# SECTION 1 GENERAL INFORMATION

### WELCOME

A very cordial welcome is extended to each of you attending the Deer/Mt. Judea Schools. You are beginning a new phase of your life -- a very important one -- that carries with it many opportunities and responsibilities. As you attend our schools, it is our intention that you receive training which is designed to prepare you to take your place in the adult world.

This handbook has been prepared to provide you and your child with information, rules, regulations and policies required by the State of Arkansas and adopted by the school district. We hope that you will find it a useful guide to a better understanding of the organization and operating procedures of the schools.

We recognize the positive influence that parents can have in helping a child form a healthy attitude toward learning and the school; therefore, we urge you to give your child the time and attention needed to assure that they retain interest in their school activities. We look forward to working with you in a cooperative effort in the educational development of your child, and we also welcome any suggestions that you may have that can help to better serve his/her needs and educational advancement. We know everyone always expects good conduct from students at Deer/Mt. Judea Schools.

ACT 104 OF 1983 REQUIRES THAT PARENTS AND STUDENTS BE ADVISED OF THE RULES AND REGULATIONS BY WHICH A SCHOOL IS GOVERNED, AND BE MADE AWARE OF THE BEHAVIOR THAT WILL CALL FOR DISCIPLINARY ACTION AND THE TYPES OF CORRECTIVE ACTIONS THAT MAY BE IMPOSTED.

**After receiving this manual, the student and parent/guardian must sign the “Acknowledgment of Receipt” page and return it to the Principal’s office.**

### STUDENT HANDBOOK

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

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

Principals and counselors shall also review Policies 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current DESE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal and/or Counselor shall notify the Superintendent and Curriculum Coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

### EMERGENCY INFORMATION

The emergency information that parents/guardians are requested to provide each year is critically important in the case of emergencies. Student safety and wellbeing often hinge on the accuracy of the information on this form. During emergency situations, precious moments are lost when information is not accurate and up-to-date. NOTIFY THE SCHOOL immediately when telephone numbers, addresses, place of employment or any other essential emergency contact information changes.

### EDUCATIONAL PHILOSOPHY

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

1. The District’s vision statement will be developed with input from students, parents, business leaders, and other community members.
2. All students can be successful learners.
3. Students learn at different rates and in different ways.
4. A primary goal shall be to give students the skills they need to be lifelong learners.
5. The education of all citizens is basic to our community’s well-being.
6. Student achievement is affected positively by the involvement of parents and the community in the schools.
7. The District is responsible for helping cultivate good citizenship skills in its students.
8. Students reflect the moral and ethical values of their environment.
9. All people have a right to a safe environment.
10. Each person is responsible for his/her own actions.
11. Innovation involves taking risks.
12. Schools are responsible for creating the conditions that promote success.
13. Each person is entitled to retain his/her dignity.
14. All people have the right to be treated with respect and the responsibility to treat others respectfully.
15. For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

### EQUAL EDUCATIONAL OPPORTUNITY

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

Inquiries on non-discrimination may be directed to the superintendent, Brenda Napier, who may be reached at 870-428-5433, bnapier@mtjudea..k12.ar.us or by mail – PO Box 56, Deer, AR 72628.

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made at any time, including during non-business hours, and may be on the individual’s own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

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

### PARENTAL INVOLVEMENT

**Mt. Judea School Parent/Family/Community Engagement Plan 2020-2021\***

**Rainey Yeager, Parent/Family/Community Engagement Facilitator**

* List various communications strategies used in your school to provide additional information to parents/families/community and to increase parental/family/community involvement in supporting classroom instructions.
	+ The Deer/Mt. Judea website (deermtjudea.k12.ar.us) provides access to several key features:
		- Each Teacher at school has a classroom website, where parents can access pertinent information regarding that teacher’s courses.
		- Parents can access their child’s grades through the Home Access Center using an access code they receive at the beginning of the school year.
		- Parents may use email to communicate with members of the school staff.
		- Zoom meetings will also be set up to meet with parents and teachers when needed.
	+ Teachers will send a weekly newsletter and/or email home to parents/families informing them of what their child has been and will be learning.
	+ Teachers contact parents/families on an individual basis to communicate about their child’s progress.
	+ Progress reports/report cards are distributed every four and a half weeks via parent/teacher conferences in September and February. End of the year report cards are mailed and\or emailed to parents.
	+ A parent/family/community workshops or meetings (may include zoom or google hangout meetings) held will be communicated through posting notices in school facilities, on the district website, and social media.
* List the proposed parent/family/community meetings, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental/family/community engagement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)
	+ Mt. Judea School host two parent/teacher conference sessions during the months of September and February.
	+ Teachers will hold conferences individually with parents of children in their classroom or throught zoom/google hangout. Parents will be given a summary of the student’s test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts.
	+ The counselors provide information to parents/families and students at each grade level to inform them about grade-specific college and career preparation, curricular opportunities, student assessments, etc.
	+ The school works with the ABC facility to provide a smooth transition from one school to the next. The school will host special orientation programs for parents and students to help with the transition. Parents and students will have the opportunity to meet their new teachers at the Orientation/Open House video live and/or shared/posted on district website and social media.
	+ The counselors host a virtual Financial Aid Night, in conjunction with the fall Parent/Teacher conferences, where a speaker is provided to discuss Federal and State levels of financial aid for post-secondary education and support is available to help students and parents/families complete the FAFSA.
		- Fall Semester
	+ Student Success Plan meetings are held in April. Trained school faculty meet individually with every parent/family and student, in grades 8-11, regarding class scheduling and college/career planning for the following year. These meetings are scheduled and parents/families have the opportunity to reschedule if their assigned time slot needs to be changed. This will take place on phone or virtual.
	+ The counselor will host a Transition to High School meeting for 6th grade students and 8th grade students and their parents/families is held in conjunction with spring parent/teacher conferences to help provide a requirement, class scheduling, and expectations are all discussed. This may be through zoom/google hangout.
	+ A Title I school-wide meeting for parents/families will be held in the Fall to inform them about the school’s participation in the Title I program and to encourage parents/families to be involved with reviewing and revising the School’s Title I Plan.
	+ Mt. Judea School invites parents/families/community to volunteer in the following types of roles to increase their engagement and support for student learning: (This year will be modified due to COVID-19).
		- Parent/Family Nights
		- Awards Day presentations/Award assemblies
		- Student Programs/Concerts
		- Mentor
		- Teacher/Library Aid
		- Reading buddy
		- Field Day Volunteer
		- Office Aid
		- Tutor
		- Parent Education Workshops
		- Parent-School organization
		- Various committees
		- Open House/Orientations/CAPs/ Financial Aid
		- Special parent lunches
		- Book Fair helpers
	+ During the required rotation school year, no fewer than 2 hours of professional development for staff, will be provided to enhance understanding of effective parental/family/community engagement strategies and the importance of administrative leadership in setting expectations and creating an environment conducive to parent/family/community participation.
	+ Parent/family/community Workshops will be held in small groups with social distancing or virtually  as needed on how to incorporate developmentally appropriate learning activities in the home environment.
* How will your school provide information to parents/family/community about volunteer opportunities (must include state mandated parent training)?
	+ Information will be provided on website, social media, individual reach outs.
	+ Mt. Judea School provides parents/families/community with opportunities to volunteer in various types of roles to increase their involvement and support for student learning.
	+ The school solicits ideas for types of volunteer efforts and provides a list of these volunteer opportunities through the Volunteer Survey in the Parent/Family/Community Engagement Packet and during a volunteer orientation meeting. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.
* How will your school work with parents/family/community to create a School-Parent-Compact?
	+ School staff and parents/families/community will develop a school-parent-student compact. This compact will outline how parents/families and school staff share the responsibility for improving student academic achievement and the means by which the school and parents/families will build and develop a partnership to help children achieve the state’s high academic standards. All stakeholders will sign the compact.
	+ Online surveys, mailed surveys, zoom/google hangouts  and post to website and social media will be utilized.
* How will your school provide opportunities for parents/families/community to be involved in the development, implementation and evaluation of the schoolwide school level improvement plan (SLIP), the Annual Title I Meeting to engage them in the decision-making process regarding the school’s Title I,
	+ Mt. Judea School will involve parents/families/community on Parent/family/community engagement and school improvement planning committees. To support this process, the school will offer training on how to contribute to this process in a meaningful way.
	+ Through the Title I Annual Meeting, the school will engage parents/families/community in decision making about the allocation of its Title I funds for parental/family/community engagement.
	+ To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
	+ Mt. Judea School enables the formation of a Parent Teacher Partnership that will foster parental and community involvement within the school.
* How will the school provide resources for parents/families/community?
	+ Mt. Judea School has designated Rainey Yeager to serve as a parent/family/community engagement facilitator.
	+ Parents/families may check out materials, use the computer to check grades, and visit educational websites in the Parent Resource Center within the school.  The Parent Resource Center is open every Monday through Friday, except on holidays, from 7:30 a.m. to 3:30 p.m.
	+ Mt. Judea School distributes Parent/Family/Community Engagement Packets each year that includes a copy of the school’s parent/family/community engagement plan, recommended roles for parents/families/teachers/ students and school, suggestions of ways parents/families can become involved in their child’s education, parent/family/community engagement activities planned for the current school year, information about the system that will be used to allow parents and teachers to communicate, and surveys for parent/family/community workshops and volunteer interests. Packets will be available in online format as well.
	+ As funds are available, parenting books, magazines, and other informative materials regarding responsible parenting will be purchased. These materials will be available in the Parent Resource Center within the school. Parents’/Families/Community will be given the opportunity to borrow the materials for review. Videos and web sources will also be shared with parents.
	+ Mt. Judea’s process for resolving parental/family/community concerns, including how to define a problem, whom to approach first, and how to develop solutions is included in the school’s policy handbook.
* How will your school engage parents/families/community in the evaluation of your parent/family/community engagement efforts?
	+ The school will engage the parents/families/community in the annual evaluation of the Title I program’s parent/family/community engagement efforts using a comprehensive needs assessment filled out by teachers, parents/families and school staff. Evaluation will be made available to complete online.
	+ The Title I Committee, made up of teachers, parents/families/community members and school staff, will determine the effectiveness of the parent/family/community engagement plan and make changes if warranted.
* How will your school use the parent/family interest surveys to select, plan and implement parent/family/community engagement activities that will be offered throughout the year?
	+ Mt. Judea School asks parents to fill out a Parent/Family/Community Engagement Survey (found in the Parent/Family/Community Engagement Packet) during the beginning of school to gain information from parents/families/community concerning the activities they feel would be most beneficial in supporting their child academically. The results of the survey will be used to plan the parent/family/community engagement activities for the following year.
	+ The activities that were suggested by the parents/families/community members and lead throughout the year will be evaluated overall at the end of the year as part of the annual parent/family/community engagement plan evaluation.
	+ Mt. Judea School will conduct conferences and Parent/Family Night events to inform the parents of our students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.
* When will your school plan the Annual Title I Meeting that must be conducted separately? (It CANNOT be held in conjunction with any other meetings or activities.)
	+ The school will conduct an Annual Title I meeting for parents/families/community of the students who participate in the Title I program.
	+ The school will hold the Annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. The agenda, the sign-in sheet and the minutes for this meeting will be kept on file.

