qualifications; students are directed to www.adhe.edu to determine eligibility.

UNCONDITIONAL ADMISSION TO AN ARKANSAS PUBLIC COLLEGE OR UNIVERSITY

Act 1290 of 1997 amended previous statutory language regarding the courses that high school students must complete in order to be admitted unconditionally to a public college or university in Arkansas. Acting in response to this legislation, the Arkansas Higher Education Coordinating Board has established a core curriculum set of courses required for unconditional admission. Students who graduate from high school in 2004 or later, enter college that fall or in subsequent years, will have to complete the following:

English – four units with emphasis on writing skills

Mathematics – four units, including Algebra I, Geometry, Algebra II, and a math above Algebra II

Science – three units, including Biology,

Chemistry, or Physics. A fourth unit is strongly suggested.

Social Studies – three units, including one of American History, one of World History, and one-half of American Government.

Foreign Language – strongly suggested but not required

Many Arkansas institutions vary in their requirements of in-coming freshman. Therefore, it is important that students and parents consult the institution of choice before deciding on a high school curriculum. College reference books and catalogs are located in the high school Guidance Center for student use.

Annual Scholars Ceremony

Students in grades 9 -11 at Searcy High School who have grade points of 4.0 or above for the fall semester of the current year will be named to attend the Annual Scholars Ceremony. Determination of these students will be made by computing the grade point and using only the academic courses completed by the student. The 12th grade scholars will be those students who have met Honor Graduate status at the conclusion of seven semesters.

Schedule Change Request

Fall Semester—Schedule change request may be made after schedules are received during registration; after schedule is picked up prior to beginning of school and/or as announced in daily student announcements.

Spring Semester—Schedule change request must be made two weeks prior to beginning of second semester, or deadline as announced in daily student announcements.

Dropping a Course

Dropping of a course without receiving an —F in the course must be made prior to the 1st progress report of the semester. Students will not be allowed to have two study halls.

Schedule changes involving moving from a similar course of a different level will be handled on an individual basis and will be considered after the semester begins. Example: moving from honors English to regular English; or Algebra I to Algebra I-A

Correspondence Courses

One (1) credit of correspondence may be taken during each calendar year in grades 9-12. High School counselors must approve correspondence courses. Correspondence is primarily for make-up classes and for classes that cannot be scheduled during the regular school year. These courses are not encouraged for the purposes of graduating early.

Student Community Service

This policy gives students in grades 10-12 at Searcy High School one hour of academic service credit upon completion of 75 hours of community service through approved —Service Learning Centers . The state Department of Education and the Searcy School Board must approve these —Service Learning Centers. For organizations not already on the state approved list of —Service Learning Centers, application must be made by the organizations to the State Department. Whenever possible, —Service Learning Centers will be adopted through our —Partners in Education program.

Recommendations are to be made by the principal and the superintendent to the Searcy School Board for approval.

Students that intend to earn academic credit for community service must apply through the high school principal and/or counselor prior to earning such credit. An agreement will be worked out with the school, the student, the parent, and a selected service Learning Center. After the completion of service hours, the Learning Center will provide documentation to the student and school. In the agreement a specified time period for completion will be determined. The amount of time for completion of 75 hours of service must be completed within one year.

Internet Grade Access

Student grades are available for parent viewing via an internet website provided by Home Access Center and will be posted in a timely manner based on the length and complexity of the test or assignment. Parents will be provided instructions by Home Access Center on how to access student grades.

Semester Test Exemption Policy

The purpose of this policy is to encourage good attendance and highlight academics. Students will qualify for test exemption on a per class basis.

Ninth (9th), Tenth (10th), and Eleventh (11th) grade students **will be exempted from second semester tests only** under the following conditions:

1. at least a —C average and no more than 3 absences for current semester.
2. at least a —B average and no more than 4 absences for current semester.
3. at least an —A average and no more than 5 absences for current semester.
4. at least a passing grade and perfect attendance for the entire semester.

Twelfth (12th) grade students **will be exempted from 1st and/or 2nd semester tests** only under the following conditions:

1. at least a —C average and no more than 4 absences.
2. at least a —B average and no more than 5 absences.
3. at least an —A average and no more than 6 absences.
4. at least a passing grade and perfect attendance for the entire semester.

Homebound days, personal days, truancy, suspension, in-school suspension, excused absence, and unexcused absence will count as an absence when calculating semester test exemption status.

**SEARCY HIGH SCHOOL
FOUR YEAR EDUCATIONAL PLAN**

YEAR OF GRADUATION _____

NAME _____

CAREER FOCUS _____ DIPLOMA TYPE _____

| FRESHMAN | | | | SOPHOMORE | | | |
|---------------|--------------------------|-----------------------------|--------|--------------------------|--------------------------|--------|--|
| | 1 st SEMESTER | 2 nd SEMESTER | C R | 1 st SEMESTER | 2 nd SEMESTER | C R | |
| E | English I | | | English II | | | |
| M | | | | | | | |
| S | Physical Science | | | Biology | | | |
| H | American History | | | World History | | | |
| | P.E. | Health | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total Credits | | | | Total Credits | | | |
| | | | | | | | |
| JUNIOR | | | | SENIOR | | | |
| | 1 st SEMESTER | 2 nd SEMESTER | C R | 1 st SEMESTER | 2 nd SEMESTER | C R | |
| E | English III | | | English IV | | | |
| M | | | | | | | |
| S | | | | | | | |
| H | Am. Government Civics | Am. Government Economics | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Total Credits | | | | Total Credits | | | |

Student Signature _____ Date _____

Parent Signature _____ Date _____

Searcy High School Plan for SCA in Schools

Cardiac Emergency Response Plan

Searcy School District

This Cardiac Emergency Response Plan is adopted by **Searcy High School/Searcy School District** effective **May 1st, 2023**. This plan was reviewed and approved by medical and legal counsel for **Searcy High School/Searcy School District** on **May 1st, 2023**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Searcy High School/Searcy School District** shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for **Searcy High School/Searcy School District**:

- (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school's athletic teams or other groups traveling to off-site locations.
- (b) **Searcy High School/Searcy School District** will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) **Additional Resuscitation Equipment:** A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the "Cardiac Emergency Response Team" attachment and in the "Protocol for Posting" attachment.

4. **Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.

- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Searcy High School/Searcy School District** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **Searcy High School** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **Searcy High School/Searcy School District** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See "Conducting Drills" attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) **Searcy High School/Searcy School District** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).

- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) **Searcy High School/Searcy School District** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. **Annual review and evaluation of the Plan**

Searcy High School/Searcy School District shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the schools response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.
Post-event documentation and action shall include the following:
 - (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. Protocol for School Cardiac Emergency Responders

Searcy High School

Cardiac Emergency Response Team PROTOCOL For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. Classroom, Room # , gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).

- Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information

School Name & Address Searcy High School 301 N Ella St, Searcy, AR 72143

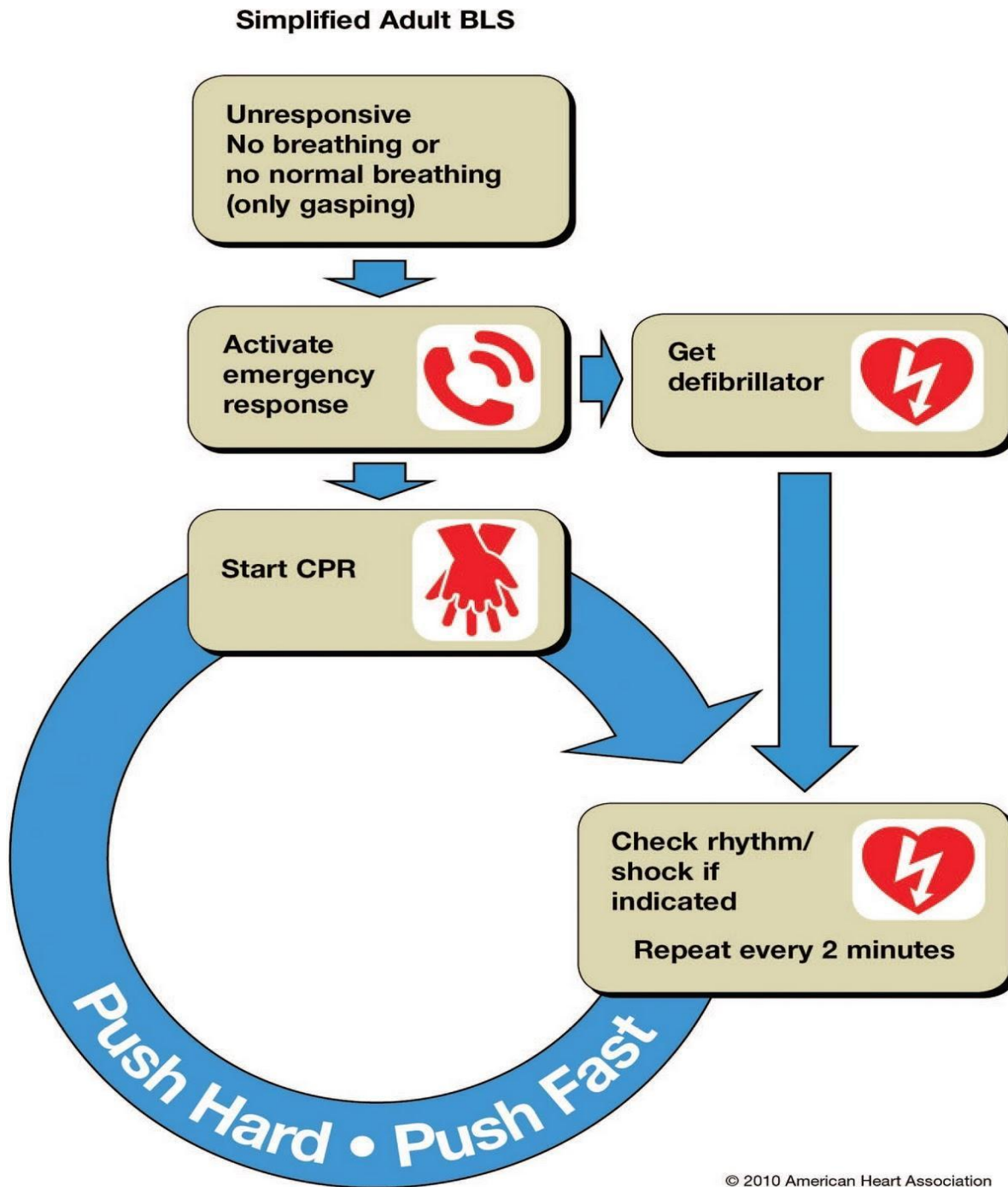
School Emergency Phone# 501-268-8315

Cross Streets _____

AED Location(s)

1. Outside study hall room
2. Field House - outside head coach office
3. Field House - inside training room
4. Main Gym
5. Annex Gym
6. PAC
7. Wrestling room - old field house
8. Outside west office

Searcy School District
CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL



IMPORTANT: This is a draft document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state and federal law.

