

Springdale School District  
Springdale, Arkansas

2019-2020

Student  
Handbook

*Adopted by the Springdale School Board*



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## SCHOOLS

### ELEMENTARY SCHOOLS

Early Childhood Center (Pre-K)	750-8889	Mrs. Brandy Wolfenbarger, Principal
Fadil Bayyari Elementary School	750-8760	Ms. Mary Mullican, Principal
Linda Childers-Knapp Elementary School	750-8850	Mrs. Cindy Covington, Principal
Elmdale Elementary School	750-8859	Mrs. Michele Hutton, Principal
Gene George Elementary School	750-8710	Dr. Annette Freeman, Principal
Harp Elementary School	750-8740	Mrs. Allison Strange, Principal
Harvey Jones Elementary School	750-8865	Mrs. Melissa Fink, Principal
Hunt Elementary School	750-8775	Mrs. Michelle Doshier, Principal
Robert E. Lee Elementary School	750-8868	Mr. Justin Swope, Principal
Monitor Elementary School	750-8749	Mrs. Andi Acuff, Principal
Parson Hills Elementary School	750-8877	Mrs. Heather Cooper, Principal
Willis Shaw Elementary School	750-8898	Mrs. Cynthia Voss, Principal
T.G. Smith Elementary School	750-8846	Mrs. Kim Simco, Principal
Sonora Elementary School	750-8820	Dr. Regina Stewman, Principal
Turnbow Elementary School	750-8785	Mrs. Stacey Ferguson, Principal
John Tyson Elementary School	750-8862	Mrs. Shelly Poage, Principal
Walker Elementary School	750-8874	Mrs. Lynn Ryan, Principal
Westwood Elementary School	750-8871	Mrs. Kimberly Crumby, Principal
Bernice Young Elementary School	750-8770	Mrs. Debbie Flora, Principal

### SECONDARY SCHOOLS

Springdale High School	750-8832	Mr. Jason Jones, Principal
Springdale Har-Ber High School	750-8777	Dr. Paul Griep, Principal
Archer Learning Center	750-8721	Dr. Coby Davis, Principal
School of Innovation	750-8780	Mrs. Kelly Boortz, Principal
Central Junior High School	750-8854	Dr. Todd Loftin, Principal
Lakeside Junior High School	750-8885	Dr. Michael Shepherd, Principal
Mary Frances George Junior High School	750-8750	Mrs. LaDena Eads, Principal
Southwest Junior High School	750-8849	Mrs. Audra Lindley, Principal
Hellstern Middle School	750-8725	Dr. Allison Byford, Principal
J.O. Kelly Middle School	750-8730	Ms. Sara Ford, Principal
Sonora Middle School	750-8821	Dr. Martha Dodson, Principal
Helen Tyson Middle School	750-8720	Mrs. Stephanie Anderson, Principal

## SPRINGDALE SCHOOL BOARD

### July 2019 Structure

*President* Mr. Kevin Ownbey  
*Vice President* Mrs. Michelle Cook  
*Secretary/Treasurer* Mr. Randy Hutchinson  
Mrs. Debbie Creek  
Mr. Nick Emerson  
Mr. Mike Luttrell  
Mr. Eddie Ramos

### DISTRICT ADMINISTRATION

Dr. Jim Rollins, Superintendent  
Dr. Jared Cleveland, Deputy Superintendent for Personnel  
Dr. Marcia Smith, Associate Superintendent for Curriculum, Instruction, and Innovation  
Mrs. Maribel Childress, Assistant Superintendent for Teaching, Learning, and Innovation, PreK-5  
Mrs. Shannon Tisher, Assistant Superintendent for Teaching, Learning, and Innovation, 6-12  
Mr. Kelly Hayes, Comptroller  
Mrs. Kendra Clay, Director of Pupil, Personnel and Legal Services

The complete Springdale School Board Policy Manual may be accessed at: <http://www.sdale.org>

### **NOTICE OF NONDISCRIMINATION STATEMENT OF ASSURANCE**

- I. This notice is for students, parents, employees, patrons, and applicants for employment.
- II. The purpose of this notice is to provide a statement of assurance that the Springdale School District does not discriminate against any individual or group of people on the basis of race, color, national origin, age, gender, or disability.
  - A. This notice assures that no person shall be excluded from the participation in, be denied the benefits of, or be subjected to discrimination of any kind under any policy, procedure, program, activity or any educational opportunity.
  - B. Also, the Springdale School District is an equal opportunity employer. It is the policy of the District to recruit, hire, and promote persons in all job classifications without any discrimination on the basis of all areas specified in this notice.
- III. This statement is an assurance that the Springdale School District is in compliance with the following federal statutes and regulations:
  - A. Title IX of the Education Amendments of 1972
  - B. Title VI of the Civil Rights Act of 1964
  - C. Section 504 of the Rehabilitation Act of 1973
  - D. Age Discrimination Act of 1975
  - E. Title II of the Americans with Disabilities Act
- IV. The District Coordinator for Compliance of Nondiscrimination is the Deputy Superintendent for Personnel. This person may be contacted at 804 West Johnson Avenue, Springdale, Arkansas 72764 or by telephone number (479)750-8800.
- V. Any person having inquiries or concerns regarding compliance with this nondiscrimination policy should contact the District Coordinator. Unresolved issues may be appealed to the Superintendent and subsequently to the School Board.

### **NOTICE OF PARENT AND STUDENT RIGHTS Section 504 & the A.D.A. (Form 504-4)**

- I. Parent and Student Rights (34 C.F.R. Part 104 (2008))
  - A. You have the right to be informed by the school district of your rights under Section 504 and the ADA. The district must provide you with written notice of your rights under Section 504. If you need further explanation of these rights, contact appropriate staff and they will assist you in understanding your rights.
  - B. Your child has the right to an appropriate education designed to meet his or her individual needs as adequately as the needs of non-disabled students are met.
  - C. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to disabled students.
  - D. To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the district demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students.
  - E. Your child has a right to an evaluation prior to an initial 504/ADA placement and any subsequent significant changes in placement.
  - F. If eligible under 504/ADA, your child has a right to periodic reevaluations, generally every three years.
  - G. You have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child.
  - H. You have the right to examine relevant records.
- II. Grievance Procedures and Due Process
  - A. If you wish to challenge the actions of the school's 504/ADA committee in regard to your child, you may ask for an opinion from one of the district's grade level 504 coordinators.
  - B. If you wish to file a complaint and/or continue your challenge regarding your child and 504 matters, you have a right to file a complaint with the district's 504/ADA coordinator, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.

Springdale Public Schools  
Deputy Superintendent for Personnel  
804 W. Johnson Avenue  
Springdale, AR 72764  
479-750-8800  
www.sdale.org
  - C. You have the right to an impartial due process hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing. If you disagree with the decision of the hearing officer, you have a right to seek a review of that decision before a court of competent jurisdiction.
  - D. You also have a right to file a complaint with the Office for Civil Rights. The Office for Civil Rights for Arkansas is located at:

Dallas Office  
Office for Civil Rights  
U.S. Department of Education  
1999 Bryan Street, Suite 1620  
Dallas, TX 75201-6810  
Telephone: 214-661-9600  
FAX: 214-661-9587; TDD: 877-521-2172  
Email: OCR.Dallas@ed.gov

### **NOTICE OF PARENT AND STUDENT RIGHTS Section 504 Evaluation Procedures - Initial Placement**

Parents submit a written request for specific related/nonacademic services. Parents submit written permission for the district to acquire an evaluation of the student regarding the services requested.

1. If applicable, parents submit a written report from a physician or another health related specialist which addresses the student's handicap and specific recommendations regarding the school's role in the treatment of the rehabilitation of the student's handicap. (Preferred, not required).
2. School officials (i.e. - teacher, counselor, special education designee, and principal) submit written statements regarding the educational barriers that exist for this handicapped student including a recommendation in support or nonsupport of the request.
3. Evaluation. Testing and other evaluation procedures must conform to the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, including, for example: aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background and adaptive behavior. Placement decisions must be made by a group of persons including persons knowledgeable about the child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities.
4. After the evaluation is completed a program review conference will be conducted. The attendees should include the assistant principal as chairperson, the 504 Coordinator (if needed), the principal, parents, and other personnel that should be knowledgeable about the resolution of the parent's request for services (i.e. - classroom teacher(s), physical therapist, occupational therapist, transportation services, etc.). It is recommended that notice of conference and scheduling should in best circumstances mirror that of SPED time lines (two-week (2) written notice) using the Notice of Conference form.

### **NOTICE OF PARENT AND STUDENT RIGHTS SECTION 504 Evaluation Procedures Assurance Checklist - Initial Placement**

After the evaluation is completed a program review conference will be conducted. The attendees should include the assistant principal as chairperson, the 504 Coordinator (if needed), the principal, parents, and other personnel that should be knowledgeable about the resolution of the parent's request for services (i.e. - classroom teacher(s), physical therapist, occupational therapist, transportation services, etc.). It is recommended that notice of conference and scheduling should in best circumstances mirror that of SPED timelines (2-weeks written notice). When scheduling 504 conferences ensure all stakeholders have ample time to arrange for attendance. Use the Notice of Conference form (Form 504-2) provided.

### **ARKANSAS ACADEMIC CHALLENGE (LOTTERY) SCHOLARSHIP**

The Arkansas Academic Challenge (Lottery) Scholarship is open to high school seniors and non-traditional students who are Arkansas residents. High school seniors must have an overall grade point average of at least a 2.50 in the Smart Core curriculum OR a composite of at least 19 on the ACT.

Note: Students must complete the Smart Core curriculum in order to qualify for this scholarship.

All students applying for the Arkansas Academic Challenge (Lottery) Scholarship MUST submit the FAFSA (Free Application for Federal Student Aid) AND the Arkansas Academic Challenge (Lottery) application at [www.adhe.edu](http://www.adhe.edu). Application deadlines are June 1 and November 1

### **SCHOLARSHIP AND FINANCIAL AID RESOURCES**

Free application for federal student aid: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)  
Arkansas Department of Higher Education: [www.adhe.edu](http://www.adhe.edu)  
Arkansas Student Loan Authority: [www.fundmyfuture.info](http://www.fundmyfuture.info)  
College Goal Sunday Arkansas: [www.arcollegegoalsunday.org](http://www.arcollegegoalsunday.org)  
Say Go College Week: [www.SayGoCollege.com](http://www.SayGoCollege.com)

### **SPRINGDALE SCHOOL DISTRICT GRADUATION REQUIREMENTS**

In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional 2 units to graduate for a total of 24 units. The additional required units may be taken from any electives offered by the district. There are some distinctions between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

Pursuant to Ark. Code Ann. § 6-16-149, in order to receive a high school diploma, each student, unless exempted in accordance with the student's individualized education program, shall correctly answer sixty (60) of the one hundred (100) test questions on the civics portion of the naturalization test used by the United States Citizenship and Immigration Services.