\*For the 2020-2021 school year all CDC and Governor guidelines will be followed in response to COVID-19.

**Deer K-12 School Parent, Family, and Community Engagement Plan 2020-2021**

**Deer School Parent/Family/Community Engagement Coordinator: Rainey Yeager**

**Parent/Family/Community Engagement Committee Members:  Frankie Breedlove, Amy Daniels, Kim Adams, Samantha Heffley, Elana Martin, Miranda Freeman, and Cristan Martin.**

Deer School will use various communication strategies with parents/families/community: Deer School will post a quarterly newsletter to parents/families/community on our school website, that is developed with the participation of the principal, teachers, nurse and the Gifted and Talented Coordinator. It includes school news, health tips, information about school activities and events, recognition of students, study and homework tips, and parenting tips. The school has a Web site which includes the annual calendar, library resources, menus, and online safety tips. Parents/families/community may use email to communicate with the school staff and they can also check teacher homepages for schedules, homework assignments, and other information. The Counselor’s Corner includes college and scholarship information, homework helpers and Character Ed recommendations. Other information on the website is District information per Act 228 of 2013[n2] , the school-level improvement plan (SLIP) , school district support plan (SDSP), and the Parent/Family/Community Engagement Plan can be found on the website under state required. The website is meant as a communication resource for students, parents, teachers and the community. Parent/teacher conferences will be held to report student progress. The school will provide informational packets for parents that will include expectations, schedules, curriculum information, rules, and general information. Progress reports are sent to the parents the fifth week of each nine-week grading period, allowing for parent intervention to help improve student performance. Open House will supply information to parents about curriculum requirements, classroom expectations, student assessments, curricular goals for each discipline and encourage time for parents and teachers to visit. Due to Covid-19, google meetings are available for parent involvement meetings and or individual parent involvement needs with the coordinator.

Proposed parent meetings for the 2020-21 school years: Topics reflect parent involvement surveys.

·         Meetings will include time for parents and staff to meet individually to discuss the needs of their students.

·         Meetings will be held at various times to accommodate parents.

·         Meetings will be held to encourage parent participation and support for student learning.

·         Meetings will be held to showcase student success.

Virtual Open House will be held in August live video posted on website and social media, Parent/Teacher Conferences September and February, a Parent/Family/Community Engagement Night (K-12) is (6:00-9:00 pm) this night will provide information on new Math and Literacy curriculums as well as state assessment. Another is planned in February for our annual CAPS review to provide literacy stations with parents. This year, due to Covid-19 these will all be delivered with a shared video to the website and social media platforms. By committee request, a Parent/Family/Community Engagement Facebook page will be developed to further connect with parents/families/community about upcoming events or suggestions. A new Parent/Family/Community Engagement Meeting will be held in September to develop this page with parents. For more information, contact Joei Phillips, Parent/Family/Community Engagement Facilitator.

Deer School will provide parents/families/community with volunteer opportunities: (modified due to COvid-19)The school will survey parents/families/community about volunteer ideas and opportunities. The school will provide a list of volunteer opportunities on the school website and through the newsletter to parents/families/community and by google meetings. An updated volunteer resource book will be in the parent center.  The school will provide instruction that is available to  parents/families/community on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for  parents/families/community, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. (Staff Development) The State Board of Education’s Standards for Accreditation of Arkansas public Schools and School Districts shall require professional development on a four-year rotation for teachers and administrators to enhance their understanding of effective parents/families/community engagement strategies. This will be the school counselor and any parent involvement information will be found in the Counselors pages of the school website. This was designed to enhance understanding of effective parents/families/community engagement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parents/families/community participation.

Deer School will create a School-Parent-Student-Compact with the involvement of parents/families/community. The compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high Standards.

Deer School will provide opportunities for parents/families/community to be involved in the development, implementation and evaluation of the school improvement plan and the Title I Schoolwide program. • The school has enabled the formation of a parent group called; Parents In Action, this organization will foster parents/families/community involvement within the school. • To take advantage of community resources, the school shall attempt to recruit alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. • Coordinate and integrate parents/families/community strategies with other programs, group will meet through google meets or phone calls.

Deer School will provide resources for parents/families/community: Resources for parents/families/community can be found in the Parent Resource Center in high school and elementary from the hours 8 to 3:30 pm. Parents are encouraged to use the parent computer to view the school website or research websites. Books and pamphlets concerning parenting, college, scholarships, and health information are also available. The school will distribute Informational packets each year that includes a copy of the school’s parents/families/community engagement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways  parents/families/community can become involved in their child’s education,  parents/families/community activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone call, email, google meets). To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. The school’s policy handbook the school’s process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. The principal of each school will designate (1) certified staff member who is willing to serve as a parents/families/community facilitator. Rainey Yeager is  Parents/Families/Community Facilitator for Deer School. All parent meetings, activities will be held virtually.

Deer School will engage parents/families/community in the annual evaluation of the parents/families/community engagement plans: Through a parent/staff evaluation using a comprehensive needs assessment, school staff and parents/families/community members will meet to evaluate the effectiveness of the plan and suggest necessary changes. The evaluation process will include (1) growth in parents participating in meetings; (2) specific needs of parent’s (3) effectiveness of specific strategies, and (4) engagement of parents in activities to support student academic growth. The Parents/Families/Community Engagement Committee will update the Parents/Families/Community Engagement Plan for the upcoming year.  The meeting will include a sign-in sheet, agenda and minutes of the meeting.  The Parents/Families/Community plan is submitted to the Title I Coordinator to review for Title I compliance before it is sent for school board approval. The annually updated plan will be posted on the school website and included in the student handbook after school board approval.

Deer School will use the Parents/Families/Community interest survey to select, plan, and implement parents/families/community engagement activities: The school will ask parents to fill out a parent interest survey at the end of each school year to gain information from parents. The school will evaluate the results as part of the annual parents/families/community plan evaluation and use the results of the parents/families/community survey to parents/families/community engagement for the following year. The school’s counselor will host a parent/student seminar to inform them about career planning, college prep, and scholarship opportunities. Sponsor virtual seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

Deer School will conduct an Annual Title I Meeting in the Fall.  The Title I meeting will be separate from any other meeting to ensure that there is ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. The Annual Title I Meeting will include a sign-in sheet, agenda and minutes of the meeting. For the 2020-21 school year all CDC and Governor guidelines will be followed in response to COVID-19.