Response Team

Here is our Committee:

Nurse - Amy Dutton

SRO - Todd Dewitt

Admin - David Landers, Clay McCammon, Megan Churchwell, Chris Eubanks

Secretaries - DeeDee Petit (will make all call), Carol Daves (will call 911), Melinda Stake and Kelly Hamilton (will get AED)

COURSE DESCRIPTION GUIDE

ENGLISH I (9)

1 year/1 Academic Credit Prerequisites: None

English I is composed of grammar, composition, and world literature. The grammar units cover parts of speech, parts of the sentence, mechanics, and usage. The compositions emphasized are paragraphs and essays. The focal points in literature include development of skills in reading comprehension through the study of world authors and their works and development of skills necessary for writing about literature.

ENGLISH I ACCELERATED (9)

1 year/ 1 Academic Credit -Honors

Prerequisites: Recommendation of counselor or teacher

In addition to the requirements of the regular English I curriculum, Honors classes will also critically analyze full-length dramas and novels including *Romeo and Juliet* and *To Kill a Mockingbird* or other appropriate material. Documented reports and well-developed essays will also be required. The class is designed to prepare the students for advancing to Honors English II.

ENGLISH I ENHANCED (9)

1year/1 Academic Credit-Honors

Prerequisites: None

In addition to the requirements of the English I Enhanced curriculum, research methods will be stressed in the completion of a research paper. The emphasis in literature will be on literary and rhetorical devices. Students enrolling in this course should be avid readers and adept in grammar and writing skills.

ENGLISH II (10)

1 year/1 Academic Credit Prerequisites: English I

English II focuses on reading comprehension, writing development, and speaking skills through an emphasis on American and World Literature. Units will explore the power of argumentation, the complexities of war, the search for identity, and the drive toward discovery. Students will read short stories, poetry, dramas, and novels. Major works covered include *Julius Caesar*, *Night*, *A Raisin in the Sun*, and *Fahrenheit 451*. Students will write essays for multiple purposes (narrative, argumentative, expository, etc.), study new vocabulary, and use proper grammar.

ENGLISH II ACCELERATED (10)

1 year/1 Academic Credit Honors

Prerequisites: English I

English II Accelerated focuses on reading comprehension and writing skills through an emphasis on American and World Literature. This course requires more independent reading than standard English II. Units will explore the power of argumentation, the complexities of war, the search for identity, and the drive toward discovery. Students will read short stories, poetry, dramas, and novels. Major works covered include *Julius Caesar*, *Night*, *A Raisin in the Sun*, and *Fahrenheit 451*. Students will work independently to demonstrate thorough understanding of reading, vocabulary, and grammar. Students will write essays for multiple purposes, including narrative, argument, and analysis.

ENGLISH II ENHANCED (10)

1 year/ 1 Academic Credit - Honors

Prerequisites: English I

English II Enhanced aims to prepare students to succeed in future English classes that follow College Board Advanced Placement curricula (AP Language and Composition, AP Literature). Students will read a variety of literature, including short stories, poetry, dramas, and novels for analysis and deep understanding. In addition to the summer reading assignment of *Lord of the Flies*, major works covered include *Julius Caesar*, *Night*, *A Raisin in the Sun*, and *Fahrenheit 451*. Students will spend considerable time developing writing skills through the study of grammar, vocabulary, and research while learning to write for multiple purposes.

ENGLISH III (11)

1year/1 Academic Credit

Prerequisites: English II

English III is composed of composition and American literature. The emphasis on the research paper will be on the process. Composition units stress organization of thoughts into various essay forms. The focal points in literature include development of skills in reading comprehension through the study of American authors and their works and the development of skills necessary for writing about literature.

ENGLISH III ACCELERATED (11)

1 year/Academic Credit - Honors

Prerequisites: English II

An alternative to English III AP, accelerated classes will review literary terms and genres, enhance vocabulary for the college-bound students, and focus on ACT preparation. A required, well-documented research paper will build upon introductory skills taught in the English II Accelerated classes. Literature selections will be American short stories, poetry, essays, plays,

and novels. In-depth analysis will be conducted on various period works including *Self-Reliance*, *Walden*, *The Crucible*, *I Am the Cheese*, *Of Mice and Men*, and *The Great Gatsby*.

ENGLISH III AP LANGUAGE AND COMPOSITION (11)

1 year/ 1 Academic Credit/ (If college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) - Weighted AP

Prerequisites: English II

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style. This course requires students to read extensively and to write analytically about both classical literature and works of non-fiction. Emphasis will be upon the author's style, tone, purpose, audience, and use of rhetoric. Students will draft, revise, edit, and evaluate written works, with emphasis in argumentation and analytical writing. Students must be able to read primary and secondary source material carefully, to synthesize material from these texts into their own compositions, and to cite source material using conventions recommended by the Modern Language Association.

ENGLISH IV (12)

1 year/1AcademicCredit Prerequisites: English III

English IV is composed of composition focusing on argumentative essays. The focal points in literature are to develop skills in reading comprehension through the study of British authors and their works and skills in writing about literature.

ENGLISH IV ACCELERATED (12)

1 year/1 Academic Credit - Honors

Prerequisites: English III

English IV Accelerated will study predominantly British literature with contemporary world authors added as appropriate. Composition skills will be honed with particular emphasis upon writing multiple drafts of each assignment in order to fully grasp the concepts of editing and revision and writing.

TRANSITIONAL ENGLISH (12)

1 year/1 Academic Credit

Prerequisites: English III

Transitional English 12 is a two-semester ELA course, designed to dramatically accelerate students' literacy skills essential for college and career readiness. The course is comprised of two Transitional Literacy Ready ELA units and additional district-developed units of study that together encompass the Arkansas English Language Arts Standards for Grade 12:

- Transitional English 12 includes the two English units from the SREB Transitional Literacy course: Unit 1 Informational Text (anchored by Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains*) and Unit 2 Literary Text (anchored by Philip K. Dick.)

ENGLISH IV COLLEGE ACCELERATED (12)

1 year/1 Academic Credit/6 Hours (**one academic credit will be awarded for every 3 hours of college credit earned**)

Prerequisites:

- A. ACT score of 19+ in Reading and English
- B. Parental consent
- C. Acceptance by ASU-Beebe

This collegiate class is offered through Arkansas State University-Beebe on the SHS campus. Students are required to have achieved at least 19 on the English and Reading tests of the ACT in order to be accepted for this class or have achieved an equivalent score on ASU Beebe's ACCUPLACER test. Tuition must also be paid to ASU-Beebe for the college credit; however, students may elect to take the class without receiving the collegiate credit. Six hours college credit may be earned during the two-semester course while also fulfilling the requirement for the fourth year English course. The first semester (Freshman English I) is predominantly composition consisting of reading, discussing, and analyzing essays as well as drafting, revising, editing, and evaluating written works while also fulfilling the requirement for the fourth year English course. The second semester (Freshman English II) will stress literary skills through reading, discussing, and writing in response to short stories, poetry, plays, and novels. Literary units include *Beowulf*, *The Canterbury Tales*, *Morte d'Arthur*, *Hamlet*, *Frankenstein*, and selections from modern short stories and poetry. Two well-documented, research papers will be required.

ENGLISH IV AP LITERATURE AND COMPOSITION (12)

1 year/ 1 Academic Credit/ (If college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) - Weighted AP

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This class is recommended for serious English students who wish to explore various works of literature and who are disciplined to read and study independently. Class participation and discussion is extremely important in this seminar-based course.

MATHEMATICS

ALGEBRA I (9–12)

1 year/1 Academic Credit

Prerequisites: Pre-algebra with recommended grade of C

This is a standard first year algebra course including all the skills required by the State Department of Education and contained in the course content guide. The students are expected to achieve proficiency in algebraic skills, reading and interpreting algebraic symbols, and problem solving. They are taught mathematical concepts which serve as a basis for understanding the skills which are learned.

ALGEBRA I-B (9-12)

1 year/1 Academic Credit Prerequisites: Algebra I-A

This course covers the second semester of Algebra I after a quick review of Algebra 1-A. Principles uncovered include polynomials, functions, rational and irrational numbers, and probability. In order for students to receive an Algebra credit, they must successfully complete Algebra IA and Algebra IB.

GEOMETRY (9-12)

1 year/ 1 Academic Credit

Prerequisites: Algebra I or Algebra IB with a recommended grade of C

Geometry is a course designed to develop student proficiency with geometrical skills and to expand understanding of geometric concepts. This course is also designed to improve logical reasoning and critical thinking by students in preparation for higher courses in mathematics.

GEOMETRY B (9-12)

1 year/1 Academic Credit

Prerequisites: Algebra I and Geometry A

This course is the second semester of Geometry taught over a full year.