### **SMART CORE CURRICULUM DIPLOMA**

#### **24 Units of Credit**

#### **English – 4 units**

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

**Mathematics – 4 units (or 3 units of math and 1 flex unit of Computer Science\*) At least one unit must be taken in Grade 11 or Grade 12. Springdale School District requires students to take a math course every semester.**

- Algebra I (or Algebra A & Algebra B - Grades 7-8 or 8-9)
- Geometry (or Geometry A & Geometry B - Grades 8-9 or 9-10)
- Algebra II

- Fourth Math - Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics - Comparable concurrent credit college courses may be substituted where applicable.

**Natural Science – 3 units with lab experience chosen from the list below (or 2 units with lab experience and 1 flex unit of Computer Science\*)**

- Biology
- Physical Science, Chemistry, and/or Physics  
(All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)

**Social Studies – 3 units**

- Civics - ½ unit
- World History - 1 unit
- U.S. History - 1 unit
- Economics or other social studies – ½ unit

**Oral Communications – ½ unit**

**Physical Education – ½ unit**

**Health and Safety – ½ unit**

**Economics – ½ unit** (may be counted toward Social Studies or Career Focus)

**Fine Arts – ½ unit**

**Career Focus – 6 units**

**\*Computer Science – (flex unit)** A unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4<sup>th</sup> math unit requirement or the 3<sup>rd</sup> Natural Science Requirement. Two distinct units of the computer science courses listed above may replace the 4<sup>th</sup> math unit requirement and the 3<sup>rd</sup> Natural Science Requirement. If the 4<sup>th</sup> Math requirement and the 3<sup>rd</sup> Natural Science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

**Each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)**

**CORE CURRICULUM DIPLOMA - 24 units of credit**

**English – 4 units**

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

**Mathematics – 4 units (or 3 units of math and 1 flex unit of Computer Science\*) Springdale School District requires students to take a math course every semester.**

- Algebra I (or Algebra A & Algebra B - each may be counted as one unit of the 4 unit requirement)
- Geometry (or Geometry A & Geometry 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 flex unit of Computer Science\*)**

- At least 1 unit of Biology
- At least 1 unit of Physical Science, Chemistry, and/or Physics  
(All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)

**Social Studies – 3 units**

- Civics - ½ unit
- World History - 1 unit
- U.S. History - 1 unit
- Economics or other social studies – ½ unit

**Oral Communications – ½ unit**

**Physical Education – ½ unit**

**Health and Safety – ½ unit**

**Economics – ½ unit** (may be counted toward Social Studies or Career Focus)

**Fine Arts – ½ unit**

**Career Focus – 6 units**

**\*Computer Science – (flex unit)** A unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4<sup>th</sup> math unit requirement or the 3<sup>rd</sup> Natural Science Requirement. Two distinct units of the computer science courses

listed above may replace the 4<sup>th</sup> math unit requirement and the 3<sup>rd</sup> Natural Science Requirement. If the 4<sup>th</sup> Math requirement and the 3<sup>rd</sup> Natural Science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

(Comparable concurrent credit may be substituted where applicable.)

**Beginning with the entering 9th grade class of 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)**

### **MINIMAL DIPLOMA - 22 units of credit**

(Core Curriculum requirement with six rather than eight Career Focus units)

This option may be available to those students who during their senior year find that due to circumstances beyond their control are unable to meet the regular 24 unit graduation requirement. Students must follow appropriate application procedures and meet all criteria in order to be considered for a minimal diploma.

### **GRADUATION REQUIREMENT FOR STUDENT WITH DISABILITIES**

Students with disabilities are expected to meet requirements for graduation as set forth by the Springdale School District. The Individual Education Plan (IEP) committee shall establish a program of study that is compatible with each student's ability to perform. The committee may waive or substitute specific courses and may require specific courses when it is determined to be in the best interest of the student to do so.

### **PARENTAL INVOLVEMENT PLAN**

Vision: To foster effective parental involvement and support partnerships among school, parents and the community to improve student achievement

Mission: All parents will participate in the academic life of their child

Audacious Goal 1: Create effective parent involvement strategies so that all parents are involved

Sub-Goal 1: Increase the number of underrepresented parents at each school by 25% over the next 3 years school years

Action: Increase the number of family literacy programs at two elementary schools and one middle school over three years

Responsible: Family Literacy program director /ESL director

Timeline: Year 1: Add one elementary family literacy site (2015)

Year 2: Add one middle school family literacy site (2016)

Year 3: Add one Marshallese family literacy site (2017)

Evaluation: Rosters of parents attending family literacy sessions

Sub-Goal 2: Increase the number of underrepresented parents who are receiving advocacy training in partnership with One Community

Action: Establish Parents Taking leadership Action model at Jones Elementary

Responsible: ESL program director in partnership with one community program director

Timeline: Year 1: Establish the partnership with One Community to provide advocacy training for parents under the Rockefeller grant titled, Parents Taking Leadership Action

Evaluate: Based on end of year feedback determine effectiveness and expansion feasibility

Sub-Goal 3: Create recognition programs as an incentive for involvement

Action: Establish a committee to determine feasibility of a recognition program

Responsible: Associate Superintendent and District Parent Involvement coordinator

Evaluation: Notes and minutes of meetings

Audacious Goal 2: The district will provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement

Sub-Goal 1: Each school will involve community partners, parents and teachers in the development of strategies to improve student achievement

Action A: During the development of the parent involvement plan for each school, parent, teacher, and community input will be solicited as to how to improve student achievement through the engagement of parents, and community members in partnership with faculty.

Responsible: Principal/Parent Involvement liaison

Timeline: Annually prior to the parent involvement submission deadline of October 1.

Evaluation: Evidence of input and achievement data

Sub-Goal 2: Create improved on-sight parent support systems

Action A: Each school will assess the effectiveness of the on -site support via the parent center with the expectation for an improvement plan

Responsible: Principal/Parent Involvement liaison

Timeline: Annually, prior to the October 1 submission deadline

Evaluation: Tangible Improvements in the centers

Action B: Parents will be given information as to how they can become involved annually during the back to school or upon enrollment after school starts

Responsible: Principal/Parent Involvement liaison

Timeline: June 2014

Evaluation: Records of distribution Action C: Ensure access for parents via technology (web-cam, Skype,) or a variety of times to meet

Responsible: Principal, PT, PTO leadership, tech department

Timeline: Prior to October 1 Parent Involvement plan submission deadline

Evaluation: schedule and options for parents to access meetings/activities

Audacious Goal 3: Build each school's capacity through strong parental involvement

Sub-Goal 1: Each school will create a communication system that reaches all parents



Action A: Each school will use both traditional print and non-print in multiple languages, including web-pages for each school and social media  
 Responsible: Parent/Parent Liaison  
 Timeline: Annually prior to October 1 submission date  
 Evaluation: Evidence of communication resources  
 Action B: Schools will share ideas among schools about what is working and what is not working  
 Responsible: CCPTA/PTO and principals/liaison  
 Timeline: Annually prior to October 1 submission date  
 Evaluation: Notes and sign-in sheet of sharing session  
 Action C: Create a template for schools to use as a planning tool  
 Responsible: District parent liaison and building level parent involvement liaisons  
 Timeline: June  
 Evaluation: Tool to be used for the parent involvement plan  
 Action D: Create a job description for the parent involvement liaison  
 Responsible: District parent liaison and building level parent involvement liaisons  
 Timeline: June  
 Evaluation: Job description of the liaison posted on the website

Audacious Goal 4: Annually the district will evaluate the parent Involvement Policy (Plan) as it relates to strategies for increasing parental participation and eliminating barriers

Sub-Goal 1: Each school and the district will evaluate the effectiveness of their parent involvement plan

Action: A: Parents, teachers and community members will evaluate the parent involvement plan for each school

Responsible: Building principal and a representative committee

Timeline: June

Evaluation: notes and minutes of input session

Action B: Members of the Patron Shelf will evaluate the plan and provide input into the new plan

Responsible: Associate Superintendent and the District Parent Involvement Liaison

Timeline: Annually prior to the Parent Involvement submission deadline of October 1

Action A: During the development of the parent involvement plan for each school, parent, teacher, and community input will be solicited as to how to improve student achievement through the engagement of parents, and community members in partnership with faculty.

Responsible: Principal/Parent Involvement liaison

Timeline: Annually prior to the parent involvement submission deadline of October 1

Evaluation: Evidence of input and achievement data

Sub-Goal 2: Create improved on-site parent support systems

Action A: Each school will assess the effectiveness of the on-site support via the parent center with the expectation for an improvement plan

Responsible: Principal/Parent Involvement liaison

Timeline: Annually, prior to the October 1 submission deadline

Evaluation: Tangible Improvements in the centers

Action B: Parents will be given information as to how they can become involved annually during the back to school or upon enrollment after school starts

Responsible: Principal/Parent Involvement liaison

Timeline: June 2014

Evaluation: Records of distribution

Action C: Ensure access for parents via technology (web-cam, Skype) or a variety of times to meet

Responsible: Principal, PT, PTO leadership, tech department

Timeline: Prior to October 1 Parent Involvement plan submission deadline

Evaluation: schedule and options for parents to access meetings/activities

### **SPRINGDALE SCHOOL DISTRICT EDUCATIONAL PROGRAMS**

Advanced Placement	Economics Education	Pre-Kindergarten
Alternative Learning	English as a Second Language	Project Lead the Way
Before and After School Tutoring	Family Literacy Program	School of Innovation
Breakfast in the Classroom	Gifted & Talented	Special Education
Career and Technical Education (CTE)	International Baccalaureate Program	STEM
Cognitively Guided Instruction	Lake Fayetteville Study Center	Summer School
EAST	Migrant Student Education	

### **CO-CURRICULAR AND INTERSCHOLASTIC PROGRAMS**

- I. The Board believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. The Board believes that school citizenship, as reflected in student activities, is a measure of the achievement of important school goals.
- II. Although cognizant of the value of co-curricular and interscholastic programs, the Board believes the following points should be used by principals in determining whether or not elementary and secondary pupils may participate in such activities:
  1. That participation in the activities will not deprive the pupils of the instructional time needed to successfully complete academic coursework.
  2. That a student's behavior and attendance to, during, and from school will be determining factors in terms of participation in student activities.
  3. That all due care will be taken to ensure that co-curricular and extracurricular programs not interfere with the instructional school day.