**DEER & Mt. JUDEA SCHOOLS 2020-2021**

**TITLE I SCHOOL-PARENT-STUDENT COMPACT**

**Deer/Mt. Judea Schools believe that parental involvement is a key factor in the success of a child’s educational experience; therefore, Deer & Mt. Judea Schools will:**

1. Convene annually a public meeting to which all parents will be invited to discuss the program and activities to be provided with Title I funds. Parents will be informed of their right to consult in the planning, development, and operation of the Title I program
2. Provide high-quality, research-based curriculum and instruction by Arkansas qualified staff in a supportive and effective learning environment that enables students to meet the state’s academic achievement standards
3. Provide parents with reports of student progress every nine weeks
4. Provide semi-annual parent-teacher conferences and individual conferences as the need arises throughout the year
5. Provide parents with reasonable access to staff
6. Invite and encourage parents to volunteer in or out of classrooms and participate in school activities

**Deer & Mt. Judea School’s staff, parents, and students make the following compact to share responsibilities for high student performance.**

**Staff’s responsibilities:**

1. To inform parents of state education goals
2. To instruct students with the state content and student performance standards
3. To inform parents of state and local assessments
4. To inform parents of involvement requirements
5. To inform parents of student progress
6. To be available to work with parents as needed to improve their children’s achievement
7. To provide materials and training for parents as it becomes available and/or is requested to help improve their children’s achievement
8. To provide written communications to parents in a language they understand

**Parents’ responsibilities:**

1. To monitor my child’s attendance
2. To insure my child completes homework assignments
3. To limit excessive use of digital media
4. To volunteer when possible in my child’s classroom with extracurricular activities and school functions
5. To encourage my child to read for pleasure and/or to read to them
6. To attend parent-teacher conferences
7. To attend parent training when available
8. To attend school informative meetings
9. To promptly read and appropriately respond to all notices from school
10. To be involved in the planning and evaluation of our school’s performance

**Students’ responsibilities:**

1. To attend school regularly
2. To bring all necessary materials to class such as completed homework assignments, books, paper, pencils, etc
3. To stay on task in class and during homework time
4. To complete homework assignments successfully
5. To give parents all notices received by me from my school
6. To limit excessive use of digital media
7. To exhibit good behavior
8. To read for pleasure
9. To come to class prepared to think

**Title I Information**

The No Child Left Behind Education Act requires all schools receiving Title I funds under Subpart A to notify parents of their right to know the professional qualifications of any teachers or paraprofessionals that provide services to their children.  If you have any questions about the qualifications of any teacher or paraprofessional who works with your child, please call your school administration office.

### CONTACT WITH STUDENTS WHILE AT SCHOOL

**CONTACT BY PARENTS**

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

**CONTACT BY NON-CUSTODIAL PARENTS**

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

Arkansas law provides that, in order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District’s schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school’s property on normal school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student’s building principal.**1** Unless a valid no-contact order has been filed with the student’s principal or the principal’s designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

**LEGAL CUSTODY AND VISITATION**

When the non-custodial parent is to be denied access to a student, the custodial parent must provide the principal with a copy of the court order giving custodial rights to the custodial parents. Students may not be interviewed by an estranged parent without consent of the legally established parent or guardian. The legal parent or guardian must supply the school with a copy of that court order stating that they have legal custody of the student and who can or cannot visit the students.

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

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

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

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

**Contact by Professional Licensure Standards Board Investigators**

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

**VISITORS TO THE SCHOOL/CAMPUS**

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the public, are required to first report to the school’s main office. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

Parents and legal guardians are encouraged to participate in regularly scheduled visitations events such as open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. **Visits to individual classrooms during class time ONLY permitted with Principal’s permission and teacher’s knowledge.**

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

### VOLUNTEERS

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

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

All volunteers who intend to act as head coaches or assistant coaches must:

1. Be at least twenty-two (22) years of age; and
2. Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member’s spouse to be a registered volunteer. The resolution approving the board member or board member’s spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

* Football;
* Basketball; and
* Track and field.

**Background Checks for Volunteers**

For the purposes of this policy, “clear background check” means that:

* A background check was performed on the potential school volunteer in accordance with A.C.A. §§ 12-12-1601 et seq.;
* The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17-414 according to both the National and Arkansas background checks; ~~and~~
* The potential school volunteer’s name was not found on the Child Abuse Central Registry~~.~~; and
* The Arkansas Educator Licensure System does not indicate the potential volunteer to:
* Have a currently suspended or revoked educator’s license; or
* Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for \_\_\_\_ years**1**; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

Option A: The Application for an initial background check may be made through the District administrative office. The District may charge the potential volunteer the same fee charged by the State of Arkansas for performing the check. For a volunteer who has passed his/her previous background check, the District will incur the fee charged by the State of Arkansas for performing a renewal background check.**2**

Option B: The Application for an initial background check may be made through the District administrative office. The District will incur the fee charged by the State of Arkansas for performing the initial check and any renewal checks.**2**

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration: the circumstance or circumstances surrounding the act or omission that lead to the conviction, ~~or~~ Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission~~,~~ the length of time that has passed without reoffending~~,~~ and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required prior to any volunteer service to the school district, school teacher, or classroom, and all clear check volunteers will be issued special volunteer identification to wear prominently when performing their volunteer duties; no person may serve as a volunteer without wearing the provided identification.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three years.

The District shall maintain the following information on volunteers:

1. The total number, location, and duties of all volunteers;
2. The total number of annual hours of service provided by volunteers; and
3. Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers will be made aware that the Arkansas Department of Human Services considers volunteers for school districts to be mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

### PRIVACY OF STUDENTS’ RECORDS/DIRECTORY INFORMATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~Family~~ Student Privacy Policy ~~Compliance~~ Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

Permanent school records, as required by the Division of Elementary and Secondary Education (DESE), shall be maintained for each student enrolled in the District until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance**1**. A copy of the student’s permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received**2**.

### CLASSROOM DISRUPTIONS

**Appointments, early check-outs, flowers, balloons, etc.**

Deer/Mt. Judea Schools place a high priority on classroom instructional time. Every effort is made to eliminate unnecessary and unscheduled disruptions. The following are some ways parents can help:

* Try to schedule appointments so students are not checked out of school or returned to school during a class
* Do not check students out of school during the last fifteen (15) minutes of the day except in emergency situations for medical appointments
* Arrange transportation with your child before sending him/her to school. Calling the school office to have a message sent to your child is very disruptive. However, if a call is necessary, please do so before 2:45. Parents should notify their child’s teacher or bus driver in writing if the child is being transported home in a way other than the usual way. If a daycare is involved, the parent should do the communicating with the daycare as well as the school. Parents must notify the school to change the transportation plan for students; otherwise students will go home according to the original plan.
* On special occasions, if flowers or balloons are send to students, the student will be notified but the flowers/balloons will be kept in the office until the end of the day, when the student may come by to pick them up. Flowers in vases and balloons will not be sent on the bus.
* Elementary/Middle School students should refrain from bringing toys/games from home unless they are for a specified classroom activity.

### SPECIAL EDUCATION

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

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

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

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

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

### ASBESTOS PUBLIC NOTICE

The Deer Elementary School building contains some asbestos materials; however, the district has a Management Plan to safely control the asbestos. This plan can be viewed at the administration office during normal business hours.

# SECTION 2 STUDENT POLICIES AND PROCEDURES

### RESIDENCE REQUIREMENTS

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

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

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

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

“Residential address” means the physical location where the student’s parents, legal guardians, persons having ~~legal,~~ lawful control of the student , or persons standing in loco parentis reside. A student may use the residential address of a parent, legal guardian, person having ~~legal,~~ lawful control of the student , or person standing in loco parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty-one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District**1** and to all persons between those ages who have been legally transferred to the District for educational purposes.

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.**2** A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.**3**

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

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

### ENTRANCE REQUIREMENTS

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

**1. Kindergarten Student:** Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, who will become five (5) years old during the year in which he/she is enrolled in kindergarten, and who meets the basic residency requirements for school attendance, may be enrolled in kindergarten upon written request to the District.

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

* **Early Periodic Screening, Diagnosis, and Treatment Screening (EPSDT)--**Kindergarten students are required to have completed and EPSDT screening that is conducted by a physician.

**2. First Grade Student:** Any child may enter first grade in a District elementary school if the child will attain the age of six (6) years during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.

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

**3. Transfer Students:** Any student who moves into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school.

**4. Home-school and Private School Students:** Any student transferring from home school or a private school that is not accredited by the Arkansas Department of Education to a district school shall be evaluated by district staff to determine the student’s appropriate grade placement. The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.