QUANTITATIVE LITERACY

1 year/ 1 Academic Credit

Prerequisites: Algebra 1

This course builds on Algebra 1 to explore mathematical topics and relationships. Emphasis will be placed on applying modeling as the process of choosing and using appropriate mathematics and statistics to analyze, to better understand, and to improve mathematical understanding in real world situations. Students will represent and process their reasoning and conclusions numerically, graphically, symbolically, and verbally. Quantitative Literacy will help students develop conceptual understanding by supporting them in making connections between concepts and applying previously learned material to new contexts. Students will be expected to use technology, including graphing calculators, computers, or data gathering tools throughout the course.

ALGEBRA II (9-12)

1 year/1 Academic Credit

Prerequisites: Algebra I or Algebra-IB with a recommended grade of C for the semester.

Algebra II includes a study of the real complex number system. A thorough study is made of exponents, irrational numbers and expressions, graphing, logarithms, binomial theorem, sequences, series, and solution of equations and inequalities and systems of equations. A stronger emphasis is placed on the application of algebraic principles in preparation for the ACT Aspire and ACT Exams. Cross curricular connections are stressed and the course tries to blend with real world applications via those connections.

ALGEBRA III (11–12)

1 year/ 1 Academic Credit

Prerequisites: Geometry and Algebra II

The purpose of this course is to provide an alternative course for students who made a C or D in Algebra II and are not ready to attempt Pre-Calculus or College Algebra. The goals of this course are to develop and expand proficiency in solutions of systems of equations and inequalities; the use of matrices and determinants, sequences, probability, additional topics in analytical geometry, and to provide a foundation in trigonometry.

COLLEGE ALGEBRA/PLANE TRIGONOMETRY OR STATISTICS (11–12)

1 year/ 1 Academic Credit/6 Hours College Credit (**one academic credit will be awarded for every 3 hours of college credit earned**) Honors

Prerequisites:

- A. Geometry and Algebra II with a grade A or B
- B. Minimum ACT Math score of 19 and Reading score of 19.
- C. Teacher recommendation
- D. Parental consent
- E. Acceptance by ASU-Beebe

College Algebra/Plane Trigonometry is a college level math course offered by ASU-Beebe on the SHS Campus. College Algebra (1st Semester) is a course which deals with quadratic equations and inequalities; polynomial, rational, exponential, and logarithmic functions; graphing functions; combining functions, and inverse functions; solving systems of linear and nonlinear equations. Plane Trigonometry (2nd Semester) is a study of trigonometric functions and identities, basic logarithmic and exponential functions, and complex functions. Emphasis is upon applications and problem solving. College Statistics is a study of elementary statistics for students in the biological, physical, social science or business fields. Emphasis is on applications and problem solving.

PRE-CALCULUS (10-12)

1 year/1 Academic Credit - Honors

Prerequisites: Geometry and Algebra II with a grade of A or B

The goals of this course are to develop proficiency in mathematical skills, to expand understanding of mathematical concepts, to improve logical thinking at a more advanced level, and to provide a complete trigonometry foundation that includes theory, skills, and applications. These goals should insure the student of adequate preparation for AP Calculus and most college

mathematics courses. Topics of study will include functions and relations, theory of equations, vectors, sequences and series, exponential and logarithmic functions, probability, trigonometric functions, trigonometric identities, oblique and right triangle solutions, sinusoidal variation, and complex numbers. This course is a prerequisite for any student who is registering for AP Calculus.

CALCULUS AP (11-12)

1 year/ 1 Academic Credit - Weighted AP

Prerequisites: A. Precalculus with a recommended grade of "C"

The AP Calculus course is designed to be the equivalent of a college Calculus I course. The course is based on the application of limits, derivatives, and definite integrals. Various methods and techniques will be explored to accomplish the application of these three areas. It is a rigorous course that will thoroughly prepare the student for the AP Exam in May that is the basis for qualifying for college credit.

NATURAL SCIENCES

PHYSICAL SCIENCE (9)

1 year/ 1 Academic Credit Prerequisites: None

Physical Science is a course concerned with non-living things. It studies the materials that make up the world as well as the changes that occur in these materials. Physical Science is made up of branches that focus on matter and energy; in other words, this is the introduction to physics and chemistry. The course will provide laboratory experiences, besides the regular classroom work.

PHYSICAL SCIENCE ACCELERATED (9)

1 year/ 1 Academic Credit - honors

Prerequisites: Recommendation of counselor or teacher

This is a course offered as an alternative to students who are college bound and are perhaps leaning toward a career in the science field. The course work is similar to the regular Physical Science course, but with different assignments that require more research outside of class, more independent-studies, and more hands-on experiences. Students will be required to apply concepts, use outside sources for assignments; describe, compare, contrast, and interpret scientific data. Students will be asked to answer questions in essay form when appropriate. Higher order thinking skills will be stressed.

BIOLOGY (10)

1 year/ 1 Academic Credit

Prerequisites: None

Biology is a course consisting of a comprehensive study of the principles, concepts, processes, and fields in the subject of biology. Believing that the learning process should involve a mastery of certain fundamental concepts, basic concepts in cell structure, cell function, principles of heredity, and taxonomy are stressed. It also includes the study of bacteria, protists, fungi, plants, and animals.

BIOLOGY ENHANCED (10)

1 year/ 1 Academic Credit - Honors

Prerequisites : (Recommended)

A. Physical Science Honors with a recommended grade of C

B. Recommendation of teacher

This is a course offered to students who are college bound and are possibly interested in a career in the science field. The concepts investigated will be similar to the regular Biology course but with different assignments that require more research outside of class. It will include more independent studies and more hands-on lab experiences. Higher order thinking skills will be stressed. This course will serve as a foundation for AP Biology, College Biology, and Weighted Human Anatomy and Physiology.

CHEMISTRY ACCELERATED (11–12)

1 year/ 1 Academic Credit – Honors

Prerequisites: Algebra II or currently enrolled

Chemistry is a course designed to provide students with the basic principles and laboratory investigation of the structure, phases, and properties of matter, and how chemical substances behave in chemical reactions.

CHEMISTRY ENHANCED (10)

1 year/1 Academic Credit - Honors

Prerequisites: (Recommended) Successful completion of Honors Physical Science, Algebra I, and Algebra II (or be concurrently enrolled in Algebra II). Recommended grade of C or above in each.)

The Chemistry Enhanced course is designed especially for college bound students who are interested in a career in science. The course will address the same concepts that are addressed in a regular chemistry course - the composition, structure, properties, and changes of matter, but students will have more hands-on laboratory experience, more independent work, and will be expected to use outside sources for some assignments. Higher-order thinking skills will be stressed.

CHEMISTRY AP (11/12)

1 Year/1 Academic Credit - Weighted AP

Prerequisites: Successful completion of PAP Chemistry/Chemistry and Algebra II (Recommended grade of "C" or above in each).

The Chemistry AP course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students in the class will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the students' abilities to think clearly and to express their ideas, orally and in writing. This class fulfills the requirement for a laboratory science. Students who plan a career in any science-related field would benefit from the AP chemistry experience.

PHYSICS ACCELERATED (11-12)

1 year/ 1 Academic Credit -Honors

Prerequisites: Algebra II or currently enrolled

This course deals with the behavior and structure of matter. This course is based on the analysis and application of principles dealing with the areas of motion, force, work, energy, momentum, fluids, heat, waves, sound, light, electricity, and magnetism.

ENVIRONMENTAL SCIENCE (11-12)

1 year/ 1 Academic Credit

Prerequisites: Recommendation of Counselor or Teacher

This course is designed to introduce students to major ecological concepts and the environmental problems which affect the world in which they live. Topics to be studied include, but not limited to: ecology, atmosphere, water conservation, land use, and energy sources.

AP ENVIRONMENTAL SCIENCE (11-12)

1 year/1 Academic Credit-Weighted AP

Prerequisites: 2 years of high school laboratory science and Algebra I

The goal of the AP Environmental Science course is to provide you with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

BIOLOGY AP (11-12)

1 year/ 1 Academic Credit Weighted AP

Prerequisites: (Pre-AP Biology recommended) and Chemistry with a recommended grade of "C"

The AP Biology Course is designed to be the equivalent of a two semester college intro bio course usually taken by *biology majors* during their first year. Three general areas are covered, molecules and cells, heredity and evolution, organisms and populations. Any future career involving life science (living things) or that requires a biology major would be benefited from taking the course.

HUMAN ANATOMY AND PHYSIOLOGY HONORS (11–12)

1 year/ 1 Academic Credit Honors

Prerequisites: Biology with recommended grade of C

Human Anatomy and Physiology is a course designed to provide the students with a basic understanding of the human body. The study of various systems includes organs, functions, and diseases of each. This is a preparatory course for students interested in entering the medical field.

FOUNDATION TO HEALTH CARE (9-12)

1 year/1 Academic Credit

Prerequisite: None

This course Introduces students to medical professional and basic foundational skills for first aid and the treatment of patients. Along with Anatomy and Physiology this is a foundation core course for subsequent education and training in health services.

SPORTS MEDICINE I (10-12)

1 year/1 Academic Credit

Prerequisite: Biology, Human Anatomy and Physiology

This course is designed to provide students with a general overview of athletic training, sports medicine, and its history from the perspective of the healthcare community. This includes injury prevention, treatment, rehabilitation, psychosocial, and administrative concerns. Students will gain an understanding of athletic training and the role it plays in the physically active community.

SPORTS MEDICINE II (11-12)

1 year/1 Academic Credit

Prerequisite: Biology, Human Anatomy and Physiology , Sports Medicine I

This course is designed to provide students with a general overview of athletic training, sports medicine, and its history from the perspective of the healthcare community. This includes injury prevention, treatment, rehabilitation, psychosocial, and administrative concerns. Students will gain an understanding of athletic training and the role it plays in the physically active community.

To be recognized as completer of Sports Medicine: Anatomy and Physiology, SM I, II

BIOLOGY AP (11-12)

1 year/ 1 Academic Credit Weighted AP

Prerequisites: (Pre-AP Biology recommended) and Chemistry with a recommended grade of "C"

The AP Biology Course is designed to be the equivalent of a two semester college intro bio course usually taken by ***biology majors*** during their first year. Three general areas are covered, molecules and cells, heredity and evolution, organisms and populations. Any future career

involving life science (living things) or that requires a biology major would be benefited from taking the course

PHYSICS AP (11–12)

1 year/ 1 Academic Credit

Weighted AP

Prerequisites: Advanced Algebra, College Algebra or Pre-Calculus, or currently enrolled.