4. That student's and/or organizations' activities may be curtailed or modified due to those activities' infringements on the instructional time needed by students to perform their academic work to satisfaction.

Eligibility requirements for the secondary schools in the District conform to the Arkansas Activities Association as listed in the current official handbook. The principal of each school is responsible for applying these rules.

### **HOMEWORK/INDEPENDENT STUDY SKILLS**

- I. The educational philosophy of the Springdale Schools states "... the first obligation is to teach the fundamentals of reading, writing, mathematics, and communication skills." These fundamental skills often need to be reinforced through additional practice which students complete outside the instructional day.
- II. Homework activities, an extension of in-class instruction, are those activities and assignments that relate directly to classroom instruction and are designed to lead to mastery of the content being studied.
- III. The purpose of homework is as follows:
  - A. To introduce new material prior to direct instruction by the teacher, such as the reading of a chapter in the text with a stated purpose for reading.
  - B. To teach responsibility by setting expectations for the completion of independent practice by the student in a specified period of time.
  - C. To complete class assignments that were not completed during the instructional day.
  - D. To provide enrichment and extension of the curriculum so students can expand their knowledge base independently.
  - E. To reinforce new learning through independent or guided (parent support) practice.
- IV. Academic achievement is a joint responsibility among the teacher, the student and the parent. Homework is a joint responsibility between parent and student to ensure that the purpose of the homework is met. In the primary grades, parents should be an active partner being involved in guided practice activities and helping students work toward mastery of basic skills. In the upper elementary and the secondary schools parents should be supportive of the requirements for homework that is assigned.
- V. Parents can establish a supportive learning environment in the home that is conducive to completing homework by:
  - A. Showing a positive attitude toward the educational process
  - B. Taking an interest in their child's schoolwork
  - C. Establishing good study conditions
  - D. Monitoring their child's study habits
  - E. Providing support to their child's efforts
- VI. Parents are not required to provide, nor is homework intended to be, the initial instruction related to new learning.
- VII. The following statements are guidelines to teachers as they make decisions about homework:
  - A. Homework must be relevant to the instruction in the classroom
  - B. Homework should not be assigned for punitive reasons
  - C. Skills taught in the classroom should first be guided and practiced in the classroom under the teacher's supervision prior to homework being assigned
  - D. Homework assignments should be reasonable in length considering the age and grade of the students. (Suggestion: 10 minutes for kindergarten with incremental increases into the high school level of an average of approximately two hours per night. The exact amount of homework and time spent will vary depending on age and ability of child and the coursework in which the child is enrolled.)

### **STUDENT ATTENDANCE**

- I. Philosophy and Intent:
  - A. The Springdale School District supports the philosophy that the instructional program is the vital part of a formal education. We further believe that it is necessary to require that students attend school a maximum numbers of days for instructional purposes during each school year. Parents are strongly discouraged from taking students out of schools for any reason other than family emergencies.
  - B. Students are required to maintain a level of attendance, which enables them to meet their responsibilities as learners and teachers to fulfill their obligations to the students.
  - C. Students and their parents/guardians hold the main responsibility for school attendance and for following the attendance policy. The Board asks for the cooperation of both students and parents/ guardians in these matters so that the student can receive the best education possible.
- II. Compulsory Attendance Law:
  - A. This attendance policy for all students uses the Arkansas Compulsory Attendance Law as a model and prescription, but is not limited to the law's minimum requirements.
  - B. Under such penalty for noncompliance as shall be set by law every parent, guardian, or other person residing within the state of Arkansas having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 shall enroll and send the child to a public, private, or parochial school or provide a home school for the child as described in 6-15-501 et. seq. unless the child qualifies for an exception as stated in 6-18-201 et. seq.  
[Arkansas Code Annotated 6-18-201, 6-18-207, 6-18-208]
- III. Course Enrollment Outside of District
  - A. Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be used to satisfy the student attendance requirement even if the programs are not located at the public schools. Attendance in such alternative programs must be pre-approved by the school's administration. The district shall strive to assign students who have been dropped from a course of study or removed from a school work program job during the semester into another placement or course of study. In the instances where a subsequent placement is unable to be made, the district may grant a waiver for the student for the duration of the semester in which the placement is unable to be made. In rare instances, students may be granted waivers from the mandatory attendance requirement if they would experience proven financial hardships if required to attend a full day of school. For the purpose of this policy, proven financial hardships is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family. The superintendent shall have the authority to grant such a waiver, on a case-by-case basis, only when convinced the student meets the definition of proven financial hardships.

In any instance where a provision of a student's Individual Education Plan (IEP) conflicts with a portion(s) of this policy, the IEP shall prevail.

- IV. Student Dropout: (b) (1) Each public, private, or parochial school shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school.
  - A. (2)(A) Upon receipt of such notification, the Department of Finance and Administration shall notify the licensee by certified mail, return receipt requested, that his motor vehicle operator's license shall be suspended unless a hearing is requested *in writing* within thirty (30) days from the date of notice.
- V. Operation Stay in School Program:
  - A. As authorized by Ark. Code Ann. 6-18-221, the Springdale School District has entered into a cooperative agreement with the Springdale Police Department to implement within the district an "operation stay in school" program.
  - B. Ark. Code Ann. 6-18-221 states that any certified law enforcement officer may stop, question, and detain any unsupervised school-age student located off school premises during school hours and request the production of documentation excusing his presence from school.
  - C. Upon the student's failure to produce sufficient documentation, the law enforcement officer may take the student into custody and return the student to his school or transport him to his parents.
- VI. Notification to Prosecuting Attorney:
  - A. School officials will take the following action when a student's absences become excessive pursuant to Ark. Code Ann. 6-18-222:
    - 1. Notify the student's parent, guardian or person in loco parentis and the community truancy board when the student has accumulated unexcused absences equal to one-half ( $\frac{1}{2}$ ) the total number of absences permitted per semester under the school district's student attendance policy.
    - 2. Before the student has accumulated the maximum number of unexcused absences allowed in the school district's student attendance policy, the student or a student's parent, guardian, or person in loco parentis may petition the school administration or the school district administration for special arrangements to address the student's unexcused absences.
    - 3. When a student exceeds the number of unexcused absences provided for in the district's student attendance policy or when a student has violated the conditions of an agreement granting special arrangements for attendance, the school district shall notify the prosecuting attorney and the community truancy board and the student's parent, guardian, or person in loco parentis shall be subject to a civil penalty through a family in needs of services (FINS) action in circuit court not to exceed five hundred (\$500) plus costs of court and any reasonable fees assessed by the court.
    - 4. Notify the student and parents that the student has violated this attendance policy by accumulating an excessive number of absences. Accumulating an excessive number of absences will be a basis for denial of credit, promotion or graduation.

### **STUDENT ATTENDANCE – ELEMENTARY AND MIDDLE SCHOOLS**

#### I. Parent Responsibilities

- A. It is the responsibility of the parent or guardian to see that the student is in attendance at school. The parent or guardian is to notify the **school office** when the student is absent
- B. For students who have a doctor or other professional appointments on a regular basis during the school day, parents or guardians should meet with the school principal, nurse, and/or counselor to develop a plan to address the child's needs. It is preferred that these regular appointments take place outside of the school day. If parents or guardians are unable to schedule these appointments outside of the school day, then it is preferred that the appointments be scheduled:
  - 1. at the beginning or end of the school day, and/or
  - 2. parents or guardians should stagger the time of such appointments so that they do not miss the same part of class each time.
- C. If for any reason a student must leave school during regular school hours, he or she should be signed out by a parent or guardian through the office. Students arriving at school late are to be signed in by a parent or guardian at the office. Excessive tardies and/or early checkouts may be referred to authorities.
- D. If possible, parents or guardians should provide documentation of reasons for student absences.

#### II. Excessive Absences

- A. Seven (7) absences per semester will be considered excessive in elementary and middle schools. It is at this point that school officials may notify authorities as determined by the principal. Absences for the following reasons will not be counted toward the seven (7) absences:
  - a. School Business:
    - i. School sponsored field trips, assemblies, contests, or any other school activity as determined by the building principal.
  - b. Medical:
    - i. Student absences due to the directive of the student's medical doctor or doctor/dental appointments. Doctor/dental appointments must indicate the day and time the student was seen in the doctor/dental office. Appropriate documentation must be submitted to the attendance office.
  - c. Military:
    - i. Student absences due to military deployment on leave from active duty of a parent or legal guardian.
  - d. Legal:
    - i. Student absences due to court or legal appointments. Court/legal appointments must indicate the day and time the student was seen at court or at the attorney's office. Appropriate documentation from the court/legal office must be submitted to the attendance office.
  - e. Suspensions (In-School Suspensions [ISS], Out-of-School Suspension [OSS]):

- i. Student absences due to administrative directive, used as a disciplinary sanction.
- f. Exceptional Circumstances:
  - i. Student absences as due to exceptional circumstances as determined with prior approval of the building principal

B. Accumulating an excessive number of absences may be a basis of denial of promotion.

### III. Notification to Parents of Student Absences

A. The student's parents or guardians shall be notified as required by law and as necessary. As a minimum this notification shall occur when the student has accumulated three (3), five (5), and six (6) absences per semester. Notice may be by telephonic contact or by mail with the student's parents or guardian.

### **STUDENT ATTENDANCE: JUNIOR HIGH AND HIGH SCHOOLS**

#### I. Excessive Absences:

- A. Nine (9) or more absences in a semester will be considered excessive.
- B. Students who accumulate more than eight (8) absences in a class for the semester will not be eligible for credit in that class.
- C. Denial of credit may affect promotion and/or graduation of the individual student.
- D. The Benton or Washington County Juvenile Courts will be notified of all absences in which the student exceeds the eight (8) absence limit unless the student is participating in an attendance recovery program or an alternative program.