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

1. The parent, guardian, or other responsible person shall furnish the child’s social security number, or they request, the district will assign the child a nine (9) digit number designated by the Department of Education.
2. The parent, guardian, or other responsible person shall provide the district with one (1) of the following documents indicating the child’s age:

 a. A birth certificate;

b. A statement by the local registrar or a county recorder certifying the child’s date of birth;

c. An attested baptismal certificate;

d. A passport;

e. An affidavit of the date and place of birth by the child’s parent or guardian;

f. United States military identification; or

g. Previous school records.

3. The parent, guardian, or other responsible person shall indicate on school

 registration forms whether the child has been expelled from school in any other

 school district or is a party to an expulsion proceeding. The Board of Education

 reserves the right, after a hearing before the Board, not to allow any person who

 has been expelled from another school to enroll as a student until the time of their

 expulsion has expired.

 4. In accordance with Policy 4.57--IMMUNIZATIONS, the child shall be age appropriately

 Immunized or have an exemption issued by the Arkansas Department of Health.

 5. Students must use his/her legal birth names for all official school documents. Name changes will

 only be accepted upon receipt of a court order.

**Uniformed Services Member’s Children**

For the purposes of this policy:

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

“Active duty”**4** means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ 1209, ~~and~~ 1210, and 1211.

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

**Eligible child” means the children of:**

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

An eligible child as defined in this policy shall:

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

### ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

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

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

A private school or home schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:**~~2~~1**

1. August 1 for Fall semester courses; or
2. December 1 for Spring semester courses.

The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

The District may reject a private school or home schooled student’s request for attendance if the District’s acceptance would:**32**

* Require the addition of staff or classrooms;
* Exceed the capacity of a program, class, grade level, or school building;
* Cost the District more for the student to attend the academic course than the District receives for the student’s attendance;
* Cause the District to provide educational services the District does not currently provide at a financial burden to the District; or
* Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

* Indicate the course(s) the private school or home schooled student is interested in attending;
* If the course(s) the private school or home schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home schooled student intends to attend the physical course or the digital course;
* Submit, along with the student’s application, a copy of the student’s transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
* Agree to follow the District’s discipline policies; and
* Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course~~.~~; however, a private school or home schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home schooled students shall receive a final grade and transcript for each academic course the student completes.

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

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

### **ATTENDANCE**

**COMPULSORY ATTENDANCE REQUIREMENTS**

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

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

HOME SCHOOLING

**Enrollment in Home School**

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

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

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

* Electronically, including without limitation by: ~~email;~~
* Use of the Division of Elementary and Secondary Education’s (DESE) online system;
* Email; or
* Facsimile;
* By mail; or
* In person.

The notice shall include:

1. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
2. The mailing address and telephone number of the home school;
3. The name of the parent or legal guardian providing the home school;
4. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
5. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
6. ~~A statement if the home-school student plans to seek a driver's license during the current school year;~~
7. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
8. A signature of the parent or legal guardian~~, which must be notarized if the home-schooled student plans to seek a driver’s license during the school year~~.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents or legal guardians home-schooling their children shall provide information that might indicate the need for special education services.

**Enrollment or Re-Enrollment in Public School**

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

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

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

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

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

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

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

### STUDENTS WHO ARE FOSTER CHILDREN

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

The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.**1**

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

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

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

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

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

**Foster Child School Choice**

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

The District shall only reject a Foster Child School Choice application if:**5**

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

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

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

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

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

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

### HOMELESS STUDENTS

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

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

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

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

For the purposes of this policy “school of origin” means:

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

The District shall do one of the following according to what is in the best interests of a homeless child: Continue the child's or youth's education in the school of origin for the duration of homelessness:

* In any case in which a family becomes homeless between academic years or during an academic year; and
* For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
1. Enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

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

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

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

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

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

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

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

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

### STUDENT TRANSFERS

The Deer/Mt. Judea School District shall review and accept or reject requests for transfers, both into and out of the district, on a case-by-case basis at the **July and December** regularly scheduled board meetings.

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

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

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

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.**3**

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

### SCHOOL CHOICE

**Standard School Choice Exemption**

The District is under an enforceable desegregation court order/court-approved desegregation plan**1** that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE).**2** As a result of the desegregation order/desegregation plan**1**, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption.**3** The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.**4**

**Definition**

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

**Transfers into the District**

**Capacity Determination and Public Pronouncement**

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

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made in the spring, but in no case later than March 1.**6**

**Application Process**

The student's parent shall submit a school choice application on a form approved by ADE to this District along with a copy to the student’s resident district. Except for students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, the transfer application must be postmarked or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, applications postmarked or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base may submit an application and transfer at any time if the student’s application:

1. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
2. Includes the parent's or guardian's military transfer orders; and
3. Includes the parent's or guardian's proof of residency on the military base.

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

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

**Accepted Applications**

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.**~~8~~7**

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

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

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

**Rejected Applications**

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

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

An application may be provisionally rejected if the student’s application was beyond the student’s resident district’s three percent (3%) cap. The student’s resident district is responsible for notifying this District that it is no longer at its three percent (3%) cap. If a student’s application was provisionally rejected due to the student’s resident district having reached its three percent (3%) cap and the student’s resident district notifies this District that it has dropped below its three percent (3%) cap prior to July 1, then the provisional rejection may be changed to a provisional acceptance and the student would have to meet the acceptance requirements to be eligible to enroll in the District.

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

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

**Transfers Out of the District**

All Standard School Choice applications shall be granted unless the approval would cause the District to have a net enrollment loss (students transferring out minus those transferring in) of more than three percent (3%) of the average daily membership on October 1 of the immediately preceding year. By December 15 of each year, DESE shall determine and notify the District of the net number of allowable choice transfers. Students are not counted for the purpose of determining the three percent (3%) cap if the student transfers:

* Through Opportunity School Choice due to the school receiving a rating of “F” or a district classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227;
* Due to the district’s identification of Facilities Distress under A.C.A. § 6-21-812; or
* Through the Foster Child School Choice under A.C.A. § 6-18-233.

If, prior to July 1, the District receives sufficient copies of requests from other districts for its students to transfer to other districts to trigger the three percent (3%) cap, it shall notify each district the District received Standard School Choice applications from that it has tentatively reached the limitation cap. The District will use confirmations of approved choice applications from receiving districts to make a final determination of which applications it received that exceeded the limitation cap and notify each district that was the recipient of an application to that effect.**9** The District shall immediately notify all receiving districts if it should drop back below its three percent (3%) cap prior to July 1.

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

**Facilities Distress School Choice Applications**

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

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

**Opportunity School Choice**

**Transfers Into or Within the District**

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

Unless there is a lack of capacity**1~~2~~1** at the District’s school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student’s assigned school to another school in the District**10** or from the student’s resident district into the District if:

Either:

* The student’s resident district has been classified by the state board as in need of Level 5 — intensive support; or
* The student’s assigned school has a rating of "F"; and
* By May 1 of the year before the student intends to transfer, the student’s parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student’s request to transfer to the:
* DESE;
* Sending school district; and
* Receiving school district.

A student is not required to meet the May 1 application deadline if the student has a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base. The student may transfer at any time if the student’s application:

1. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
2. Includes the parent's or guardian's military transfer orders; and
3. Includes the parent's or guardian's proof of residency on the military base.

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

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

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection.**1~~3~~2** A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District’s decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

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

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

**Transfers out of, or within, the District1~~1~~0**

If a District school receives a rating of “F” or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify parents, guardians, or students, ifover eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in a school district that has not been classified by the State Board as in need of Level 5 Intensive Support or in a public school that does not have a rating of “F”.

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.**1~~5~~4**

**Unsafe School Choice Program**

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

### ABSENCES

If any student’s Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student’s IEP or 504 Plan take precedence. Education is more than the grades students receive in their courses. Important as that is, students’ regular attendance at school is essential to their cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

**Absences for Digital Classes**

Absence for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student’s physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the district’s truancy policy.

**Total Absences are figured as follows: excused + unexcused absences = 8 total absences per semester**

**Excused Absences**

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement to the principal or designee upon his/her return to school from the parent or legal guardian stating such reason. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will **not** be accepted.

1. **The student’s illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal. Parent notes may serve as documentation for three (3) days of absences.**
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student’s faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal; or
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. **Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization wavier or whose immunizations are not up to date.**

Absences granted, at the Superintendent’s discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and twelve (12).

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

**Unexcused Absences**

Absences not defined above or not having an accompanying note from the parent; ~~or~~ legal guardian; person having lawful control of the student; or person standing in loco parentis, presented in the timeline required by this policy, shall be considered as unexcused absences.