AP Physics is a course which deals with the behavior and structure of matter. This course is based on the analysis and application of principles dealing with the areas of motion, force, work, energy, momentum, fluids, heat, waves, sound, light, electricity, and magnetism.

SOCIAL STUDIES

HISTORY – American History will be offered to the graduates of 2016+ as either a regular level course or as a pre-advanced placement course. The PAP American History course will be the springboard to AP American History and AP American Government.

AMERICAN HISTORY (9)

1 year/ 1 Academic Credit Prerequisites: None

American History begins with a review of pre-1865 events and an in-depth study of the constitution. The course then takes up post-1865 events and continues to the present.

WORLD HISTORY (10)

1 year/ 1 Academic Credit Prerequisites: None

World History is a course designed to provide students with the basic knowledge of events and forces which have shaped human life since the beginning of recorded time. Important concepts learned are historical interpretation, cause and effect, time perspective, geographical perspective, and human experience.

AMERICAN GOVERNMENT AP (11)

1 year/1 Academic Credit Weighted AP

Prerequisites: Recommended grade of B in PAP American History and World History.

Advanced Placement United States Government and Politics is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. Students may be required to purchase supplementary material.

AMERICAN HISTORY ENHANCED (9)

1 Year/1 Academic Credit - Honors

Prerequisites: None

American History Enhanced examines time periods from the first European explorations of the Americas to present day. Political, military, scientific, economic, and social developments are covered in the historical overview. Students will analyze and interpret a variety of historical resources and use primary and secondary sources, maps, and pictorial and graphic evidence of historical events. Upon completion of this course, students will be able to apply historical issues and events as they relate to AP American Government and AP American History

AMERICAN HISTORY AP (12)

1 year/1 Academic Credit - Weighted AP

Prerequisite: Recommended grade of C in PAP American History or PAP American Government

American History AP is a two-semester survey of American History from the age of exploration and discovery to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. Students may be required to purchase supplementary material.

CIVICS

1 Semester/.5 Academic Credit

Prerequisites: None

Civics provides a study of the structure and functions of the United States government, the government of Arkansas, and political institutions. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.

ECONOMICS

1 Semester/.5 Academic Credit

Prerequisites: None

Economics is a one-semester course that emphasizes economic fundamentals, microeconomics, macroeconomics, and personal financial management. Students will explore the interrelationships among the roles played by consumers, producers, capital, land, and labor as well as the interrelationships among economic, political, and social lives. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earnings potential. Economics stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based, open-ended assessments with rubrics.

FOREIGN LANGUAGE

FRENCH I (9–12)

1 year/ 1 Academic Credit

Prerequisites: Recommended grade of C in English

French I is a course designed to provide students with the development of the skills of communication-listening, speaking, reading, and writing—in that order, with emphasis on listening comprehension and speaking. The course provides an introduction to basic vocabulary, grammatical structures, and culture of French-speaking countries. The student must be willing to spend time outside the class for additional language practice.

FRENCH II (10– 12)

1 year/ 1 Academic Credit

Prerequisites: French I with recommended grade of C

French II is a course designed to provide the students with advanced development of listening, speaking, reading, and writing skills necessary for meaningful communication in both spoken and written French. The course incorporates material

learned in French I and continues to build vocabulary, grammatical structures, and culture of French-speaking countries.

FRENCH III ENHANCED (11–12)

1 year/1 Academic Credit

Prerequisites: French I & II with recommended grade of C

French III Enhanced is a course designed to build upon the materials learned in French I & II, continuing to build vocabulary, grammatical structures, and culture of French-speaking countries. Emphasis will begin on the facets of reading and writing skills to help prepare those students who wish to advance to French IV AP.

FRENCH IV AP/CONCURRENT ENROLLMENT (12)

1 year/1 Academic Credit/ (if college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) Weighted AP

Prerequisites: (Recommended) French III Enhanced & English III with recommended grade of B

AP French is a college level class designed to prepare students to successfully complete the AP exam in May in order to receive advanced placement and/or credit for French in college. AP French is a course that stresses vocabulary development, study of grammar, and conversational skills. Emphasis is placed on reading and writing skills. The course will provide an introduction to the history, geography, civilization, and literature of French-speaking countries. Students may have the option to pay tuition to ASU-Beebe for 6 hours French I and II college credit.

SPANISH I (9-12)

1 year/ 1 Academic Credit

Prerequisites: Recommended grade of C in English

Spanish I is a course designed to provide students with the development of the skills of communication, listening, speaking, reading, and writing—in that order, with emphasis on listening comprehension and speaking. The course will provide an introduction to basic vocabulary, grammatical structures, and culture of Spanish-speaking countries.

SPANISH II (10–12)

1 year/1 Academic Credit

Prerequisites: Spanish I with recommended grade of C

Spanish II is a course designed to provide students with advanced development of listening, speaking, reading, and writing skills necessary for meaningful communication in both spoken and written Spanish. The course incorporates material learned in Spanish I and continues to build vocabulary, grammatical structures, and culture of Spanish-speaking countries.

SPANISH III Enhanced / Concurrent Enrollment (11–12)

1 year/1 Academic Credit (if college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) Honors

Prerequisites: Spanish I & II and English with recommended grade of C

AP Spanish Language is a college level class designed to prepare students to successfully complete the AP Exam in May in order to receive advanced placement and/or credit for Spanish in college. Emphasis is upon extensive reading, advanced grammar, literature, and conversational skills. Students must be adept in Spanish grammar and writing skills. Students have the option to pay tuition to ASU-Beebe for 6 hours Spanish I & II college credit.

SPANISH IV AP/CONCURRENT ENROLLMENT (12)

1 year/1 Academic Credit/(if college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) Weighted AP

Prerequisites: (Recommended) Spanish III PAP and English with recommended grade of "C"

AP Spanish Literature is a college level class designed to prepare students to successfully complete the AP Exam in May in order to receive advanced placement and/or credit for Spanish in college. Emphasis is upon extensive reading, advanced grammar, literature, and conversational skills. Students must be adept in Spanish grammar and writing skills. Students have the option to pay tuition to ASU-Beebe for 6 hours Spanish III and IV college credit. Must have a 19 in Reading on the ACT and have completed Spanish III PAP for college credit.

BASIC SPANISH CONVERSATION (9-12)

1year/ 1 Academic Credit

Prerequisite: None

Basic Spanish Conversation is a Spanish course which emphasizes listening comprehension and speaking. The course will include talking about topics such as greetings, introductions, school, family, numbers, weather, shopping, health, getting around, and traveling. You will learn to greet others, introduce yourself and ask about others, ask where something is, ask for general information when traveling, make a phone call, describe yourself and family members, talk about

your hobbies, shop for clothing, express feelings, ordering at a restaurant, asking for directions, asking for help, etc. The course will also include necessary phrases to communicate on a basic level. The course will emphasize pronunciation and vocabulary. The course will also emphasize the necessary conversation practice on a daily basis.

I

INTERMEDIATE SPANISH CONVERSATION (9-12)

1year/1 Academic Credit

Prerequisite: Approval of Instructor.

Intermediate Spanish Conversation focuses on a communicative approach to strengthen the student's ability to use and understand Spanish in practical, everyday contexts. The students will be expected to participate daily in conversations to improve their speaking ability and listening skills. Students will expand their knowledge of vocabulary and will gain confidence in speaking. Students will also strengthen their ability to use structures previously studied. Activities will include exploring different vocabulary themes related to the real world and abundant conversational practice in partners and as a group.

REQUIRED COURSES

ORAL COMMUNICATIONS (9-12)

1 semester/ .5 Academic Credit Prerequisites: None

Because individuals use oral communication to reach both long and short- term goals, to become better citizens, to protect themselves, and to establish relationships with others, this course is offered as a means of developing essential communication skills. Units include the Communication Process, Nonverbal Communication, Listening, Interpersonal Communication, Interviewing, Speaking to Inform and Speaking to Persuade.

HEALTH EDUCATION (9-12)

1 Semester/ .5 Academic Credit Prerequisites: None

Health Education is a comprehensive program providing learning opportunities for students to develop knowledge, attitudes, and appreciation about those concepts of health which are necessary for wellbeing and optimum functioning throughout the lifespan. Emphasis is also placed on decision making skills which enable students to cope with cultural, societal, or environmental change.

PHYSICAL EDUCATION (9-12)

1 semester/.5 Academic Credit Prerequisites: None

Physical Education is a required course which includes activities designed to emphasize motor skills, health related fitness, and life-time activities.

ELECTIVES

PHYSICAL EDUCATION Elective (9- 12)

1 Semester/ .5 Activity Credit

Prerequisites: Physical Education

Physical Education is an elective course which builds on the basic skills learned in Physical Education Required.

PSYCHOLOGY (11–12)

1 semester/ .5 Academic Credit Prerequisites: None

Psychology is the science of behavior. Behavior is defined as anything one does or thinks, including mental activities, feelings and various bodily reactions. Students will study important developments in psychology, patterns of human development, motivation and emotion, and psychological disorders.

SOCIOLOGY (11-12)

1 semester/ .5 Academic Credit Prerequisites: None

Sociology is defined as the scientific study of society and the social activity of human beings. Students will study this behavioral science with sub-topics in criminology and demography. Also to be studied will be the social forces that affect our lives (e.g., peer pressure, family, environment, religion). Students will study another culture's socialization and compare it to their own.

FINE ARTS

VISUAL ARTS

CERAMICS (10-12)

1 Semester/.5 Academic Credit

Prerequisites: Art I & II

Ceramics I is a semester course designed to teach students to apply the elements of art and the principles of design. Students are expected to use a variety of media, techniques, processes and tools to create original ceramic artwork that demonstrates understanding of aesthetic concerns and complex compositions. These basic concepts are introduced at the Visual Art II Foundations level. As students progress through each course, they will develop, expand, and increase their

real-life application of problem solving through maturation. Students will create, critique, reflect, and make connections to ceramic art. Students will exhibit original ceramic artwork and develop portfolios that reflect their personal growth.