#### II. Classification of Absences:

- A. The following classification of absences will count toward the eight (8) day limit in which credit for the course will be denied:
  - 1. Regular School Absences: A regular school absence is defined as any time the student is not present in class excluding trancies and the types of absences identified in Section II.B. of this policy. The student will be able to make up work missed due to his/her absence from school if the request for makeup is made by the student the day he/she returns to school. The teacher will determine the timeline for student make up.
  - 2. Truancy: A truancy is defined as anytime a student is absent from school without the knowledge of the parent/guardian. This may include anytime the student is not in his/her assigned class during the school day. Students are not eligible for make up for trancies.
- B. The following classification of absences will not count toward the eight (8) day limit in which credit for the course or promotion will be denied.
  - 1. Campus Activity: School sponsored field trips, assemblies, contests, or any other school activity as determined by the building principal.
  - 2. Medical: Student absences due to the directive of the student's medical doctor/dental appointments. Doctor/Dental appointments must indicate the day and time the student was seen in the doctor/dental office. Appropriate documentation from doctor/dental office must be submitted to the attendance office.
  - 3. Military: Student absences due to military deployment on leave from active duty of a parent or legal guardian.
  - 4. Legal: Student absences due to court or legal appointments. Court/legal appointments must indicate the day and time the student was seen at court or at the attorney's office. Appropriate documentation from the court/legal office must be submitted to the attendance office.
  - 5. Exceptional Circumstances:  
Student absences as due to exceptional circumstances as determined with prior approval of the building principal.
  - 6. Suspensions (In-School Suspension [ISS], Out of School Suspension [OSS]): Student absences due to administrative directive, used as a disciplinary sanction.
    - a) Students who are assigned to In-School Suspension (ISS) will receive full credit for all make up work completed in ISS. Absences due to ISS will not count toward the eight (8) day limit.
    - b) Students who are suspended from school will receive a maximum of 50% credit for all make up work completed for the time they were suspended from school. The time frame for completing this work will be left to the discretion of the administrator. Absences due to out of school suspensions will not count toward the eight (8) day limit.
    - c) Students in grades 9-12 who are assigned to Springdale educational alternate program, Pursuing Unlimited Success Here (P.U.S.H.) in lieu of expulsion will receive 100% of credit earned while enrolled in P.U.S.H. P.U.S.H. attendance expectations mirror those of junior high schools and high schools.

#### III. Notification to Parents of Student Absences:

- A. The Springdale School District has established eight (8) absences per semester as the maximum number allowed per semester. The student's parent/guardian shall be notified when the student has accumulated excessive absences equal to one-half (1/2) the total number of absences permitted per semester. Notice shall be by telephone contact by the end of the school day in which the fourth absence occurred or by mail no later than the following school day.
- B. Before a student accumulates the maximum number of absences allowed per semester (8), the school administration may at the request of the student or parent/guardian enter an appeal into a formalized written agreement with the student and his/her parent or guardian. This agreement will include conditions of the agreement and the consequences for failing to fulfill the requirements of the agreement and will be signed by the student, parent/guardian, and a school administrator.
- C. When a student is absent the ninth day in a specific class, the attendance office will notify the student and parent/guardian that the student has violated the attendance policy by accumulating an excessive number of absences. The letter will inform the student and parent/guardian:
  - of credit denial for the affected class(es)
  - the appeal process for credit to be reconsidered through an attendance recovery program

- student options through an alternative learning program
- Notification of the prosecuting attorney and the possibility of a fine not to exceed five hundred dollars (\$500) plus court costs.
- name and phone number of person at SPS to contact for further information

IV. Attendance Recovery:

- Students may make up the excessive absences through an attendance recovery program to regain credit status. A student wishing to make up his or her excessive absences through one of these programs may apply to do so through the attendance office. Such programs may consist of Saturday School, before school sessions, noon sessions, etc. Make up time will be hour for hour. The length of an instructional school day is six (6) hours. Transportation is not provided to and from attendance recovery programs. The assistant principal for attendance will determine eligibility and guidelines for makeup time.
- Students who do not participate in an attendance recovery program must remain in the class in which credit is to be denied and do the assigned work for the remainder of the semester unless he or she elects and is admitted to an alternative learning program.
- Students who accumulate more than eight (8) absences in a class for the semester and do not participate in an attendance recovery program will receive one of two grades for the semester:
  - "NC" (no credit) if the student held a passing grade at the time of exceeding the maximum number of absences or,
  - "F" if the student did not hold a passing grade at the time of exceeding the maximum number of absences.

V. Financial Hardship as a Basis for Abbreviated Schedule of Classes:

- A high school student who would experience proven financial hardships if required to attend a full school day (360 minutes) may present his/her case to the school administration in a request for an abbreviated schedule of classes. (NOTE: financial hardship means harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothes, and shelter for the student of the student's family.

**GRADING SYSTEMS**

I. GRADING:

- Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that reflect other educational objectives such as those contained in the learner outcomes and curriculum frameworks may also be given.  
[Reference: Arkansas Public Schools Standards for Accreditation — Standard 12.02 VII-B]
- The report card is intended to communicate accurately about a student's performance level according to state and district expectations which are based on state academic standards. The intent of the reporting system is to:
  - Communicate honest feedback to parents and students.
  - Validate grades through multiple assessments/indicators.

II. ELEMENTARY (K-5)

All students in Kindergarten through fifth grades within the Springdale Public School District shall be evaluated using a standards-based grading system.

- In the Springdale standards-based report card system, each subject area is divided into a list of skills and knowledge by quarter that students are responsible for learning. Students receive an achievement mark of either 3, 2, or 1 for each standard. The achievement marks indicate a child's progress toward meeting specific Arkansas grade-level standards.
  - 3 indicates mastery of the standard
  - 2 indicates progressing toward the standard
  - 1 indicates needing significant support to meet the standard
- Scores assigned to Kindergarten through fifth grade students for performance in a content area shall reflect only the extent to which a student progressed toward the grade level standards for that content area. Scores that reflect other areas that support learning, such as work habits, behavior, handwriting, and technology shall also be reflected on the standards-based report card.

III. GRADES 6-12 Ark. Code Ann. 6-15-902)

- The following grading scale shall be used by all public schools in the state for all courses, except Advanced Placement and International Baccalaureate, offered:

<b>GRADE POINT VALUE</b>		
A—Excellent	A— 90 to 100	A—4
B—Above Average	B— 80 to 89	B—3
C—Average	C— 70-79	C—2
D—Below Average	D— 60-69	D—1
I—Incomplete	-----	---
F—Failing	F—59 and below	F—0

IV. HIGH SCHOOL ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE

- Weighted credit shall be allowed for Advanced Placement courses and courses offered under the International Baccalaureate Diploma Program and ADE Approved Honors (transfer) courses if:
  - The student takes the entire Advanced Placement course or the entire course offered in the International Baccalaureate Diploma Program in a particular subject.
  - The student completes the applicable test offered by the College Board for Advanced Placement courses at the end of the Advanced Placement course, or the applicable test offered by the International Baccalaureate Organization (IBO) at the time prescribed by the IBO.
  - Quality points for AP and IB are contingent upon teacher training and course approval.

GRADE	GRADE POINT VALUE
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A	5.0
B	4.0
C	3.0
D	2.0
F	0.0

- V. DOCUMENTATION OF STUDENT PERFORMANCE K-5
  - A. Evidence of student work will be collected and maintained for the current school year in order to determine student performance levels.
- VI. GRADING SYSTEMS FOR STUDENTS WITH DISABILITIES
  - A. The IEP (Individualized Education Program) committee will determine who is responsible for assigning grades. The work of a student may be modified in targeted deficit areas as identified on the IEP. Grades will be based on the degree of proficiency as demonstrated on modified work in specified areas. Grades may be determined by the regular classroom teacher, the special education teacher, or jointly. Communication with parents should indicate performance levels on modified areas as well as performance on grade level expectations.
- VII. GRADING SYSTEM FOR ENGLISH LANGUAGE LEARNERS
  - A. For English Language Learners in grades 6 through 12, an Alternative English Language Assessment Form will be used when the language acquisition skills are a barrier to meeting grade level expectations in a given core content area.
  - B. For English Language Learners in Kindergarten through fifth grade, an Alternative Language Assessment Reporting form will be used to report language acquisition skills compared to expectations based on length of time the student has been in English-speaking schools.

### **PROMOTION AND RETENTION OF STUDENTS**

- I. GRADES 1-12
  - A. Definition: Academic Improvement Plan (AIP)—a remedial or supplemental instruction plan jointly developed by school personnel and the parents of students who fail to achieve at the proficient level on state mandated criterion referenced tests.
  - B. Students in grades three through eight (3-8), identified as not proficient on a state-mandated assessment and who fail to participate in the subsequent Academic Improvement Plan (AIP) shall be retained and shall not be promoted to the next appropriate grade until:
    - 1. The student is deemed to have participated in an academic improvement plan;
  - C. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. Remedial activities and instruction provided during high school shall not be in lieu of English, mathematics, science, history, or other core courses required for graduation.

Arkansas Code Annotated 6-15-2009, 6-15-2010
- II. GRADES K—5
  - A. In general, children shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade.
  - B. Due to the unique needs, physical, social, and mental development and characteristics of each child, the decision relative to the optimum educational placement of each student must be made on an individual basis.
  - C. The principal will be held responsible for the classification of pupils assigned to his/her school. The following set of guidelines shall be used to assist the principal in making a final determination relative to retention of a student:
    - 1. Parents shall be notified when it is perceived that their child has a learning problem that could eventually lead to retention if it is not remedied. Parents should work cooperatively with school personnel to help their child overcome learning obstacles.
    - 2. The teacher shall employ various instructional strategies to give the student different avenues through which learning may occur.
    - 3. Input will be solicited from all appropriate school personnel who may have some information relative to the child's achievement levels, needs, capabilities, and other criteria that would assist in the decision.
    - 4. If the child is to be retained there should be alternatives available for the following year at that same grade level, such as teachers, materials, instructional methods and styles.
    - 5. The determination relative to retention of special education students shall be made by each child's IEP committee.
    - 6. When the child is not deficient in all academic areas consideration should be given to the child's ability to do the next grade's work with the skills he/she has obtained at this time.
- III. GRADES 9—12
  - A. Promotion and retention shall be based on pupil achievement in individual subjects.
  - B. A student must have a minimum of four (4) units of credit, to include one unit of English and one unit of math, in order to be promoted to high school at the end of the ninth grade, with the following exception:
    - Junior high students who are repeating the ninth grade and have accumulated four (4) units or more of credit at mid-term. Students in this exceptional circumstance may be promoted to a district Alternative Learning Environment (ALE) program at mid-term with the recommendation of the junior high principal and the approval of the district ALE Advisory Committee.