Students with eight (8) unexcused absences in a course in a semester **may** not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has four (4) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified**6**. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds eight (8) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly’s intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district’s administration for special arrangements to address the student’s unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement’s requirements. The agreement shall be signed by the student, the student’s parent~~,~~ legal guardian~~,~~ person having lawful control of the student; or person standing in loco parentis, and the school or district administrator or designee.**7**

Students who attend in-school suspension shall not be counted absent for those days.**8**

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.**8**

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

**TARDIES**

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

**Elementary Tardies**

* A student is considered tardy if he/she checks in **between 8:00-9:00 and** checks out **after 2:15 p.m.**
* **Three (3) Tardies will be counted as ½ day absence.**
* **A student must attend 3 hours to be credited for ½ day.**

**High School Tardies**

* A student is considered tardy if he/she checks in by **8:30 and checks out before 3:00 p.m.**
* **If a student checks in before the beginning of 2nd period, an entry will be made in single period absentees, but the student will not be counted absent**
* **Four (4) period absentees will be counted a ½ day absence.**
* **A student must be present for four (4) full periods to be credited for ½ day.**
* **Any student with more than ten (10) unexcused absences tardies in a semester in any class may be denied credit for that class. This policy is subject to review by the Deer/Mt. Judea School Board and may be modified under certain circumstances.**

**ABSENTEEISM ON DAY OF ACTIVITY**

No student will be allowed to participate in any school activity (i.e., athletic events, field trips, extracurricular activities, etc.) on a day when the student was absent from school. A student must be present at least one-half day on the day of activity.

**SCHOOL ARRIVAL**

* Mt. Judea Students are to go directly to the cafeteria upon arrival at school in the a.m. (if arrival is before 7:55 a.m.)
* Students should plan on arriving on campus **after 7:40** a.m. Supervision on campus begins at **7:40 a.m. and ends at 3:30 p.m.**
* If there is an occasion when a student must be dropped off or picked up outside of the above scheduled times, the office must be contacted so safety measures can be taken.

### MAKE-UP WORK

Students who miss school due to an **excused** absence shall be allowed to make up the work they missed during their absence. Students with absences shall have one day more than the day or days missed to complete the missed assignments. It is the responsibility of the parent/teacher/student to arrange for all make-up work with the teacher(s). **As required/permitted by the student’s Individual Education Program or 504 Plan.**

Work may not be made up for credit for absences in excess of the number of allowable absences in a semester **unless** the absences are part of a signed agreement as permitted by ASB 4.7

Out-of-school suspensions (OSS) are special status absences and assigned work is required and due at the end of the suspension.

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

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

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.**5** ~~Out-of-school suspensions are unexcused absences.~~**~~6~~**

~~Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.~~**~~7~~**

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District’s programs, measures, or alternative means and methods to continue student engagement and access to education during the student’s period of suspension or expulsion, including offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.**6**

In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—IMMUNIZATIONS.

**CLOSED CAMPUS**

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

# SECTION 3 DISCIPLINE

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

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

The District’s administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to: a felony or an act that would be considered a felony if committed by an adult~~,~~ an assault or battery~~,~~ drug law violations~~,~~ or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student’s appropriate due process rights.**1**

The District’s personnel policy committees shall annually review the District’s student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Deer/Mt. Judea School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

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

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

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

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

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

PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco or e-cigarettes in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any paging device, beeper, MP3 players or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection; such as kissing, groping, sitting on laps, etc.
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;

17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;

18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;

19. Hazing, or aiding in the hazing of another student;

20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;

21. Sexual harassment;

22. Bullying; A.C.A. 6-18-514

23. Operating a vehicle on school grounds while using a wireless communication device; and

24. Theft of another individual’s personal property.

All the above prohibited behaviors are subject to the following minimum and maximum discipline procedures.

**District Discipline Consequences**

**Minimum: Warning/Detention**

**Maximum: Recommended Expulsion**

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

### BEHAVIOR EXPECTATIONS AND DISCIPLINARY ACTIONS

A general policy never fits all situations or circumstances and by necessity may vary to adapt to all incidents. The school district reserves the right to discipline behavior which is subversive to good order and discipline in the schools, even though such behavior is not specified in the written rules.

**Students are expected to:**

A. Be prompt and prepared; be in assigned area ready to work when class begins with paper, pencils books, and assignments.

B. Respect authority; follow directions

C. Respect rights of others; keep hands, feet, books, and objects to yourself

D. Respect property of others

E. Display a concern for learning

F. Display appropriate social skills; no swearing, rude gestures, cruel teasing, or bullying

G. Display appropriate character; do not engage in behavior that disrupts and interferes with the functioning of the classroom.

H. Never commit or threaten to commit physical harm on another student or adult.

 I. Do not damage or destroy other students, teachers, or school property

 J. Never refuse to accept any consequences you are responsible for.

K. Do not engage in any immorality, refractory conduct, or any other conduct that would tend to impair or harm the other pupils.

L. Do not harass other pupils also known as bullying.

**NOTE:** Detentions are recorded for each grading period; Confinements are recorded for each semester.

### DISCIPLINARY ACTIONS (ELEMENTARY K-6)

**Detention/Confinements/Suspensions/Long Term Suspension**

**Level One: Detention (loss of recess)**

* Teachers may give detentions or confinements for infractions.
* If the infraction is of a more serious offense, the student will be referred to the principal’s office.
* Three (3) detentions in two consecutive weeks = Level Two Disciplinary Action.

**Level Two: Confinement (for up to one week)**

* Third detention per week= One (1) week confinement

**Level Three: Second Confinement (Parent/Teacher Conference)**

* Required before student returns to school
* Parent shadow student
* After two (2) confinements the student may not be permitted to participate in any extracurricular activities for the semester in which the confinements occurred.

**Level Four: Principal/Parent/Teacher Conference for Suspension (OSS)**

* Up to 10 days and PT conference required.
* \*See suspension from school section

**Suspensions are very serious infractions:**

**Level Five: Expulsion--Long-Term Out of School Suspension**

**Long term suspensions are reserved for the board’s consideration of handbook violations\*The following are Alternatives (in no particular order, but not limited to) that may be used at each of the discipline levels above:**

* **Confinement-with parent/student/teacher conference required**
* **out of school suspension**
* **Out of school suspension, re-entry determined by acceptable analysis of an assessment**
* **Parent will shadow student**
* **Loss of class reward activities**
* **School Service**
* **Loss of field trip (Non-academic)**
* **Corporal Punishment**
* **Loss of extracurricular activities**
* **Expulsion**

**Example of Level Four-OSS-Infractions:**

* Third (3rd) Confinement (per semester)
* Tobacco-e-cigarettes, (possession or use)
* Truancy (skipping school)
* Profanity, verbal abuse, or obscene gestures directed toward any school employee, student, or individual
* Refusal of discipline alternatives
* Fighting, hitting, physical harm
* Any behavior disrupting the educational process

**Example of Level Five Infractions--Expulsion**

* Multiple suspensions
* \*Possession of weapons
* Possession or use of alcohol and controlled substances
* \*Assault/abuse of any school employee, student personnel, or student property
* **Deliberate theft** or malicious vandalism or school, school personnel, or student property
* For immorality, refractory conduct (resisting authority), insubordination, infectious disease, habitual uncleanliness, or other conduct that would tend to impair the discipline of the school or harm the other pupils.
* \*Commits/threatens to do physical harm to any student or school employee
* \*Statements, drawings, communicating possible physical harm to anyone or school property
* The district has the ability to impose discipline, up to and including permanent expulsion, for actions which would tend to impair the discipline of the school, regardless of the time and place of such actions.
* Communicating a false alarm (Class D Felony or Class A Misdemeanor) Act 567 of 2001.
* Any behavior disrupting the educational process

**\*These items require an assessment and review process before a student’s return to school will be considered.**

**Disciplinary actions (7-12)**

**Disciplinary action taken may include, but shall not be limited to the following:**

1. Student reprimand
2. Detention
3. One to three days of noon school service (clean up, trash and rooms)
4. Confinement/ISS (In School Suspension)
5. Ten-day school service
* **School Service** [Students whose detentions and confinement referrals or office referrals warrant a 3-5-day suspension may be eligible for a 10-day school service program in lieu of school suspension. If this service is in connection with a confinement, it will include five days of noon confinement. It is used as a separate form of discipline; it may include 3 days of detention counting as one detention. Parents must sign a permission form and attend either a phone or office conference for the student to be eligible for this type of discipline. Eligibility for this program will depend on, but not be limited to the [1] type of referral [2] type of student response to the referral, and [3] teacher and/or Principal recommendations. The ten days of service will be fulfilled by working at assigned clean up tasks for 15 minutes each morning before classes start or at noon or during advisory.