ART I (9-12)

1 Semester/ .5 Academic Credit Prerequisites: None

Art I is designed to provide students with the basic principles and elements of design in various forms of media including: painting, drawing, printmaking, sculpture, and crafts.

ART II (9-12)

1 Semester/ .5 Academic Credit Prerequisites: Art I

Art II is a course in which the students identify and create with the elements and principles of design in various media using basic skills from Art I.

ART III (10-12)

1 Semester/ .5 Academic Credit Prerequisites: Art II

Art III is a course in which the students will create with various media, building upon skills used in Art II, with emphasis on expressing personal feelings and critical analysis.

ART IV (10-12)

1 semester/ .5 Academic Credit

Prerequisites: Art III and Teacher recommendation

Advanced Art is for the serious art student wishing to pursue a career in art. In this semester course the student will work at his/her own pace and choice of media, completing the required projects to provide mastery of artistic knowledge and understanding for art related careers.

ART V

1 Semester/ .5 Academic Credit

Prerequisites: Art IV

Art V is a studio Art 2-D one-semester course designed for serious art students wishing to further their studio skills in 2-Dimensional media. In this course the student will move toward mastery of the elements of art and principles of design in specific areas of art, such as painting, drawing, printmaking, mixed media and other 2-D media. Students will demonstrate evidence of complex problem-solving skills, higher order thinking, risk taking, imagination, and innovation through their art.

MUSIC

BAND I (9)

I year/ 1 Academic Credit

Prerequisites: Prior Experience

Band students will receive instruction in theory to understand the chord structures they are using. The students will identify melodic and harmonic parts of their music. The Director will use standard patterns of directing and musical terminology. Students learn to read music and apply their skills to furthering their abilities on their chosen instrument. Technical expectations include scale performance from memory, reading and playing music with dotted rhythms, syncopation and complex metrical structure.

BAND II (10)

1 Year/ 1 Academic Credit Prerequisites: Band I

Students develop and refine technical skills and increase their knowledge with performance and listening literature. Students gain independence in sight-reading skills, memorization and understanding of dynamic symbols and notation. Technical expectations for Band II include greater range on the instrument, increased abilities to interpret complex rhythms, memorization of parts, interpretation and use of correct articulations, and the performance of one third of the ASBOA required scales by memory.

BAND III (11)

1 year/ 1 Academic Credit Prerequisites: Band II

Students continue developing sight-reading skills. Students are able to demonstrate an advanced understanding of pitch and meter, discuss the relationship between music and other disciplines, and develop the ability to identify melodic and accompaniment lines in the music. Students will be able to perform the following technical skills: expanded range, performing the ASBOA required scales by memory, performing music that uses modal scales, improvising within specific guidelines and identifying complex meters and rhythms.

BAND IV (12)

1 year/ 1 Academic Credit Prerequisites: Band III

Students develop independence in interpreting music through the performance of selected literature. Students at this level analyze musical performance in terms of interval, notation, chord structure, and harmonic texture using standard music terminology. Students perform independently using correct intonation, rhythm, skills, and techniques. Students are proficient in the understanding of performance etiquette and are able to lead other bands in the school system as they perform pieces of music at their appropriate level.

ORCHESTRA I (9)

1 year/1 Academic Credit

Prerequisite : Completed 6th-8th grade orchestra

Orchestra is offered as a continuation for students with previous orchestra experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and string orchestra literature. Literature will contain both Classical and Popular music. Students will perform in small and large groups, perform concerts, attend contest, participate in Solo and Ensemble, and have the opportunity to audition for All Region Orchestra

ORCHESTRA II (10-12)

1 year/1 Academic Credit Prerequisite : Orchestra I

Orchestra II is for all students who have completed Orchestra I as a continuation for students in orchestral performance and music comprehension advancement. Emphasis will be placed on advancement of instrumental technique, different musical style comprehension, independent musicianship, advancement in small group ensemble music and performance, and string orchestra literature. Literature will contain music from several genres, styles, and arrangements. Students will perform in small and large group performances, concerts, attend contests, participate in Solo and Ensemble, and have the opportunity to audition for both All Region and All State Orchestras.

ORCHESTRA III

1 year/1 Academic credit

Prerequisite: Orchestra II

Students continue developing sight-reading skills. Students are able to demonstrate an advanced understanding of pitch and meter, discuss the relationship between music and other disciplines, and develop the ability to identify melodic and accompaniment lines in the music. Students will be able to perform the following technical skills: expanded range, performing the ASBOA required scales by memory, performing music that uses modal scales, improvising within specific guidelines and identifying complex meters and rhythms. Emphasis will be placed on advancement of instrumental technique, different musical styles comprehension, independent musicianship, advancement in string orchestra literature as well as small ensemble literature.

ORCHESTRA IV

1 year/1 Academic Credit

Prerequisite: Orchestra III

Students develop independence in interpreting music through the performance of selected literature. Students at this level analyze musical performance in terms of interval, notation, chord

structure, and harmonic texture using standard music terminology. Students perform independently using correct intonation, rhythm, skills, and techniques. Students are proficient in the understanding of performance etiquette and are able to lead other orchestras in the school system as they perform pieces of music at their appropriate level.

CHOIR I WOMEN'S (9)

1 year/ 1 Academic Credit Prerequisites: None

Women's Choir is designed to enable the student to identify the rudiments of music, display correct posture and breathing technique, sight-read musical exercises and assigned compositions, and follow conduction patterns of the director in order to excel in performance.

Students in the Women's Choir are required to audition for region and state choral groups and will perform as a group representing Searcy High School.

CHOIR I & II MEN'S (9-12)

1 year/ 1 Academic Credit Prerequisites: None

Men's Choir is designed to enable the student to identify the rudiments of music, display correct posture and breathing technique, sight-read musical exercises and assigned compositions, and follow conduction patterns of the director in order to excel in performance. Students in Men's Choir are required to audition for region and state choral groups and will perform as a group representing Searcy High School.

CHOIR II WOMEN'S (10-12)

1 year/ 1 Academic Credit Prerequisites: None

Varsity Choir is open to any female student at Searcy High School. This course includes the singing of music from all musical periods, development of sight-reading skills and proper voice production. Individual help will be available as scheduling permits. Students in varsity choir are required to audition for region and state choral groups and will perform as a group representing Searcy High School.

CHOIR III & IV (11-12)

1 year/1 Academic Credit Prerequisites: Audition

Tryouts are held each spring to determine new membership Concert Choir. Seniors present their robes to new members at the annual spring banquet. The course includes the singing of music from all musical periods, development of music-reading skills and proper voice production. An appreciation of many types of music is the ultimate goal. Performances at region and state level and school and community programs are a part of the yearly schedule. Individual students are required to audition for All-Region and All-State choir. (Every other year a major musical is presented by the Drama, Music, and Art Departments).

MUSIC APPRECIATION (10-12)

1 Semester/ .5 Academic Credit Prerequisites: None

Music Appreciation includes a survey of music history from ancient times through the twentieth century. It is a study of composers, styles, forms, and related listening. Current events in music and special interest projects are areas of study. Students planning a career in music are especially encouraged to take this course.

Music Appreciation will fulfill .5 required fine arts credit.

MUSIC THEORY (10–12)

1 Semester/ .5 Academic Credit

Prerequisites: Instrumental or Choral Proficiency

The course includes a review of all music fundamentals, scales, key signatures, rhythms, chord structure, inversion of chords, harmonization of given and created melodies and sight-singing. Students planning a career in music are especially encouraged to take this course. An individual composition project will be completed by the end of the semester.

Music Theory will fulfill .5 required fine arts credit.

PERFORMING ARTS

THEATRE I (9-12)

1 year/ 1 Academic Credit

Prerequisites: None

Theatre I is an introductory course for students who wish to develop skills of characterization, expression, and interpretation. Units include: Improvisation, Pantomime, Stage Movement, and Acting. A requirement of the class is performance in a one-act play presented in a dinner theatre in February. Drama I will fulfill the .5 required fine arts credit.

THEATRE II (10-12)

1 year/1 Academic Credit: Elective

Prerequisites: Theatre I

Theatre II is designed to develop and refine the acting talent and skills of each student through exercises and the study of various acting methods. Students will perform in one act play productions and short films as well as individual performances. Students will add to their portfolio of performance materials.

THEATRE III (11-12)

1 year/1 Academic Credit Elective

Prerequisites: Theatre II

Theatre II students continue developing and refining their acting talent and skills of each student through exercises and the study of various acting methods. Students will perform in one act play

productions and short films as well as individual performances. Students will add to their portfolio of performance materials.

TECHNICAL THEATRE I (9–12)

1 year/1 Academic Credit

Prerequisites: None

Stagecraft focuses on the technical aspect of theatre such set design, lights, sound, costumes, makeup, props, and publicity. Students play an active role in the creative and developmental process for the play productions of the theatre department. Students will also study the structure and styles of drama.

TECHNICAL THEATRE II (9-12)

1 year/ 1 Academic Credit

Prerequisites: Technical Theatre I

Stagecraft allows the student to take more of a leadership role in the technical aspects of theatre. They will bear the responsibility of mentoring Stagecraft I students through the process. Students will be given a more in depth study of aspects of technical theatre. Time will be spent learning the many opportunities for applying these technical skills in jobs in professional theatre. Students play an active role in the creative and developmental process for the play productions of the theatre department.

CAREER & TECHNICAL EDUCATION

AGRICULTURE

SURVEY OF AGRICULTURE (9-10)

1 year/ 1 Academic Credit Prerequisites: None

Ag science provides students with an overview of the agricultural science and technology program of study. A brief introduction is given to each area (animal science, horticulture, and agricultural mechanics) included in the total Agricultural Education program, so that students can then decide in which areas they are most interested. A significant portion of the course is devoted to the National FFA Organization and Supervised Agricultural Experience Programs.