### **CONCURRENT ENROLLMENT**

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

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

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

- The student,
- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District or school; 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 tuition 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.

Legal References: A.C.A. § 6-15-902(c)(2)

A.C.A. § 6-16-1201 et seq.

ADE Rules and Regulations: Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

#### **ASSIGNMENTS OF STUDENTS TO CLASSES**

Any student transferring from a school accredited by the Department of Education to another school accredited by the Department of Education shall be placed into the same grade the student would have been in had the student remained at the former school.

Any student transferring from home school or a school that is not accredited by the Department of Education to a school that is accredited by the Department of Education shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

## 2019-2020 School Calendar

Approved 2/11/19

**Springdale School District**

**Days Required**

**Student Days 178**

**Teacher Days 190**

Aug 6-12	Professional Development Days
Aug 13	First Day of School for Students
Sep 2	Labor Day
Sept 3	Professional Development day
Sept 16 - 19	Elementary/MS conferences
Sept 23 - 26	Jr./Sr. High Conferences
Oct. 11	End of term
Oct. 14	Begin 2nd term
Oct. 18-21	Fall Break - No School
Oct. 18 (flexday) & 21	Professional Development Day
Nov. 25-29	Thanksgiving Vacation
Dec. 20	End 2nd term
Dec. 23-Jan 6	Winter/Christmas Break
Jan. 6	Professional Development Day
Jan. 7	Begin 3rd term
Jan. 20 (no school)	Martin Luther King, Jr. Day
March 9 - 13	JH/SR SLC
Mar. 13	End 3rd term
March 16 - 20	Middle School/Elementary SLC
March 16	Begin 4th Term
March 23 - 27	Spring Break
May 22	End of 4th Term
May 25	Memorial Day
May 26	Teacher Work Day
May 26-29, Jun 1	Snow days

### District Assessment Dates 2019-2020

[https://docs.google.com/spreadsheets/d/18aSqFOkW\\_G\\_prV1AILdzapbOazOVUkoF-HWEVFUkwE/edit#gid=0](https://docs.google.com/spreadsheets/d/18aSqFOkW_G_prV1AILdzapbOazOVUkoF-HWEVFUkwE/edit#gid=0)

NWEA MAP	Sep 4 - Oct 2	Fall MAP Interim Assessments K-8
	Nov 26 - Dec 21	Winter MAP Interim Assessments K-2*
	Mar 4 - Apr 5	Spring MAP Interim Assessments K-2*
	*Committee is determining dates for 3+ Winter and Spring Windows	
ACT Aspire Interims	Pending committee decision	Fall Aspire Interim Window 3-8
		Winter Aspire Interim Window 3-8
		Spring Aspire Interim Window 3-8
PSAT	Oct 10, 2018	PSAT/NMSQT
ELPA21	Jan 28 - Mar 8	English Language Proficiency Assessment K-12
NAEP	Jan 28 - Mar 8	NAEP @ select schools in Grades 4 and 8
The ACT	Feb 20, 2019	Paper-based ACT at Grade 11



	March 12, 2019	Make-up date for paper-based ACT at Grade 11
ACT Aspire	Apr 8 – May 10	ACT Aspire at Grades 3 –10
DLM - Dynamic Learning Maps (Select SWD)	Sep 19 - Dec 19	Fall DLM Math / ELA Grades 3-11*
	Jan 2 - Feb 2	Winter DLM Math / ELA Grades 3-11*
	Mar 11-May 10	Spring DLM Math / ELA Grades 3-11*
	*Grade 11 students will test in the 2018-2019 school year in DLM Math and ELA for one year only	
	Mar 11-May 10	Dynamic Learning Maps Science Grades 3-10
AP	May 6 - May 17	College Board - Advanced Placement Exam Dates

### **STATE-MANDATED HEALTH SCREENINGS**

1. Vision and Hearing Screens

Grades Pre-K, K, 1, 2, 4, 6, 8 and all out of district transfer student referrals.

2. BMI—Height & Weight Screening (confidential)

Grades K, 2, 4, 6, 8, 10

3. Scoliosis Screening (confidential)

Girls: Grades 6 & 8

Boys: Grade 8

*Any parent/guardian who wishes to exempt their child due to religious beliefs must send in a written statement to the school.*

### **HONOR GRADUATE REQUIREMENTS**

- a. Honor Graduate
  - i. Meet Smart Core Curriculum
  - ii. 3.50 GPA based on 8 semesters
  - iii. Completion of two (2) years of the same foreign language
- b. High Honor Graduate
  - i. Meet requirements of honor graduate
  - ii. Complete at least two (2) AP and/or IB units of credit
    - 1. Each semester of a concurrent credit course will count as 0.5 AP/IB class
- c. Highest Honor Graduate
  - i. Meet requirements of honor graduate
  - ii. Complete the IB curriculum or complete of at least six (6) AP units of credit
    - 1. Each semester of a concurrent credit course will count as 0.5 AP/IB class

### **STUDENT DISCIPLINE**

**Principals shall develop a procedure for written notification to all parents and students of the district’s student discipline policies and document the receipt of the policies by all parents and students.**

- I. Parents, students, or teachers may request and receive a hearing to consider revision of these policies. The request should be submitted in writing to a school administrator or to the personnel policies committee.
  - II. Principals and/or assistant principals shall follow all appropriate due process proceedings in the enforcement and administration of student discipline policies.
  - III. Student discipline policies shall be reviewed annually by the district’s personnel policies committee. The committee may recommend changes in the policies to the School Board.
  - IV. If a school employee believes that any action taken by the school district to discipline a student referred by that employee does not follow school district discipline policies, the school employee may appeal under the district’s grievance procedures.
  - V. Unless the punishment is specifically stated in individual discipline policies, the consequences for violating district discipline policies may be initiated as a minimum verbal warning up to a maximum expulsion from school.
- [Legal Reference: Arkansas Code Annotated 6-18-502]

### **STUDENT DISCIPLINE—Suspension/Expulsion**

- I. AUTHORITY
  - A. The board of directors hereby authorizes district administrators to suspend and/or recommend the expulsion of students from school and/or any and all school related activities, including riding on a school bus. (Arkansas Code Annotated 6-18-507)

- B. A student cannot circumvent the punishment of a suspension or expulsion, once this decision has been made, by withdrawing from school and attempting to re-enroll during the time span of the suspension or expulsion.
- C. If a student is withdrawn from school during the due process proceeding or during the span of the suspension or expulsion to enter into a "home school" situation, he or she will not receive credit for academic work completed in the home school setting during the time of the suspension or expulsion, if he or she re-enrolls in the district except as provided by this policy.
- D. Any person who has been expelled as a student from any other school district may not enroll as a student in this district until the time of the person's expulsion has expired. Ark. Code Ann. 6-18-507

II. VIOLATIONS

- A. Students may be suspended or expelled from school, from school-related activities, and from a school bus for the following behaviors:
- B. Violation of the district's written discipline policies, including violations contained herein.
- C. Refractory conduct.
- D. Insubordination.
- E. Conduct that tends to impair the discipline of the school.
- F. Conduct that threatens or harms others.
- G. Conduct that hinders or threatens the educational environment regardless of the time and place of such actions.
- H. Arkansas Code Annotated 6-18-507 states "The superintendent of any school district shall recommend the expulsion of any student from school for a period of not less than one (1) year for possession of any firearms or other weapons prohibited upon the school campus by law; provided, however, that the superintendent shall have the discretion to modify such expulsion requirement for a student on a case-by-case basis".

III. DEFINITIONS

- A. Suspension—means dismissal from school for a period of time that does not exceed ten (10) days.
- B. Expulsion—means dismissal from school for a period of time that exceeds ten (10) days. Normally, an expulsion will be for one semester or one year, but in certain circumstances may be permanent.
- C. Students will be prohibited from attending any school activity during the period of their suspension or expulsion.

IV. DUE PROCESS

- A. Notifications:
  - 1. In each instance, the administrator will follow acceptable standards of due process in dealing with the student.
  - 2. This will include notification to the parent(s)/guardian(s) in writing regarding the reason for and the duration of the suspension or expulsion. Also, the parents will be advised about their rights to appeal the suspension or expulsion and will be informed about the process to follow to file an appeal.
  - 3. The building administrator will notify the school counselor of all suspensions and expulsions and will notify the superintendent's office of all expulsions.
- B. Appeals:
  - 1. Appeals for short term suspensions should be filed with the school principal and will normally be resolved at the building level.
  - 2. Appeals for long term suspensions and/or expulsions will result in a hearing before the Administrative Board of Review. The decision at this level will be final for suspensions unless the superintendent initiated the suspension. In that exception and in expulsion cases the parents have the right to file a second appeal to the School Board if they do not accept the decision rendered by the Administrative Board of Review.
  - 3. Once an appeal has been officially filed, the administrator will decide on an individual basis whether the student can attend school pending the outcome of the appeal hearing.

V. STUDENTS WITH SPECIAL NEEDS

All suspensions and expulsions must strongly adhere to the regulations and procedures as stated in the federal law, Individuals with Disabilities Education Act. (IDEA) where applicable.

VI. ACADEMIC CONSEQUENCES

- A. Students who are suspended from school will receive a maximum of 50% credit for all makeup work completed for the time they were suspended from school. The time frame for completing this work will be left to the discretion of the administrator.
- B. Students who are expelled from school will forfeit all credits for the duration of the expulsion and their permanent records will be marked as "NC" (no credit) in the semester grade column.

[Legal References: Arkansas Code Annotated 6-18-507

**STUDENT DISCIPLINE—Appeal Review Committee**

- I. Purpose: The Administrative Review Committee will function in all requested reviews relating to the recommendation for suspension or expulsion of a student.