 F. corporal punishment

 G. out-of-school suspension

 H. after- school detention

 I. any other combination of the above actions

 J. expulsion

**Level One: Detention (Noon/Recess 1 to 3 Days)**

Teacher given: 1 to 2 days for normal classroom infractions. Teachers will give these for up to two (2) days. If the infraction is for a more serious offense, the student will be referred to the Principal’s office. The Principal will then have alternatives, depending upon the nature of the referral.

**There are two (2) types of detentions that may be given:**

1. Work detentions [1 day] which may carry no accumulation penalty and are given for not finishing work or homework, and/or minor discipline interruptions based on individual teacher interpretation of discipline guidelines. Once a student receives 7 work detentions in a grading period all other detentions count as discipline detentions except for absence verification detentions.
2. Discipline detentions [2 days] are detentions which do carry an accumulation penalty and are given for serious discipline interruptions based on the teacher/bus driver discipline guidelines and/or a teacher/Principal conference. The Principal may also consider other alternatives for these referrals such as but not limited to:
3. A 1-2- or 3-day detention and/or 1-2-3 noon school services
4. A one-week confinement with conference required
5. A school service discipline [10 days]
6. A 5 day out of school suspension [homework suspension]/and or 5-day bus suspension
7. A 5 to 10 day out of school suspension/and or a 5 to 10-day bus suspension

 C. All detentions and confinements require a monitored writing assignment which must be completed to complete the detention or confinement.

After 4 discipline detention referrals during a grading period from a single teacher/bus driver or 7 from any combination of teachers/bus driver, the next student infraction of any nature will bring an automatic one-week confinement. A teacher may give work or noon detentions that do not count toward Confinement. A noon detention will be given for failure to verify absences. A parent notification of this forthcoming confinement will be made by an immediate referral form sent home followed by a letter or phone conference. All confinements are for five days.

Discipline detention records for each semester are kept for the current grading period. If there are no detentions during the first two weeks of the next grading period, the records for the previous grading period will be cleared from the student’s detention record. If a referral occurs during this two-week period, the detentions from the past grading period will be used to determine disciplinary action. Bus referrals are not subject to this option.

**Detention Hall Rules**

1. No talking, no questions-zero tolerance
2. Fifteen minutes to eat lunch
3. When going to lunch everyone lines up at the door and walks to lunch. If an adult asks a question, the answer is “Yes, Sir”, “No, Sir”; “Yes, Ma’am”, “No, Ma’am”; After receiving lunch everyone lines up at the door and returns to the detention hall. Seconds will be asked for at 7 ½ minutes. At the end of 15 minutes students pick up their trays, line up at the door, and return in the same manner as before. No talking to other students during any of this time. If students finish eating early they are to put their trays aside and continue to work.
4. Another detention is given for any infraction, and after two infractions, the student is referred to the Principal’s office for insubordination.

**Level Two: Confinements**

Confinements are for **5** days of noon/recess detention, with a parent conference required for each confinement. Confinements are for infractions involving accumulated detentions and Principal referrals. The second **(2nd)** confinement a student receives in a **semester** will required an **in-office conference and a contract** acknowledging that any further referrals of any nature will bring a **suspension** or **school service plan**. **Bus referrals occurring after confinements resulting from accumulated bus referrals will bring suspensions from the bus.**

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### BULLYING

**Definitions**

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

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

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

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

1. 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:

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

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

1. Building a fake profile or website of the employee;
2. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
3. Posting an original or edited image of the school employee on the Internet;
4. 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;
5. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
6. 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;
7. Signing up a school employee for a pornographic Internet site; or
8. 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:
2. 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
3. Prepare a written report of the alleged incident of bullying;
4. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
5. 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.
6. 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:
7. That a credible report or complaint of bullying against their student exists;
8. Whether the investigation found the credible report or complaint of bullying to be true;
9. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
10. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
11. Make a written record of the investigation, which shall include:
12. 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;
13. Any action taken as a result of the investigation; and
14. 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.**1** In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District’s prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus.**2** 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.**3**

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

Copies of this policy shall be available upon request.**4**

### CORPORAL PUNISHMENT

The Deer/Mt. Judea School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent’s designated staff members who are required to have a state-issued license as a condition of their employment.**1**

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.**2**

### DISCIPLINE OF HANDICAPPED STUDENTS

The School Board recognizes the need for disciplinary action with regard to handicapped students. In all cases involving handicapped students, fair and appropriate action will be taken. The Board, therefore, directs that in disciplinary cases involving handicapped students (IEP/504) the school will follow the guidelines set in the Disabilities Under the Individuals with Disabilities Education Act (IDEA), Public Law (PL) 94 142.

### CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices.**1** The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District’s Student Code of Conduct, the student’s bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

Students are eligible to receive district bus transportation if they meet the following requirements.**2** The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student’s parent or guardian.

**SCHOOL BUS PASSENGER SAFETY AND CONDUCT**

Please review these rules for conduct with your child and be sure that he/she understands them. Bus drivers’ main job is to drive the bus, not watch and discipline students. The school bus is an extension of the school and proper rules and procedures and conduct must be enforced. Parents should impress on students the correct procedure in establishing a safe route to the bus stop. Develop proper attitudes and understanding of the right-of-way of motorists. Point out how unsafe acts can lead to accidents. Bus service is a privilege, not a right, which may be revoked. Students who are eligible to ride may do so as long as they control themselves and their behavior and follow the rules.

Passengers on the school buses must conduct themselves so that their actions do not place in jeopardy the safety and well-being of themselves or any other individual. In the event that misconduct occurs, authorized personnel shall implement procedures as outlined by the superintendent. If misconduct is of serious enough nature, withdrawing the privilege of riding the bus from the individual could occur.

**RULES FOR BUS PASSENGER MISCONDUCT**

* Students must ride their assigned bus and are responsible for their possessions
* BE on time; arrive at the bus stop at least 5 minutes early
* Do not stand or play in road while waiting on the bus. Stand back about 10 feet from the roadway while waiting on the bus.
* If students must cross the roadway to board the bus, look in both directions for traffic; wait until the bus driver signals before crossing the road. Students should walk in front of the bus in single file, **do not run.** Enter the bus without crowding or disturbing others.
* The first duty of the passengers is to obey the driver’s directions promptly.
* The driver has the same responsibility and authority as a teacher in controlling discipline on the bus.
* There must be an attitude of respect and cooperation on the part of each rider toward the driver and fellow passengers. Conversations with the driver while the bus is in motion should be kept to a minimum.
* Do not extend head or arms out of the windows. Keep all body parts inside the bus at all times. Never open the windows without the driver’s permission.
* Be courteous to the driver and fellow passengers. Keep your hands and possessions to yourself.
* Make sure your conversation is kept at low noise level with no boisterous, inappropriate, language used. Talk in normal (classroom), tones. Use of profane language on a school bus is forbidden by law. Obscene gestures are prohibited.
* Do not call out to passers-by
* Help keep the bus clean, sanitary, and orderly. Keep the aisle of the bus clear. Keep books and all other objects on lap or under the seat, not in the aisle.
* Large items cannot be transported on the bus.
* Animals and insects are not to be transported on the bus.
* Do not possess or use any form of tobacco (including e-cigarettes) on the bus
* Do not damage or abuse bus equipment. Keep your feet off the seats.
* Do not loiter in or around a bus while on school grounds
* Do not leave bus without the driver’s consent, except on arrival at home and at school. Make sure the road is clear and get the driver’s signal when you must cross the road.
* Keep seated until the bus comes to a complete stop. Enter and leave bus by front door ONLY, except in emergency
* Stay in your seat at all times, except when entering or exiting the bus.
* **If the bus comes to your bus stop three (3) consecutive days and there is no pickup, parents/guardians must contact the driver or school before bus will resume regular bus stop.**

### DISRUPTION OF SCHOOL

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities. Disorderly activities by any student or group of students that adversely affect the school’s orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal’s designee office a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher’s ability to teach the students, the class, or with the ability of the student’s classmates to learn. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration.

### STUDENT ASSAULT OR BATTERY

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

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

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

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

### WEAPONS AND DANGEROUS INSTRUMENTS

**Definitions**

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

“Possession” means having a weapon on the student’s body or in an area under the student’s control.

“Weapon” means any:

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

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

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

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

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

Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property.**2** Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

### TOBACCO , ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND ~~TOBACCO~~ RELATED PRODUCTS

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

### 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 Deer/Mt. Judea School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy. This policy applies to any student who; is on or about school property; is in attendance at school or any school sponsored activity; has left the school campus for any reason and returns to the campus; is en-route to or from school or any school sponsored activity.

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

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

### STUDENT DRESS AND GROOMING

The District Board of Education recognized that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, and unsafe, could cause property damage, or are offensive to common standards of decency. Students attending or performing school functions requiring formal dress or semi-formal dress will be notified of this requirement prior to the event and will be required to dress accordingly. Example of functions and activities include, but are not limited to: Prom, Banquets, Extracurricular Functions, Class Pictures, etc. The Administration will approve such notifications.