AG LEADERSHIP AND COMMUNICATION (10-12)

1 Semester/ .5 Academic Credit Prerequisites: None

This course is designed to help students develop their abilities in such areas as public speaking, parliamentary procedure, organization, delegation, business etiquette, and conflict resolution, so that they will be better able to fulfill leadership roles in agriculture. This class is also designed to develop better leaders for the local FFA chapter. Numerous hands-on activities are applied.

AG METALS (10-12)

1 year/ 1 Academic Credit

Prerequisites: Agricultural Science and Technology

Ag Metals covers safety and technical information in agricultural metal fabrication, with ample opportunity for students to gain hands-on skills in the laboratory. Both cold metal work, cutting, and welding will be covered, with safety practices and performance skills being emphasized in every area covered.

AG MECHANICS (10-12)

1 year/1 Academic Credit

Prerequisites: Agriculture Science and Technology

The course is designed for students with a serious interest in agricultural mechanics. Areas covered include arc welding, cold metal work, sheet metal work, tool fitting, small gas engines, surveying, concrete and masonry, plumbing, hand and power tool woodworking, electricity, and painting and finishing.

ANIMAL SCIENCE (10-12)

1 Semester/ .5 Academic Credit Prerequisites: None

This course is a general study of animal science and production designed to build on the information introduced in the Agricultural Science and Technology course. Topics to be covered include economic importance of livestock, genetics and animal production will also be covered, as well as current ethical issues related to the production of livestock.

ADVANCED ANIMAL SCIENCE – EQUINE (10-12)

1 Semester/ .5 Academic Credit

Prerequisites: Animal Science recommended

This course will deal with in-depth topics concerning specifics to the animal subject area, including reproduction, management, nutrition and health. Students will perform health management on live horses when possible.

ADVANCED ANIMAL SCIENCE – SMALL ANIMAL CARE (10-12)

1 Semester/ .5 Academic Credit

Prerequisites: Animal Science Recommended

Small Animal Care deals with in-depth topics concerning specifics to the animal subject area, including reproduction, management, nutrition, and health. Students will perform health management on live animals when possible.

NATURAL RESOURCES AND WILDLIFE MANAGEMENT (10-12)

1 Semester/ .5 Academic Credit Prerequisites: None

This course offers students a chance to explore natural resources and develop knowledge and skills to use them wisely. Resources studied include soil, water and air, forests, energy, minerals and metals, fish and wildlife, and use of natural resources for outdoor recreation. Careers in natural resources will be researched, and environmental issues debated. Emphasis is placed on wildlife species education.

BUSINESS EDUCATION AND MARKETING

KEYBOARDING (offered as needed)

1 Semester/ .5 Academic Credit after 22 credits) Prerequisites: None

Keyboarding is a one-semester course. Emphasis is placed on mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging letters, reports, and tables; proofreading and formatting.

SURVEY OF BUSINESS (Foundation course)

1 year/ 1 academic credit

Prerequisites: None

A two-semester course for students in grades 9-12. It is designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers. Using industry-recognized software, students will focus on skills in word processing, spreadsheets, database, presentations, and cloud computing as they relate to business and marketing careers. This course will focus on skills needed to obtain Microsoft Office Specialist (MOS) certifications

ACCOUNTING 1: (10-12)

1 year/1 Academic credit

Prerequisites: Survey of Business

This course emphasizes basic accounting principles as they relate to both manual and computerized financial systems. Instruction is on an integrated basis, using computers and electronic calculators as the relationships and processes of manual and computerized accounting are presented. Entry-level skills in the accounting occupations can be attained.

PERSONAL FINANCE (9-12)

1 Semester/.5 Academic Credit

Prerequisites: Survey of Business

This course is designed to increase personal finance knowledge and skills and prepare students to successfully manage financial resources. This course also focuses on the individual's role and financial responsibilities as a student, citizen, consumer, and active participant in the business world. Emphasis is also placed on activities and competitions within career and technical student organizations (i.e., FBLA, FCCLA, and DECA). This course is aligned with and will satisfy the requirements set forth in Arkansas Act 480.

BUSINESS MANAGEMENT (9-12)

1 year/1 Academic Credit

Prerequisites: Survey of Business

This course is designed to prepare students for managerial careers. Students will study the value of soft skills in the business environment. Other topics will include; the role of a manager in a business organization, government regulations, information and communication systems and the use of technology, business finance principles, product/service development, production, marketing, distribution, pricing, and human resources management.

INTRO TO SUPPLY CHAIN AND LOGISTICS

1 year/ 1 credit

Prerequisite: None

This is a two-semester project based course that introduces students to the supply chain and logistics industry. The content emphasizes beginning knowledge key to the success of working in the supply chain & logistics industries. Students study and gain a basic understanding of logistics, transportation, operations, warehousing, supply chain technology, transportation systems, SCOR model, and customer service skills ultimately learning how to buy, make and deliver products. Students will have the opportunity to explore careers in the supply chain and logistics industry.

TRANSPORTATION AND DISTRIBUTION

1 Year/ 1 credit

Prerequisite: Introduction to Supply Chain and Logistics

This year long course covers concepts and skills related to planning and management of transportation and distributions activities affecting business operations. Students will learn essential knowledge for entry into careers in the transportation, distribution, and logistics fields.

FAMILY AND CONSUMER SCIENCE AND FCCLA

FAMILY AND CONSUMER SCIENCE (9-10)

1 year/1 Academic Credit Prerequisites: None

Family and Consumer Science is designed to provide students with the basic information and skills needed to function effectively in the family and the workforce, within a complex and changing society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships, healthy lifestyle choices; housing and interior design; garment care, selection and construction; the physical, emotional, social and intellectual development of children; nutrition, meal planning, food preparation and food service; home management, money management.

LIFESPAN DEVELOPMENT (10-12)

1 Year/ 1 Academic Credit Prerequisites: None

Life Span Development focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. Emphasis is given to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, needs of children, factors influencing the behavior of children, children with special needs, coping with crises, the effects of technology on child development, and careers related to the area of child development. Experiences are designed to assist students in developing an understanding of the parenting process and of parenting skills.

FOOD SAFETY AND NUTRITION (10-12)

1 Year/1 Academic Credit

Prerequisites: Family and Consumer Science

This course focuses on the development of essential food safety practices needed to select, receive, store, prepare, and serve food, as well as the skills needed to select food which meets nutritional needs of individuals and families. Students will learn to create and implement an environment of food safety procedures based on the latest FDA Food Code and local regulations. Emphasis is given to nutrition, weight control, the food consumer, and the effect of technology on food and nutrition. With completion of

this course, students will take the ServSafe National Restaurant Association Certifications for Food Handler and ServSafe Manager.

LIFE AND FITNESS NUTRITION (10-12)

1 year/1 Academic Credit

Prerequisites: Family and Consumer Sciences and Food Safety and Nutrition

This course enables students to analyze the interaction of nutrition, foods, and fitness for overall wellness of individuals and families throughout the lifespan. In this course, students will develop nutrition and fitness habits to make wise decisions regarding healthy living and prevention of disease through these practices. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition related career pathways.

JOURNALISM

YEARBOOK I-IV (9-12)

1 year/ 1 Academic Credit

Prerequisites: Advisor selection. Screening criteria includes student application, teacher recommendations, and interview. 3.0 GPA is recommended.

Communications and Publications is a basic journalism course designed to give students practical experience in journalistic writing and production as well as computer publishing technology. The staff is responsible for producing the yearbook.

MEDIA COMMUNICATIONS

1 year/ 1 Academic Credit

Prerequisites: none

Online Newspaper staff members will produce the school newspaper, Lion Press. Students will be involved with reporting, creatively and journalistically writing stories, editing, photography, and computer web layout. The paper is online at www.searcylionpress.com, and produced using Macintosh computers and publishing software called WordPress. Some after school duties may apply.

CREATIVE WRITING (11-12)

1 year/.5 Academic Credit

Prerequisites: Advanced Ability in Writing

Creative Writing will emphasize the writing process and creative expression as well as the idea of the writing workshop, and in it students will read and write examples of both classic and contemporary poetry, short and long fiction, and nonfiction. Students will participate in a variety of research projects and presentations on past and present poets and writers, and they will present their own writing as well. Students will explore student and professional literary magazines, and because they will have produced a portfolio of work by the end of the year, they will learn the proper process of submitting their own writing to those magazines as well as various contests.

TV BROADCASTING

INTRO TO TV I (9-12)

1 year/ 1 Academic Credit

Prerequisites: None

This introductory course provides an overview of the process involved in creating television programming. Students will learn how to research, plan, write scripts, use field cameras, and shoot short feature and/or news segments with the intention of creating spots for use on Lion TV/ Youtube Channel. This course will also introduce students to some film production. Students will be introduced to editing equipment and may have some opportunity to do video editing

INTRO TO TV II (10-12)

1 year/2 periods/2 Academic Credits

Prerequisites: Intro to TV I

Course content will focus on terminology, camera usage, editing, script writing, planning of productions, and all aspects of an actual television production including direction, producing, working as a member of the crew, and performing before the camera. Programs will be produced for telecast on Lion TV Youtube Channel Searcy High School Lion TV. Some off-campus filming assignments will be given and after school work may be required.

INTRO TO TV III & IV (11-12)

1 year/2 periods/2 Academic Credits

Prerequisites: Intro to TV II

This advanced television production course will be a continuation of TV Production I with more emphasis on perfecting skills in particular areas of production with a focus on script writing, planning, and producing a variety of actual television productions. Programs will be produced for telecast on Cable Channel 18, White County Video. Off Campus filming assignments will be given. Students will be expected to perform many assignments outside school hours.