- II. Procedure:
 

When a student is recommended for expulsion he/she and parent(s) or guardian shall be promptly notified in writing of the reason(s) by the principal or administrator. (In some cases, suspension may be invoked until the review hearing.) The following procedure is to be followed if readmission is sought.

A hearing of the recommendation for expulsion will be held by the Administrative Review Committee under the supervision of the Assistant Superintendent for Personnel, or his or her designee. This committee will be selected by the Assistant Superintendent for Personnel, or his or her designee, when a request is made in writing within five business days from the date of the student's notification of pending expulsion. This hearing will normally be conducted within five business days after receiving the request for a hearing.

The recommendation of the Administrative Review committee shall be final unless modified or rejected by the Board of Education at its next regular meeting or unless an appeal is made to the Board of Education. At the conclusion of the Administrative Review hearing, the Assistant Superintendent for Personnel, or his or her designee, shall furnish to the student and his parents: (a) complete instructions on their procedure

for readmission to school should the committee find in the student's favor; (b) information on their right to appeal to the Board and the procedures to be followed should the committee endorse the administration's recommendation for expulsion.

No appeal will be heard by the Board unless the student has appeared before the Administrative Review Committee and presented a written notification of appeal to the Superintendent within five business days following the decision of the Administrative Review Committee.

### **STUDENT DISCIPLINE—Special Education Students**

Students with special needs who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.

The individualized education plan (IEP) team for a student with a disability should consider whether particular discipline procedures should be adopted for that student and included in the IEP.

Students with disabilities may be excluded from school only in emergencies and only for the duration of the emergency. In no case should a student with a disability be excluded for more than ten days in a school year.

After an emergency suspension is imposed on a student with a disability, an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion.

The suspended student should be offered alternate educational programming for the duration of the exclusion.

### **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. Cyberbullying;
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").

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

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

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

- 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.

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

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

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

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

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

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

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

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

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 (5<sup>th</sup>) 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, person 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.

### **SUICIDE PREVENTION**

National Suicide Prevention website: <http://www.suicidepreventionlifeline.org/>

These signs may mean someone is at risk for suicide. Risk is greater if a behavior is new or has increased and if it seems related to a painful event, loss, or change. Seek help as soon as possible by contacting a mental health professional or by calling the Lifeline at [1-800-273-TALK](tel:1-800-273-TALK) (8255)

If you or someone you know exhibits any of the following signs:

- Talking about wanting to die or to kill themselves
- Looking for a way to kill themselves, such as searching online or buying a gun
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing their use of alcohol or drugs
- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Withdrawing or isolating themselves
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings



### **STUDENT'S USE AND/OR POSSESSION OF TOBACCO or E-CIGARETTES**

- I. It is not permissible for a student to use or have in his or her possession tobacco, tobacco products, or related paraphernalia, including e-cigarettes. All such tobacco, tobacco products, or paraphernalia will be confiscated from the student. Penalties for violation of this policy include in-school suspension, at a minimum, and expulsion from school as a maximum.

### **STUDENT CONDUCT — TO AND FROM SCHOOL**

Children will be held responsible for their conduct while riding a school bus to and from school. Also, those who walk to and from school or reach school by other means of transportation may be held responsible for their conduct should it affect school organization or school morale.

The penalties for violation of this policy include probation, as a minimum, and expulsion from school for one (1) semester, as a maximum.

### **CARE OF SCHOOL PROPERTY BY STUDENTS**

- I. A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property.
- II. The school district will attempt to recover damages from the student destroying school property.  
The penalties for violation of this policy include restitution and probation, as a minimum, and expulsion from school for one (1) semester, as a maximum.

### **POSSESSION OF HAND-HELD LASER POINTERS**

- I. No student may possess a hand-held laser pointer or other similar device unless under the direct supervision of a parent, guardian, or teacher.
- II. Such devices, when discovered by school officials, will be immediately confiscated and given to a law enforcement officer as contraband.
- III. The penalties for violation of this policy include a warning and probation, as a minimum, and expulsion from school, as a maximum.  
[Legal Reference: Arkansas Code Annotated: 6-18-512]

### **PHYSICAL ABUSE OR ASSAULT**

- I. A student shall not cause, attempt to cause or threaten to cause physical injury to any school employee, fellow student or any other individual.
- II. The penalties for violation of this policy include probation, as a minimum, and expulsion from school, as a maximum. Also, the person being abused or assaulted may take legal action if they so desire.  
[Legal Reference: Arkansas Code Annotated: 6-18-502]

### **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 Springdale 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.

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

Violation of this policy will result in disciplinary action ranging from suspension up to and including expulsion for one year, 365 days.

### **POSSESSION OF FIREARMS OR OTHER WEAPONS**

- I. A student shall not possess, handle or transmit any type of firearm, knife, explosive, sharp instrument, or any other object that can be considered a weapon or dangerous instrument.
- II. A person in this state who is a civil war reenactor may carry a civil war era weapon on school property for educational purposes so long as a school official grants approval in advance and if the weapon is a firearm, the firearm is unloaded.[Legal Reference: Ark. Code Ann. 6-5-501 et seq.

### **GANG AND GANG RELATED ACTIVITIES**

- I. The Springdale School Board, administration, and staff have a responsibility to maintain a safe and orderly school environment that is free of violence, disruption, intimidation, or other behavior which threatens the safety and well-being of any student or staff member. Antisocial and/or criminal activities of gangs or gang-like groups threaten the school environment and interferes with the educational process. The presence of gangs or gang related behavior and activities—whether genuine or a pretense—will not be tolerated and the District hereby bans all gangs, gang affiliation, gang behavior and gang related activities from school buildings, school buses, school related activities, while traveling to or from school, and on school property at all times.
- II. For purposes of this policy a "gang" is any group of two or more persons whose purposes include the commission of illegal acts, or acts in violation of disciplinary rules of the school district.
- III. Gang related activity includes, but is not limited to, the following prohibited conduct:
  - A. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other items that promotes or reflects membership in or affiliation with any gang.
  - B. Engage in any act, either verbal or non verbal, including gestures or handshakes, showing membership or affiliation with any gang.
  - C. Engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to:
    1. Soliciting membership in, or affiliation with, any gang;
    2. Soliciting any person to pay for "protection", or threatening any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
    3. Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school property or any surface;
  - D. Engage in any act in furtherance of the interests of any gang or gang activity, including, but not limited to:
    1. Engaging in violence, extortion, or any other illegal act or other violation of school policy;
    2. Soliciting any person to engage in physical violence against any other person;
    3. Behavior that creates a risk of substantial disruption;
    4. Behavior that creates a substantial risk of physical injury to others;
    5. Behavior that creates an atmosphere in which the well-being of others is adversely affected;
    6. Behavior that creates a climate of conflict and/or intimidation;
    7. Exhibiting any visual or physical representation of an item commonly associated with gangs or gang activities.
- IV. A student will be considered to be in violation of this policy when school officials determine that the student's behavior is directly linked to one or more known attributes of the gang culture.

The penalties for violation of this policy may include counseling, parent notification, informing appropriate law enforcement officials and/or placing the student on probation as a minimum and expulsion from school as a maximum.

[Legal Reference: Arkansas Annotated Code 6-15-1005, 5-74-101 thru 5-74-203]

### **SEXUAL HARASSMENT**

- I. Purpose Sexual harassment constitutes a violation of federal law. Both Title VII and Title IX prohibit such activities. It is the policy of the Springdale School District to maintain a learning and working environment that is free from sex discrimination including sexual harassment.
- II. Authority It shall be a violation of this policy and federal law for any member of the District staff to harass a student or another employee through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy and federal law for students to harass other students or district employees through conduct of communication of a sexual nature as defined below. Furthermore, it shall be a violation of this policy and federal law for any non-employee and non-student to harass a student or employee as outlined in this policy.
- III. Definitions
  - A. Types of Sexual Harassment  
The courts and the Equal Employment Opportunity Commission (EEOC) have frequently defined two types of harassment:
    1. Quid Pro Quo—When a person with authority demands submission to sexual advances as an explicit or implicit term or condition of employment.
    2. Hostile Environment—Unwelcome behavior that is sufficiently severe, persistent or pervasive to limit a student's or employee's ability to participate in or benefit from the education program, or to create an intimidating, hostile, offensive, or unsafe working and learning environment.
  - B. Characteristics of Sexual Harassment.  
Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written or physical conduct of a sexual nature when made by a member of the school staff to a student or another employee or when made by any student to another student or district employee constitute sexual harassment when any of the following apply.

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, safety, acceptance, or academic advancement.
2. Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting an individual's employment, academic standing, or safety.
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive work, learning or social environment. This includes conduct at all school or school related activities, including conduct on school buses.

C. Examples of Sexual Harassment.

Sexual harassment, as defined above, may include, but is not limited to the following:

1. Pressure for sexual activity.
2. Suggestions or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.
3. Intentional brushing against a student's or an employee's body for sexually oriented reasons.
4. Any inappropriate or sexually motivated unwelcome touching.
5. Sexually explicit or threatening communication whether written, verbal, or graphic directed toward an individual with sexual or demeaning implications.

IV. Filing Complaints

- A. Any person who alleges sex discrimination or sexual harassment may use the District's equity complaint procedures (detailed below) or may complain directly to any District employee, or to the Equity Coordinator/Deputy Superintendent, the individual designated to receive such complaints.
- B. Filing of a complaint or otherwise reporting sexual harassment or sex discrimination will not reflect upon the complainant's status nor will it affect future employment, grades or work assignments.
- C. Upon receipt of a complaint of sexual harassment, the District employee shall notify his or her supervisor as soon as possible who shall in return notify the Equity Coordinator. If the complaint is given verbally, it shall be reduced to a written form within 24 hours and forwarded to the Equity Coordinator.
- D. An investigation will be conducted immediately by school officials. The investigation may consist of, but is not limited to, personal interviews with the person filing a complaint, the individual(s) against whom the complaint is filed and others who may have knowledge of the alleged incident or circumstances surrounding the complaint. A written report on the investigation will be provided to the Equity Coordinator within ten (10) days of the complaint or report of sexual harassment.
- E. If the complaint involves the building principal or immediate supervisor, the complaint may be filed with the Equity Coordinator or Superintendent. If the complaint involves the Equity Coordinator, the complaint may be filed with the Superintendent.
- F. If the complaint involves the Superintendent, the complaint may be filed with the Equity Coordinator.
- G. In addition, at the discretion of the District, immediate steps may be taken to protect the person filing the complaint, students and employees pending the completion of the investigation.
- H. The Equity Coordinator shall make report to the Superintendent within two school days of the completion of the investigation.