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

**Dress Guidelines and Appearance**

* Students are expected to come to school properly attired and well groomed
* Hair conditions must be met as follows: eyes showing; kept combed; and clean
* Shorts must be of fingertip length when the arms are held to the sides
* Skirts/dresses must be the width of a dollar bill from the knee
* No narrow-strapped tank tops, tube tops, tops with spaghetti straps, and see-through clothing
* **Legging type pants must be covered by a top long enough to cover the buttocks while standing**

 **up.**

* No midriffs showing at any time.
* Clothing, buttons, badges, or any other form of advertisement with profane, indecent or offensive language or scenes is prohibited
* **Hats, caps, or other headgear will not be worn in any school building.** Hats, caps, or other headgear must be work in the traditional manner and immediately removed upon entering the building and left off until leaving building. Headgear under this guideline means all headgear for both males/females that causes a distraction.
* Any personal style or clothing that promotes violence, hate, sex, or other provocative themes, or that includes excessive visible body piercing or that distracts from the educational environment, or that poses a risk to the student or other students, will not be permitted.
* No pajamas (unless approved by administration for special days)
* No chains on clothing/wallet or bags. Chains can be used as a weapon
* No inappropriately torn, ripped, or frayed clothing. Holes in clothing may not reveal skin above mid-thigh
* No undergarments showing

\***Students that are not dressed properly will call the parents to bring appropriate clothing for first offense. Disciplinary action will be taken against a student who violates the dress policy after first offense.**

### STUDENT SEXUAL HARASSMENT

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

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

* the nature of sexual harassment;
* The District’s written procedures governing the formal complaint grievance process;**1**
* The process for submitting a formal complaint of sexual harassment;
* That the district does not tolerate sexual harassment;
* That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
* The supports that are available to individuals suffering sexual harassment; and
* The potential discipline for perpetrating sexual harassment.

**Definitions**

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

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

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

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

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

1. A District employee:
2. Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in sexual conduct;**2** or
3. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;**2**
4. The conduct is:
5. Unwelcome; and
6. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
7. Constitutes:
8. Sexual assault;
9. Dating violence
10. Domestic violence; or
11. Stalking.

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

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

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

* Making sexual propositions or pressuring for sexual activities;
* Unwelcome touching;
* Writing graffiti of a sexual nature;
* Displaying or distributing sexually explicit drawings, pictures, or written materials;
* Performing sexual gestures or touching oneself sexually in front of others;
* Telling sexual or crude jokes;
* Spreading rumors related to a person’s alleged sexual activities;
* Discussions of sexual experiences;
* Rating other students as to sexual activity or performance;
* Circulating or showing e-mails or Web sites of a sexual nature;
* Intimidation by words, actions, insults, or name calling; and
* Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

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

* Discuss the availability of supportive measures;
* Consider the complainant’s wishes with respect to supportive measures;
* Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
* explain to the complainant the process for filing a formal complaint.

**Supportive Measures**

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

**Formal Complaint**

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

* Notice of the District’s grievance process and a copy of the procedures governing the grievance process;
* Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
* The identities of the parties involved in the incident, if known;
* The conduct allegedly constituting sexual harassment; and
* The date and location of the alleged incident, if known;
* A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
* That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
* That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
* That the District’s code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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

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

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

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

At least ten (10)**3** days prior to completion of the investigative report, the District shall send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10)**3** days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties’ inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

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

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

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

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

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

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District’s education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District’s code of conduct.

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

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

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

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

**Appeals**

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

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

For all appeals, the District shall:

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

**Confidentiality**

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

* individuals who are responsible for handling the District’s investigation and determination of responsibility to the extent necessary to complete the District’s grievance process;
* Submit a report to the child maltreatment hotline;
* Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
* The extent necessary to provide either party due process during the grievance process.**5**

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

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

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

**Emergency removal6**

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

**Retaliation Prohibited**

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

**Disciplinary Sanctions**

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District’s grievance process, any student who is found by the evidence to more likely than not**7** have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

**Records**

The District shall maintain the following records for a minimum of seven (7) years:

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

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### POSSESSION AND USE OF CELL PHONES & OTHER ELECTRONIC DEVICES

**No cell phones are allowed during any Arkansas State Testing sessions.**

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

To protect the security of statewide assessments, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan;**1** this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student’s use during assessment administration to the extent the student is using the District provided device to complete the assessment.

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

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

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

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

Before and after normal school hours, possession of electronic devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

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

The student and/or the student’s parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school’s administration office by the student’s parents or guardians.**2** Students have no right of privacy as to the content contained on any electronic devices that have been confiscated.**3** A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

Students who use school issued cell phones and/or computers for non-school purposes, except as permitted by the district’s Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.**4**

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

**Violation Consequences: Minimum--Student Conference**

 **Maximum--Expulsion**

### INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

**Definition**

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

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

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

**Technology Protection Measures**

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, “harmful to minors” means any picture, image, graphic, graphic image file, or other visual depiction that:

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

**Internet Use and Safety**

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

* Interacting with other individuals on social networking websites and in chat rooms;
* Cyberbullying awareness; and
* Cyberbullying responses

**Misuse of Internet**

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

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

**STUDENT Media AND THE DISTRIBUTION OF LITERATURE**

The Superintendent and the student media advisors(s)**1** shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

**Definitions**

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

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

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

“Student media” means any means of communication that are:**2**

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

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

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

**Student Media**

~~All student media that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored media.~~ While the District recognizes a student’s right of expression under the First Amendment of the Constitution of the United States, ~~S~~school-sponsored media does not provide ~~a~~ an open public forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District’s administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

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

**Student Media on School Web Pages**

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

1. Not contain any non-educational advertisements;
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student’s photograph when associated with the student’s name unless written permission has been received from the student’s parent or student if over the age of eighteen (18);
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

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

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials ~~(hereinafter “non-school materials”),~~ shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials **~~1~~3** shall have school authorities**~~2~~4** review their non-school-sponsored materials at least three (3) school days**~~3~~4** in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution.**~~4~~6** Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school-sponsored materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur**~~5~~7**; and
5. Not inhibit a person’s right to accept or reject any literature distributed in accordance with the regulations.**~~6~~8**

Students shall be responsible for the removal of excess literature that is left at the distribution point for more than \_\_\_ days.**~~7~~9**

~~The Superintendent, along with the student media advisors~~**~~8~~**~~, shall develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and timelines for the review of materials.~~

### SEARCH, SEIZURE, AND INTERROGATIONS

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

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

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

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

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

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

### STUDENTS’ VEHICLES

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

Students are not permitted to loiter in parking areas and are not to return to their vehicles during the school day for any reason unless given permission to do so by school personnel. It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by District policy found in their vehicle. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle.\

### SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days,**1** including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

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

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

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

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

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

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

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

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

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

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

It is the responsibility of a student’s parents~~’~~, ~~or~~ legal guardians~~’~~, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district, which the school shall use to immediately notify the parent, ~~or~~ legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:**2**

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

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

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

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District’s engagement or access to education program.**3**

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension.**3**

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

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

### EXPULSION

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

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

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

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

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

The hearing shall be conducted not later than ten (10) school days**1** following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

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

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property.**2** The parents, ~~or~~ legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student’s period of expulsion. The District’s program shall include offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.

### GRIEVANCE PROCEDURE

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

**Definition of Grievance**

 A grievance is any claim by the aggrieved person or his/her representative that here has been a violation, misrepresentation, or misapplication of any established policy or practice of the Board, or a violation of the student’s/parent’s right to fair treatment or any act of discrimination as defined by Title VI (race), title IX (sex), and Section 504 of the Rehabilitation Act of 1973 (handicap).

 No reprisals of any kind will be taken by the superintendent or by any member of the administration or the Board of Education against any aggrieved person or any party in interest, or any participation. The student/parent may be represented at all stages of the grievance procedure by him/herself, or a representative of his/her choice.

The purpose of the grievance procedure is to secure, at the lowest possible level, equitable solution to the problems which may from time to time arise, affecting students/parents; all parties agree that the proceedings will be kept confidential.

**Level One--Principal**

The aggrieved person may request an informal conference with the appropriate principal or other immediate superior within five days after he/she becomes aware of the grievance. The aggrieved person may re-request a witness, or witnesses in an effort to resolve said grievance.

**Level Two--Superintendent**

If the aggrieved person is not satisfied with the disposition of his/her grievance at Level One, or if no decision is rendered within five school days, or mutually agreed on time, the grievance may then be filed with the superintendent who will meet with the aggrieved person and his/her witness, or witnesses, in an effort to resolve said grievance.