CAREER RELATED**EAST INITIATIVE I - V**

(Education Accelerated through Service & Technology)

EAST® is an educational program that combines self-direction, teamwork, service, and cutting-edge technology in a manner that helps students develop their own interests and aptitudes in a positive environment. At the core of the EAST program is a dedication to service. All

students are encouraged, expected, and required to work in teams that tackle self-selected community service projects. In the context of these projects, EAST students often move beyond being merely volunteers and begin to assume roles of responsibility for solving local issues.

The EAST model allows students to take ownership of their own educational goals as well as the challenges of their communities and the responsibility for seeking solutions. Students move beyond the theoretical exploration of issues to active learning and service. This model empowers students to become good citizens at a time in their lives when they are developing habits that will stay with them the rest of their lives. EAST teaches leadership in a natural way that does not focus necessarily on who is in charge as much as who has the skills, the passion, and the interest to solve the myriad problems.

Participating in EAST better prepares students for successful academic careers and makes them valued citizens and sought-after members of the modern workforce.

EAST LAB I (9-12)

(Environmental And Spatial Technology)

1 Year/ 1 Academic Credit

Prerequisites: Application Process

EAST LAB II (10-12)

(Environmental And Spatial Technology)

1 Year/ 1 Academic Credit

Prerequisites: EAST I

EAST LAB III (11-12)

(Environmental And Spatial Technology)

1 Year/1 Academic Credit

Prerequisites: EAST II

EAST LAB IV (12)

(Environmental And Spatial Technology)

1 Year/1 Academic Credit

Prerequisites: EAST III

COMPUTER SCIENCE I

1 Semester/.5 Academic Credit

Prerequisites: None

This course provides foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Students begin to explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and

Communications; and Community, Global, and Ethical Impacts. Emphasis will be placed in programming/coding.

UNMANNED AERIAL SYSTEMS (UAS) I: (DRONE)

1 Year/1 Academic Credit

Prerequisites: None

Unmanned Aerial Systems spans the spectrum from the basics of aviation, safety and principles of flight to design and manufacturing, industry specific applications, troubleshooting and maintenance, regulations, and mission planning, execution and debriefing

COLLEGE AND CAREER READINESS (11-12)

1 Semester/.5 Academic Credit

Prerequisites: At least age 16 in order to take the ACT WorkKeys exam.

Students learn the important work skills needed to compete in today's ever changing workplace. Students participate in activities which explore their personalities, interests, goals, skills, and career aspirations. Students will be allowed to take the ACT WorkKeys exam to acquire the Career Readiness Certificate signed by the Governor. This certificate documents the level of skills a student possesses in the areas of Applied Math, Graphic Literacy, and Workplace Documents, and increases opportunities available in today's workplace.

FOUNDATION OF TEACHING (10-12)

1 Year/1 Academic Credit

Prerequisites: None

This course is designed to provide students with information and experiences in the field of education. Students become familiar with education throughout the history of the United States, as well as the organization and control of schools at the federal, state, and local level. Students will identify teacher rights and responsibilities through a detailed study of Arkansas Ethics for Educators Standards. Human growth and development, learning styles, and cognitive theories are emphasized. By the end of this course, students will be able to design, complete, and implement a unit lesson plan for a given grade level and subject area.

METHODS OF TEACHER INSTRUCTION (11-12)

1 Year/1 Academic Credit

Prerequisite: Life Span Development and Foundations of Teaching

This course is designed to integrate psychological, sociological, and philosophical foundations which prepare students for positive field experiences. This course encourages prospective teachers to become responsible, professional, and ethical as they explore the teaching profession. Upon completion of this course, a student should have a working knowledge of and employability skills for the education profession. The student will have the opportunity to obtain the paraprofessional certification.

INTERNSHIP PROGRAM (12)

1 or 2 semesters/ up to 2 Academic Credits

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

Students enrolled in the Internship Program must attend classroom instruction once a week. Depending on the students' progress toward graduation requirements, students may be released 1-3 periods for work-based learning/training.

OFF-CAMPUS PROGRAMS

All programs offered by ASU Regional Career Center do not discriminate on the basis of race, creed, color, sex, age, religion, material origin or disability.

ALL STUDENTS MUST BE 16 YRS OLD AND IN 11TH GRADE TO TAKE ANY ASU-SEARCY CLASSES.

(Students are transported to ASU by SHS for the three(3) period course (2 periods for instruction/1 period for travel). This course will provide the student 2 academic credits.)

INDUSTRIAL TECHNOLOGY (11-12)

1-Year/ 2 Academic Credits

This program prepares the individual to obtain marketable technical skills in a variety of areas. Students will be trained in the various technologies employed in a manufacturing plant as well as training the student in a number of different skills that will give students a foundation that can lead to careers in industry or maintenance of commercial and residential complexes.

HEATING, VENTILATION, & AIR CONDITIONING (11-12)

1-year/2 Academic Credits

This program will focus on training students in installation and servicing of central air conditioning and a variety of refrigeration equipment. You will be taught the skills needed to excel in the highly technical field of air conditioning as an HVAC technician. In this HVAC training program, the student will be taught to trouble-shoot and service many types of systems.

WELDING TECHNOLOGY (11-12)

1 year/2 Academic Credits

The welding program provides training in all areas of welding including plate and pipe welding. Students will be able to gain certification in Metal Inert Gas Welding, Gas Tungsten ARC Welding, Gas Metal ARC Welding, Shielded Metal ARC Welding and Metal Fabrication. Students can be certified in these areas of welding by the American Welding Society (AWS). This program is taught by a certified welding instructor and certified welding inspector. Students can earn NCCER credentials recorded in a database accessible online by potential employers.

POWERSPORTS TECHNOLOGY (11-12)

1 year/2 Academic Credits

The program is designed to train students to repair vehicles such as powerboats, motorcycles, ATVs, and outdoor power equipment. With training in Powersports Technology, students get the chance to expand their abilities as a hands-on problem solver. Skills and knowledge gained through the Powersports Technology program can lead to a greater feeling of independence, personal satisfaction, and financial benefits in this growing career field.

- Partnering with Yamaha Marine for technical certification

AUTOMOTIVE SERVICE TECHNOLOGY (11-12)

1 year/2 Academic Credits

Automotive Technology focuses on training students like you to perform as highly skilled and respected technicians. You will gain the upper hand in employment pursuits through this formal and automotive knowledge in the maintenance and repair of automobiles and light trucks. This program provides training, in which you will practice the skills you learn in the classroom hands-on out in the shop. The shop is set up like the shops you will be working in upon graduation to expose you to the work ethic, skills, technology and the cars and light trucks of all makes and models.

HEALTH INFORMATION TECHNOLOGY (11-12)

1 year/2 Academic Credits

The field of health information management (medical records) is growing rapidly. The Health Information Assistant program provides students with knowledge of the duties and responsibilities

of health information managers. Students are given the opportunity to develop the skills required for this field. These skills include: International Classification of Diseases Tenth Revision and Procedure Classification System, Current Procedural Terminology (CPT) coding, insurance billing, records management, HIPAA regulations, and office management.

COMPUTERIZED MACHINING TECHNOLOGY (11-12)

1 year/2 Academic Credits

The program teaches the combination of CAD, CAD/CAM, and machining. Training focuses on working with manual and computer numerical control (CNC) machines to make tools, dies, molds, and other objects using high-tech milling and lathe equipment. Students also gain experience with laser engravers, CNC plasma machines,

die presses, surface grinders, 3D printers, and EDM machines. These skills will be enhanced by using computer-aided drafting (CAD) and computer-aided manufacturing (CAM) software such as Master Cam, Solidworks and OrelDraw.

DIESEL TECHNOLOGY (11-12)

1 year/2 Academic Credits

The Diesel Technology program at ASU-Beebe Searcy campus is designed to prepare students to become part of the thriving field that powers heavy duty engine systems and other industry equipment in the world of diesel technologies. Medium and heavy truck mechanics can often expect higher wages than gasoline counterparts. You will have training in the repair and maintenance of heavy equipment, which includes industrial equipment and heavy trucks. Whether the technician works for a transport company, bus line or self-employed, this program can help prepare you for any diesel technology field.

HEATING, VENTILATION & AIR CONDITIONING (HVAC) (11-12)

1 year/2 Academic Credits

The program will focus on training students in installation and servicing of central air conditioning systems and a variety of refrigeration equipment. You will be taught the skills needed to excel in the highly technical field of air conditioning as an HVAC technician. With air quality and temperature control being essential to our health and modern lifestyles, it is easy to understand why graduates of HVAC/R programs often have a career with long-term stability. In HVAC training program, the students will be taught to troubleshoot and service many types of programs.

DISTANCE LEARNING

See counselors. Courses vary from year to year.

ADDITIONAL PROGRAMS

FOOTBALL, BASKETBALL, CHEERLEADING (9), CHEERLEADING (10-12), DANCE TEAM, BASEBALL, GOLF, SOCCER, SOFTBALL, TENNIS, TRACK, CROSS COUNTRY, WRESTLING, BOWLING, GIRLS VOLLEYBALL

0 Credit

Prerequisites : Try out

GENERAL CAMPUS POLICIES

6.7- PARENTAL CONCERNS

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the District's services.

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent, who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline (including specific discipline policies), coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury, in matters such as student suspensions initiated by the Superintendent, expulsions, and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

DELIVERIES ON CAMPUS

Students will not be allowed to receive deliveries of lunch, gifts, flowers, balloons, etc. on school property.

Foreign Exchange Students

We at Searcy High School support the foreign exchange program because it can be a valuable preparation for young people to take an active role in meeting, understanding, and communicating with those of different national origins. Faculty and staff feel that the foreign exchange program should be designed to accomplish the following:

- to strengthen ties between each country and its participants.
- to develop long term friendships between the countries as well as the participants.
- to expand the participants' perspectives and awareness of other cultures, societies, history and politics.
- to bring the participants and the whole community as well as the high school into a meaningful exchange of culture and heritage.

Additional guidelines concerning Foreign Exchange Students are available upon request.

Voluntary Accident Insurance

For parents wishing to purchase secondary insurance for their child, forms will be handed out the first week of school along with information about the insurance.