V. School District Action

Upon determination that the complaint is valid, the District will take such action as appropriate based on the results of the investigation. If the harasser is a student, disciplinary action may include suspension or expulsion. If the harasser is an employee, disciplinary action may include termination or non-renewal.

The result of the investigation of each complaint filed under these procedures will be reported in writing to the person filing the complaint by the District. If the alleged harasser is a student, the report will document the action taken as a result of the complaint to the extent permitted by FERPA (Family Educational Rights and Privacy Act). If the alleged harasser is an employee of the District, the report will document the action taken as a result of the complaint to the extent permitted by law.

VI. Reprisal

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

Legal Reference: Title VII, Civil Rights Act, 1964, U.S.C. Section 703; Title IX, 1972, 20 U.S.C. Section 1681; U. S. Department of Education's; Office of Civil Rights Guidance Document, 1996; Equal Employment Opportunity Commission's Guidelines, 1980.

**REPORTING THREATS OF VIOLENCE OR ACTS OF VIOLENCE**

- I. The principal or designee who has personal knowledge or who has received information leading to a reasonable belief that any 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/authority shall immediately report the incident or threat to the superintendent or designee and to the appropriate local law enforcement agency.
- II. The report to the appropriate local law enforcement agency shall be by telephone or in person immediately after the incident or threat and shall be followed by a written report within three (3) business days.
- III. The principal shall notify any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency and again when a report has been received from the prosecuting attorney.
- IV. The superintendent, or designee, shall notify the local school board of any report made to law enforcement under this policy/law.
- V. The principal of each school shall report within a week, to the Department of Education the name, current address and Social Security Number of any student who is expelled for possessing a firearm or other prohibited weapon on school property or committing other acts of violence.
- VI. Definitions:
  - A. "Act of violence" means any violation of Arkansas law where a person purposely or knowingly causes or threatens to cause death or serious physical injury to another person.
  - B. "Reasonable belief" means the belief that an ordinary, prudent man would form under the same circumstances. A reasonable belief is not based solely on speculation, conjecture or rumor.

- C. "Deadly weapon" means a firearm or anything manifestly designed, made or adapted for the purpose of inflicting death or serious physical injury – or – anything that in the manner of its use or intended use is capable of causing death or serious physical injury.
  - D. "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, including such a device that is not loaded or lacks a clip or other component to render it immediately operable.
  - E. "Threat" means a reasonable person would believe the actor could and would carry out the threatened behavior and a reasonable person would be placed in fear of his life or safety.
  - F. The phrase "any crime involving a deadly weapon" requires the commission of a crime using a deadly weapon. With the exception of firearms or items which are in and of themselves illegal, mere possession, without more, is not sufficient to trigger reporting requirements.
- VII. Considerations for Reporting:
- A. Because a purposeful and knowing mental state is required of the person committing an act of violence, various factors should be considered. These should include but not limited to:
    - 1. The age of the person.
    - 2. Developmental level of the person.
    - 3. Past disciplinary problems, if any.
  - B. Possible defenses to criminal acts, such as self-defense, may be considered when determining whether or not an offense must be reported.
  - C. If cases involving several persons, when appropriate and possible, assessing differing degrees of involvement is permissible with only the primary participants being reported.
- VIII. Any person who purposely fails to report as required by this section shall be guilty of a Class C misdemeanor.
- [Legal References: Arkansas Code Annotated—6-17-113]

### **OBSCENE MATERIALS**

- I. In an effort to create and maintain a safe and healthy learning environment for all students the Springdale School Board prohibits the promotion of any obscene materials by students while at school, on district property, on transportation provided by or authorized by the District, at school related functions, or at bus stops.
- II. As used in this policy, "obscene" has the following meaning and significance:
  - A. Obscenity is expression that deserves no constitutional protection because it is "utterly without redeeming social importance". [United States Supreme Court in Roth v. United States (1957)]
- III. A work is obscene if:
  - A. The average person applying contemporary community standards would find that the work, taken as a whole, appeals to the prurient interest; and
  - B. The average person applying contemporary community standards would find that the work depicts or describes, in a patently offensive way, sexual conduct; and
  - C. The work, taken as a whole, lacks serious literary, artistic, political, or scientific value. [United States Supreme Court — Miller v. California (1973)]
- IV. In Arkansas the General Assembly created law that imposed a statewide standard for the definition and regulation of obscenity. "Obscene material" means that material which:
  - A. Depicts or describes in a patently offensive manner sadomasochism abuse, sexual conduct, or hard-core sexual conduct; and
  - B. Taken as a whole, appeals to the prurient interest of the average person, applying contemporary statewide standards; and
  - C. In Arkansas the General Assembly created law that imposed a statewide standard for the definition and regulation of obscenity. "Obscene material" means that material which:
    - Taken as a whole, lacks serious literary, artistic, political, or scientific value.
- V. As used in this policy "obscene materials" may include, but will not be limited to the following mediums:
  - A. Any book, magazine, newspaper, pamphlet, poster, print, picture, figure, image, description, motion picture, film, record, recording, tape, video, DVD, or any other pictorial representation.
  - B. Any CD-ROM disk, magnetic disk memory, magnetic tape memory, or any mechanical, chemical, or electronic reproduction of any other articles.
- VI. Student conduct that will be considered as violations of this policy include, but will not be limited to the following behaviors:
  - A. Possession—Having physical control of the materials.
  - B. Storage—Keeping the materials in a backpack, locker, vehicle, desk, or on any form of technological devices.
  - C. Transmit—To sell, give, provide, lend, deliver, transfer, distribute, circulate, disseminate, issue, present, or exhibit by any means.
  - D. Produce—to manufacture, create, or publish these materials by any means.
- VII. The penalties for violation of this policy may include probation, as a minimum, and expulsion from school as a maximum. Parents will be notified of any violation and counseling may be recommended.  
[Arkansas Code Annotated: 5-68-301 and 5-68-302]

### **SPRINGDALE PUBLIC SCHOOLS WELLNESS POLICY**

- I. **PHILOSOPHY**
  - A. The Springdale School District is committed to providing a school environment that enhances learning and the development of lifelong wellness practices. It is the philosophy of this district to encourage and promote wellness through good nutrition and physical activity as a part of the total learning environment. Assisting students in developing positive healthy lifestyles is an important component in the education to the total student.
  - B. The Springdale School District will develop goals for nutrition education, physical activity, and other school based activities designed to promote student wellness as deemed appropriate.
- II. **SCHOOL NUTRITION AND PHYSICAL ACTIVITY ADVISORY COMMITTEE**



- A. This local committee shall help raise the awareness of the importance of nutrition and physical activity and shall include members from the district school board, school administrators, food service personnel, teachers, parents, professional groups such as nurses and community members, and student representatives from each appropriate grade level group.
- B. The committee will assist in the development of local policies, procedures, guidelines, etc. that address issues and goals that are designed to promote student wellness in a manner the school district determines is appropriate.
- C. The committee's assistance will be based on the requirements set forth by the rules, regulations, and directives of the following documents which are herein incorporated as policy.
  - 1. The Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et. seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et. seq.) and as amended through PL-108-269, July 2, 2004.
  - 2. The Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools - (August 8, 2005).
  - 3. Arkansas Child Health Advisory Committee - (Act 1220 of 2003).
  - 4. Commissioner's Memo FIN 12-076 Required Changes to the Local School Wellness Policy and Commissioner's Memo CNU 17--016 Wellness Policy Requirements: Updates from USDA Final Rule
- D. Also, the committee will assist in the implementation of current and new provisions regarding student wellness from the Arkansas Board of Education and the State Board of Health as they become known.

### III. ASSURANCES

- A. The district will also provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsection (a) and (b) of Section 10 of the Child Nutrition Act (42 U.S.C. 1779) and Sections 9 (f) (1) and 17 (a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758 (f) (1), 1776 (a), as those regulations apply to public schools.
- B. The Springdale School District will also establish a plan for measuring the implementation of the wellness policy, including the designation of one or more persons within the district or at each school that will be responsible for ensuring that these guidelines are followed.
- C. The Springdale School District will implement nutrition education, physical education and tobacco use prevention education within the pre-kindergarten - 12th grade health and physical education programs.
- D. All foods and beverages sold or provided to students on any school campus during the school day shall be consistent with federal and state regulations regarding the provision of food and beverages for students including but not limited to nutrition guidelines, types of foods and beverages offered, and times foods and beverages may be provided.

[Arkansas Code Annotated: 20-7-133, 20-7-134, 20-7-135]

### **SCHOOL LUNCH CHARGING PROCEDURES**

Parents are encouraged to pay for student meals in advance. Springdale Schools offers parents the ability to deposit funds for cafeteria meals in student accounts in advance. Also, advance meal payments may be made using a debit or credit card through the SchoolCafe website at [www.schoolcafe.com](http://www.schoolcafe.com). As students eat meals, the charges are debited from the meal account. For families who, due to economic issues, are unable to pay for school meals, Springdale Schools participates in the National School Lunch and Breakfast Programs which allow eligible students to receive free or reduced-price meals. An application for this program is distributed to all students during registration or in the first week of school. Additional applications are available at your school office. Applications are also accepted online through the School Cafe website at [www.schoolcafe.com](http://www.schoolcafe.com). However, students applying for free or reduced meals are required to pay for meals **in full** until the free and reduced meal application is processed. Our school district does not receive any federal or state funds outside of the National School Lunch Program to pay for student meals and our child nutrition department, according to federal law, cannot be financially responsible for meals that are unpaid. We must receive payment for meals either from the student being eligible for free and reduced meals or from parents paying for meals.