Accident and Illness at School

1. Accidents to students on the school grounds, or in a building, shall be reported immediately to the Principal and the school nurse shall be notified. The school nurse shall give only first aid treatment. In case of serious injury or illness, the parents are to be notified immediately. Students who are injured or become ill at school should be taken home, if an adult is there to receive them, or the parents should be notified and asked to check their child out of school. A written report shall be made to the Superintendent's office on all accidents requiring medical care. The school assumes no financial responsibility for treatment.

Dances

All organizations having dances sponsored by Searcy High School must follow these rules:

1. When a student comes into the dance he/she must remain inside the building. If he/she leaves, he/she may not return.
2. No alcoholic drinks or illegal drugs are permitted. Students who are suspected of being under the influence of drugs or alcohol will not be admitted.
3. Students who bring guests are responsible for their conduct.
4. Students may invite one (1) guest. The guest may be required to present an ID at the door.
5. Students must have guests approved in advance.
6. Students and guests who attend school-sponsored activities are accountable for their behavior as outlined by policies of the Searcy School District governing a regular school day.

Food & Drinks

FOR SECURITY REASONS, NO LUNCHES MAY BE DELIVERED TO THE SCHOOL.

Students may purchase from the cafeteria or bring their lunch from home. Vending machines are available for student use before school & at noon. Cold drinks and foodstuffs are to be consumed outside the school buildings or in the cafeteria at noon. Sack lunches may be stored in lockers; however, open cokes, candy, and other items not part of a sack lunch are not to be carried in the buildings. All cans, paper, etc. are to be placed in the trash receptacles.

School Pictures for School Purposes - Arrangements for taking school day pictures shall be done through the school district. No student shall be required to purchase any picture or to pay for having them made.

Senior Pictures All seniors will be responsible for having a senior portrait made at their own expense to be included in the yearbook and the class composite. The decision to select an official senior photographer will be made by a committee of yearbook faculty and the administration

STUDENT POLICIES

Transfers from Accredited Schools

The following procedures are used for students who transfer to Searcy High School from an accredited high school:

- a. Student classification will be judged by the rules given in the academic section of this handbook.
- b. Credits for graduation will be calculated as follows:

1. Each semester letter grade will count as .5 credits. All letter grades will figure into a cumulative GPA.
 2. Numerical grades will be changed to letter grades by using the grading scale of the previous school.
 3. Courses given credit on a yearly basis will be divided into first and second semester letter grades. Example- If a previous school gave one full credit for a C / F; SHS will post the grades on the transcript as first semester C and second semester F. The failed semester must be retaken if it is a required course to earn full credit toward graduation.
 4. No credit will be given for a course that has already received credit.
 5. All F's, I's, and NC's will be included in the cumulative GPA.
 6. The cumulative GPA uses all semester letter grades from the 9-12 grades and is recalculated at the end of each semester.
- c. Students registering after the beginning of the school year will be placed in the same courses from the previous school. Credit will be lost for a course in which we cannot find a compatible course.
- d. Placement of students in special education classes will be made following an evaluation in accordance with **P.L> 94-142** and **Ark. Code Ann. 6-41-201**.

Senior Transfer Students must meet the following requirements to be eligible to participate in graduation ceremonies:

- a. Must be enrolled in school by the beginning of the last progress report period.
- b. Must have met Searcy High School graduation credit requirements.
- c. Must have met Searcy High School attendance requirements.
- d. Must have met new or re-enroll student residence requirements for Searcy High School
- e. Must have transferred in good standing (not suspended or expelled from former school).

Transfers from Non-Accredited Schools

Students and their parents interested in homeschooling or attending a non-accredited school need to be aware that:

- a. It is the sole responsibility of the school district to determine the method by which credits are earned in order to receive a high school diploma. There is no requirement that the school honor the credits from home schooling or non-accredited school experience.
- b. Some college scholarships are based on GPA. Students receiving CR and not letter grades would not be eligible for these scholarships.

LIBRARY POLICIES

A trained media specialist, who is a member of the regular faculty, is in charge of all phases of the library service and has full responsibility. Students are at the circulation desk during the school day to assist the media-specialist.

The book collection consists of non-fiction (classified according to the Dewey Decimal system), fiction, and reference works that include encyclopedias, dictionaries and miscellaneous reference materials. There are also two daily newspapers and a number of magazines that are

recommended for high school libraries. Library materials are selected by the media-specialist, faculty, Principal, and students to fit the needs of the high school.

Except for reference or reserve works, any book may be checked out for a period of two weeks, and is subject to renewal. A fine of 5 cents is charged for each school day a book is overdue. This money is used in the purchase of library materials. In the event a book is lost or damaged beyond repair, full replacement price will be charged.

A maximum of three books may be checked out at any one time. If a student has overdue books or owes fines on books, he will not be allowed to check out other books until all obligations in the library are cleared. Students may not check out books for other students.

The library is open each morning at 7:45 AM, each day during both lunch periods and after school until 3:30 PM for students to use for research or to check out a book.

All students must have a pass from a teacher to use the library before school, at noon, or during school hours except when accompanied by a teacher. If a student returns to class before the end of the period, the media-specialist will sign his/her pass and he/she will return it to his/her teacher.

Library attendance during class periods should be limited to those who need to use reference materials, to locate reference material for special projects, and to those students who do not have a study hall.

All material except those designated as over-night, class reserves, and non-circulation are borrowed for a period of two school weeks. Encyclopedias and one-volume references are not to be taken from the library at any time.

Overnight material may be borrowed after school and returned before classes begin the following school day; however, in some cases, overnight materials may be circulated at the beginning of the last period if they are not in use by other students using the library that period.

Books and other materials may be reserved for certain classes or students at the request of the teachers and at the discretion of the media-specialist.

Non-circulation materials may be borrowed for one period with the media-specialist's permission. All materials should be returned to the charging desk on or before the date due.

Fines

Fines are charged for all books returned late by students. Fines are assessed according to the following schedule:

1. Ten cents per day or two cents per period is charged for overdue books on overnight loans.
2. Five cents per school day is charged for overdue books on two-week loans. All fines are exclusive of Saturdays, Sundays, and school holidays. If any library material is lost or damaged beyond repair, full replacement of the material will be charged.

Copier

The library has a copier for student use. Copies cost 20 cents per page, and copies must be made by the media-specialist or student aides. The library extends no credit for copies. The library reserves the right to refuse to copy anything that might be considered objectionable.

Library Computers

The computers in the library are to be used for the card catalog, typing and saving schoolwork and other reference materials. They are not to be used to play games, and students may not bring diskettes, CD's or flash drives from home to use. Only one person at a time is allowed at each computer station. There is to be absolutely no food or drink around the computer. Students may print from the computers as long as it is schoolwork they are printing. The media-specialist reserves the right to decline printing for a student if he/she is not printing schoolwork. Students may lose their computer privileges if they play around the computers, visit with others at the computer stations, and show little regard for property and electronic equipment.

Conduct Rules

1. Students are expected to be respectful of others when they come to the library.
2. Students who abuse library privilege will be asked to leave and will be restricted from using the library before school and at noon.
3. Students who are not using the library material to the best advantage, who are causing confusion, eating, and who are disturbing others, will not be permitted to remain in the library, but will be sent back to class.
4. Excessive talking, going through purses or billfolds, applying makeup or nail polish, playing cards, just sitting in the library with nothing to do in order to get out of study hall or a class, and misusing or abusing the technical equipment are not appropriate activities for the library and may result in a student losing library privileges for up to nine weeks.
5. If students deface or take the magazines and newspapers from the library, all subscriptions will be stopped, and students will no longer have access to them.

Library Usage During Study Hall

Students who are enrolled in study hall may use the library during their study hall time. However, the study hall teacher may require a pass from a teacher for the student to go to the library. There will be times the library will be reserved resulting in either no students or a limited number who may come from study hall.

A student must be checking out materials, returning materials, or working on school assignments in order to stay in the library during study hall. If reference or computer materials are needed, the student may come to the library. Any library sources that are taken out of the library must be checked out.

CAFETERIA POLICIES

A.C.A. § 20-7-135 (2011): Nutrition Standards & "Healthy School Environment" Regulations Effective August 2005

1. During the declared school day, at junior high and high school sites, schools shall not serve, provide access to, through direct or indirect sales, or use as a reward, any foods or beverages to students anywhere on school premises until 30 minutes after the last lunch period has ended. This includes foods given, sold, or provided

by school administrators or staff, students or student groups, parents or parent groups, or any person, company, or organization associated with the school site.

- This policy does not restrict what parents may provide for *their own child's* consumption, but they may not provide restricted items to other children at school.
- This policy does not apply to school nurses using soft drinks/candy, etc., during the course of providing health care to individual students.
- This policy does not apply to special needs students whose I.E.P. plan indicates the use of foods/candy for behavior modification.
- Foods integrated as a vital part of the instructional program are allowed at any time. Examples include an edible manipulator such as a square of cheese to teach fractions, a nutrition food experience, food production in family and consumer science units, and food science units.
- Nothing in these rules shall be construed to prohibit or limit the sale or distribution of any food or beverage item through fundraisers by students, teachers, or other groups when the items are sold off the school campus. Of course, non-food fundraisers are encouraged.

2. In junior high and high schools, the Child Nutrition Program may only sell food items in the cafeteria, during meal periods, that are already offered as a component of a reimbursable meal during the school year or other food/beverage items that meet standards of maximum portion size (a chart and nutrition standards for a la carte ems will be provided annually by the Arkansas Child Health Advisory Committee.

Right to Deny Information Form Searcy High School

RETURN TO GUIDANCE OFFICE WITH IN 10 DAYS FROM THE START OF SCHOOL

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

Student's Name _____
Present Grade _____

I am requesting that my child's name, address, and telephone number **NOT** be shared with:

_____ Military Recruiters

_____ Institutions of Higher Education

_____ Other _____

This request is for my child's entire school career unless otherwise notified.

Parent / Guardian

Date

Phone

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2022-2023

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