### **ELEMENTARY AND MIDDLE SCHOOLS**

Elementary and middle school -age students are allowed to charge five lunches on meal accounts. These are "charged" meals and must be paid for by the parent. Breakfast and extra milk cannot be charged. The Parent-Link student calling system will call a student's home nightly when there are any charges on the meal account, until all charges are paid in full. **When a student has the maximum (five) charges, he/she may no longer charge meals.** When a student has the maximum charges, the school will attempt to contact a parent to bring lunch money. No response from a parent and excessive use of charges or alternate meals may result in notification of child welfare authorities. We hope you will partner with us in avoiding any embarrassment for your child by keeping your child's meal account current.

### **JUNIOR AND SENIOR HIGH**

**Junior and Senior High students are allowed one meal charge per school year.** Please arrange to either pay for meals in advance or pack a sack lunch from home. The Parent-Link student calling system will call a student's home nightly when there are any charges on the meal account, until all charges are paid in full. We hope you will partner with us in avoiding any embarrassment for your child by keeping your child's meal account current.

### **STUDENT ACCOUNTS**

Your student's meal account moves with your student when he/she moves from one school to another within the Springdale School District. If you move out of district, or your student graduates, *upon request* any unused meal account balance will be refunded to you or be transferred to another student within the district. Any non-refunded funds left in meal accounts after students leave the district will be considered a donation to help needy families pay for student meals and charges. For refunds or transfers, please contact your cafeteria manager or the child nutrition director.

### **USDA Non-Discrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the Agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339. Additionally, program information may be made available in language other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or
3. Email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

### **SELECTION OF LIBRARY MEDIA MATERIALS**

- I. The ultimate authority for the selection and retention of materials for the schools' media centers rests with the school board 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.
- II. The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the 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 district's educational goals. School library media specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval.
- III. Selection Criteria
  - A. The criteria used in the selection of media center materials shall be that the materials:
  - B. Support and enhance the curricular and educational goals of the district.
  - C. Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature.
  - D. 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.
  - E. Help develop critical thinking skills.
  - F. Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose.
  - G. Have literary merit as perceived by the educational community.
  - H. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.
- IV. 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.
- V. 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.
- VI. 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. School holidays do not constitute working days. 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 30 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. Legal Reference: A.C.A. § 6-25-101 et seq.

### **REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS**

**Attach extra pages if needed to complete statements**

Author, composer, producer, artists, etc.:

Title: \_\_\_\_\_ Publisher & copyright date: \_\_\_\_\_

Request initiated by: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address:

Patron represents: \_\_\_\_\_ Self

\_\_\_\_\_ Group/Organization Name: \_\_\_\_\_

Did you read, view, or listen to the entire work? \_\_\_\_\_ If not, what pages or sections did you review?

Have you discussed this work with the librarian or teacher who used it? \_\_\_\_\_

What do you understand to be the general purpose for including this work in the library collection or for using it in the classroom?

Did the general purpose for the use of this work, as described by the librarian or teacher, seem a suitable one to you?

If not, please explain:

Reasons for contesting the material. (Be specific about why you believe the material does not meet the selection criteria listed in the policy 5.7 – Selection of Library/Media Center Materials):

What reviews have you read about this work?

Would you like to be provided with copies of reviews?

What do you feel might be the result of reading, viewing or listening to this work?

9. What is your proposed resolution?

Signature of Patron: \_\_\_\_\_ Date: \_\_\_\_\_

### **RIGHT TO REVIEW TEACHER QUALIFICATIONS**

As a parent of a student in the Springdale School District, you have the right to know the professional qualifications of the classroom teacher who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires the District to give you this information in a timely manner if you choose to ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Arkansas Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches
- Whether the Arkansas Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact your child's building principal.

### **ACCEPTABLE USE POLICY (TECHNOLOGY)**

**A parent can deny permission for any of the following:**

- a. **Videotaping of a student, including live streaming**
- b. **Publication of a student's written and/or art work within a school, on a school website, or on media outlets**
- c. **Use of a student's name in conjunction with a, b, or d**
- d. **Publication of a student's picture**
- e. **Access to computers and the use of internet**

**To deny permission, the parent or guardian must fill out the Technology Usage Denial Form, also in this handbook. This form should be taken to the school in which the student is enrolled. The information will be recorded in a student's demographic information which is recorded electronically in Springdale Schools' information database.**

**ACCEPTABLE USE POLICY (AUP) AUTHORIZATION FORM**  
**PERMISSION FOR TECHNOLOGY USAGE AND ELECTRONIC PUBLISHING**

Student Name: \_\_\_\_\_ ID No. \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

After reading the Acceptable Use Policy (AUP) in the Student Handbook, I have read, understand, and agree to adhere to the Acceptable Use Policy. I agree that my student has permission to access various forms of technology used for instructional purposes and to use the Internet for instructional purposes.

I will abide by the stated terms and conditions set forth in the Acceptable Use Policy (AUP). It is further understood that violations of the regulations are unethical and may constitute disciplinary actions including revocation of access to technology, termination of employment, or legal actions in the case of criminal activities.

Parent/Guardian Signature \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**ARKANSAS DEPARTMENT OF EDUCATION PARENT/LEGAL GUARDIAN MEDIA RECORDING RELEASE FOR STUDENTS**

I, \_\_\_\_\_, Parent/Legal Guardian of \_\_\_\_\_ (student's name), hereby grant permission to the Arkansas Department of Education (ADE) to use the above-named student's photo, video, and likeness for promotional purposes by the ADE in all manners, including, but not limited to: news releases, photographs, video, audio, website, and other electronic or printed published media. I agree that these images and/or voice recordings may be used for a variety of purposes without further notifying me. I understand the ADE shall not use any of the student's personally identifying information, except for the student's first name, the school that he/she attends, and the student's grade, without first obtaining my express permission. The ADE has my permission for this use until I submit written revocation of my permission to the ADE Communications Office at Four Capitol Mall, Room 404-A, Little Rock, AR 72201, [ADE.Communications@Arkansas.gov](mailto:ADE.Communications@Arkansas.gov), or you may call 501-682-2155. I understand the ADE does not have control over a third party who retrieves my student's information published by the ADE and uses it without my permission. I agree to hold the ADE harmless for such misuse of my student's information.

Parent/Legal Guardian Name \_\_\_\_\_ Parent/Legal Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

**HANDBOOK SIGNATURE FORM**

Name of Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

I have received a copy of the *Springdale Public Schools District Policies Handbook* which includes policies on attendance, discipline, parent involvement plan, homework policy, and discipline. I understand that my child will receive state mandated health screenings.

Parent/Guardian Signature \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**MEDICATION ADMINISTRATION PROCEDURE**

Medications are administered by the school nurse. The only exceptions are asthma inhalers and emergency allergy medication (Epi-Pen Auto-Injectors): these may be administered by trained principals, secretaries, and teachers in emergency situations, under the supervision of the nurse. Medications are given at school to assist parents. **The following requirements are to be met before medication is administered at school:** No medication, prescription or non-prescription, will be given at school without a written doctor's order. Failure to provide a doctor's order will result in the student not being given the medication at school.

1. No prescription medication will be given unless it is specifically ordered by the child's physician to be given during school hours. Medication ordered to be given 1, 2 or 3 times a day will be given at home unless specifically ordered to be given during school hours.
2. All medications, prescription or non-prescription, must be brought to the school office by a parent or guardian. Sending medication to school with the child could result in disciplinary action according to school district policy.
3. The first dose of an antibiotic will be given at home by a parent or guardian.
4. All medications, prescription or non-prescription, must be brought to school in the containers in which they were purchased and must have current labels. The label is not to be changed in any way (name of child, dosage or time given). The medication cannot be expired or it will not be given.
5. An additional container must be provided if the child participates in field trips.
6. A parent or legal guardian must sign medication forms giving school personnel permission for administering medication to their child. The dosage on the medication container and the dosage on the medication permission form must be identical.
7. All medications must be kept in a locked cabinet.
8. The student must swallow the oral medication in the presence of the adult administering the medication.
9. Inhalers must be used in the presence of an adult. Non-prescription inhalers will not be used at school without a doctor's written order. Secondary students (grade 8-12) may carry their own inhalers only with a doctor's written order. Lower-grade students will be considered on an individual basis.
10. Any student having an inhaler at school must provide a copy of their Asthma Action Plan completed by their physician.
11. Any student having an Epi-Pen or other form of autoinjectable epinephrine at school must provide a copy of their Allergy Action Plan or Allergy Emergency Plan completed by their physician.
12. Epi-Pens or other autoinjectable epinephrine may be carried by students only with a written doctor's order.
13. If morning medication, usually given at home, is forgotten, there must be verbal consent from the parent or guardian before it will be given at school.
14. The school district is not responsible for reactions caused by medications that are properly administered.
15. Medications taken on a long-term basis will be discontinued only by written or verbal order (to a licensed nurse) from a parent or physician.
16. If a medication dose changes during the school year, the parent must complete a new release form and a new doctor's order must be given to the school before the new dosage will be administered.

17. **All** medications must be picked up by a parent or guardian when discontinued or at the end of the school year. **Any medication not picked up will be disposed of properly by the school nurse at the end of the year.** If questions concerning the medication arise, school personnel have the right to call the doctor or pharmacist regarding the medication.
18. The person administering the medication must sign the medication record at the time the medication is given.
19. **The school does not provide medication. This is the responsibility of the parent/guardian.**
- I request that the indicated medication be given to my child during school hours. I have read and agree to abide by the above medication procedure of Springdale Public Schools. I will not hold the staff responsible for any undesired reaction to the medication.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**AUTHORIZATION TO BILL MEDICAID FOR SCREENINGS**

Disclosure may be made to third party billing for vision and hearing screening. If a parent doesn't agree with this, they must submit in writing within thirty days from receipt of handbook to district administration.

# Springdale Public Schools

## Technology Usage Denial Form

\*This form should be filled out only if parent is denying permission for listed activities.

**Student Last Name**

**Student First Name**

(please print)

**ID Number**

**School/Locations**

**Grade/Level**

I deny permission for the checked activities below:

- **Video taping of my child**
- **Publication of my child's written and/or art work within the school, on the school's website, or on media outlets**
- **Use of my child's first name**
- **Use of my child's picture**
- **Permission to have computer access and to use the Internet for instructional purposes\***

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**\*I understand that denial of privileges to computer access and to use the Internet means that my student will not be allowed to complete any of his/her schoolwork on any school computers.**

*Received by:* \_\_\_\_\_ *on* \_\_\_\_\_  
*(date)*

*School:* \_\_\_\_\_