**Level Three--School Board**

If the grievance is not resolved at Level Two, the aggrieved person may refer the grievance to the School Board by addressing a written communication within twenty working days of the alleged specific incident, to the President of the Board, requesting a hearing by the Board. Each party shall have the right to representation. Within five working days of the meeting, the aggrieved shall be proved with the Board’s written response.

**Level Four**

A complaint or grievance concerning compliance with Title VI (race), Title IX (sex), may be submitted directly to the Office of Civil Rights, and the State Department of Education Affirmation Action Officer

**Any complaint in this area should be directed to the Superintendent who is the compliance coordinator.**

# SECTION 4 HEALTH, SAFETY & WELLNESS POLICY

### IMMUNIZATIONS

**Definitions**

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

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

**General Requirements**

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against**1**:

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

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

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

1. Licensed physician;
2. Health department;
3. Military service; ~~or~~
4. Official record from another educational institution in Arkansas~~.~~; or
5. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

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

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

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

**Temporary Admittance**

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

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

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

**Exclusion From School**

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

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

* for the remainder of the week by the end of the initial school day of the student's exclusion; and
* by the end of each school's calendar week for the upcoming week until the student returns to school.**2**

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

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in “examinations” and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.**3**

Annually by December 1, the District shall create, maintain, and post to the District’s website a report that includes the following for each disease requiring an immunization under this policy:

The number of students in the District that were granted an exemption by the Department of Health from an immunization;

The percentage of students in the District that were granted an exemption by the Department of Health from an immunization; and

The percentage of a population that must receive an immunization for herd immunity to exist.

### COMMUNICABLE DISEASES and PARASITES (Lice/Nits)

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

To help control the possible spread of communicable diseases, school personnel Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

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

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

**The parents or legal guardians of students found to have live human host parasites (lice/nits) that are transmittable in a school environment will be asked to pick their child up from school.** The parents or legal guardians will be given information concerning the eradication and control of human host parasites (lice/nits). A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites (lice/nits) that are transmittable in a school environment.

Each school may conduct screenings of students for human host parasites (lice/nits) that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

### PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall

shall follow the District's exposure control plan when dealing with any bloodborne, foodborne, and airborne pathogens exposures.

### STUDENT MEDICATIONS

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

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

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

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

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

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school’s intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.**1**

**Schedule II Medications2**

Option 2: Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse)**~~1~~** shall be allowed to attend school.

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

**Self-Administration of Medication**

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

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

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

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

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or combination does not require him/her to have such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or any combination on his/her person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

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

**Emergency Administration of Glucagon and Insulin**

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

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

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

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

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

**Emergency Administration of Epinephrine**

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

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained**~~1~~6** and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

**Emergency Administration of Albuterol**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained**6** and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

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

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained**6** and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

**Emergency Administration of Anti-opioid**

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District’s procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

### STUDENT ILLNESS/ACCIDENT

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student’s parent or legal guardian. The student will remain in the school’s health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school. If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school’s expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student’s emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

### BUS ROUTE POLICY FOR INCLEMENT WEATHER

Parents Need to Discuss with their children an **EARLY DISMISSAL PLAN** of what to do and where to go.

* In case the road is glazed with snow or ice, the superintendent and or principals will contact the bus mechanic as soon as possible and announcements will be made on local radio station (KHOZ 102.9), TV station KY3 and text and email alerts for those signed up on the alert system concerning the closing of school or snow routes.
* If school is to be open with snow routes only, the superintendent or principal will notify the bus mechanic to decide which buses will run. **Runs will be highways only both evening and morning. Those parents who choose to send their children will meet the bus at the highway both evening and morning.**  Some buses with more side roads than highway stops on the normal run may be informed to not run the bus on snow routes.
* **If school is open with snow routes only, parents who bring their children to school, must pick them up at school that afternoon, or make other arrangements for their transportation home.**

### EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year with at least one each in the months of September, January, and February. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. The training will include a lockdown exercise with panic button alert system training. Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

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

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

**Emergency drills signals:**

1. Fire Drills = Fire alarm will sound with flashing emergency lights
2. Tornado = One (1) long and one (1) short ring
3. Earthquake = “Earthquake!” Shout from teacher--Take cover under desks/tables
4. Active Shooter/Act of terrorism = “Lock Down!” announcement and continuous ring
5. Intruder = Continuous Ring
6. Airplane crash = Continuous Ring
7. Chemical emergency = Continuous Ring

### SCHOOL TRAGEDY/CRISIS/SUICIDE PLAN

**A. General Information**

School tragedy/crisis/suicide program plans should include a distribution of a suicide prevention public awareness program developed for distribution by the inter program task force established by the Lieutenant Governor's Teenage Suicide Prevention Task Force. The task force has established a proposed model school response plan to youth suicide crisis as distributed by the Arkansas Youth Suicide Prevention Commission. It should include plans for crisis events that can be extraordinary and cannot be predicted. The human reaction to a crisis, however, is consistent and very predictable. Being aware of and understanding beforehand how people will react in a critical situation make it possible to implement a plan that defuses those reactions and prevents them from precipitating a secondary crisis.

1. A crisis team should be established, according to Lieutenant Governor's guide, to be composed of at least two teachers (e. g.) one from elementary and one from high school), a school administrator (serving as chairperson), a school nurse, a school counselor, and a secretary.
2. The crisis team should receive specialized training in dealing with crisis situations. It is suggested that the training of a crisis team be done jointly with school personnel and mental health professionals from the region.
3. The crisis team should be ready to make assessments, be ready to adapt the plan to fit the crisis and deal with the aftermath of a crisis.
4. Crisis counseling should be made available to deal with the effects of trauma on the students, perceptions of death, short and long-term effects, understanding grief, grief counseling, post-traumatic stress disorder and preventing post-traumatic stress disorder.
5. Most suicide threats and attempts as well as other tragedies/crisis situations occur after school hours and off campus. School personnel are often perceived as important personal resources by students and their parents. For this reason, school personnel may be called upon at home and after hours to help in crisis. It is most important that formal guidelines for handling such emergencies be made available to, and followed by, school personnel. Doing so will ensure that these after hour emergencies are handled effective.
6. There should be ongoing training for the crisis team as well as faculty and students in handling crisis situations. The crisis plan should be reviewed annually in light of all experiences and new developments in the field of suicide/crisis prevention/postvention and new laws as they emerge. Modifications should be made accordingly.

**B. General Procedures to follow if a Tragedy/Crisis/Suicide occurs:**

1. 1a. General Crisis (if there is time for preparation)
	1. The principal should contact all administrators and faculty
2. members to attend a special meeting to review the situation and explain the day’s agenda.
3. (b) The school counselor or an invited psychologist or trained professional should describe how students may react to the news and suggest how teachers might handle the situation.
4. (c) The Principal should meet with key people (counselor, nurse, crisis team) to plan the day's activities and to designate someone to be a spokesperson to communicate with the press. It is a good idea to have only one spokesperson.
5. 1b. Immediate Crisis (if there is no time for preparation)
	1. Principal or designee is in immediate charge of the

situation.

* 1. Students will be housed in an appropriate place.
	2. Appropriate agencies/authorities will be contacted.
	3. If a student is in a life-threatening situation, the student should not be left alone.
1. The Principal may want to arrange for an "outside expert" to be at the school to lend support and to help students and teachers.
2. For additional support, a crisis center should be established in the guidance office or other designated area. Students should be encouraged to escort friends to the center and to go there themselves if they need help. Some staff members and students may need to be taken home.
3. Teachers, guidance counselor, and administrators should concentrate on relating the facts and dispelling the rumors; glamourizing the event; advising students where they can go to discuss their feelings; discussing fears, guilt feelings of responsibilities.
4. School should return to normal as soon as possible.
5. A voluntary memorial service may be conducted to acknowledge that the official mourning period for a tragedy is over. In the case of suicide, a special effort should be made to call attention to the wrongness of suicide. Of course, memorials, such as plaques, may be permitted.
6. Some students and teachers may need support for as long as two to three years.
7. Guidance staff members should continue to work with individual students and always try to identify high risk students.

**Appropriate referrals are:**

**Fire, Emergency, Medical, Office of Emergency** Services

Newton County Sheriff, Jasper 446 5124

Boston Mt. Rural Health at Deer 428 5391

North Arkansas Medical Center, Harrison 414-4000

**Helicopter Medical Services**

Cox Air Care, Springfield 1 800 333 5269

Air Evac 1 800 247 3822

**Suicide** Ozark Counseling Center, Harrison 741 8216

 Charter Vista Hospital, Springdale AR 521 5731

 Suicide Hotline, Little Rock 1 800 784-2433

**Poison** Poison Control Center, Little Rock 1 800 482 8948

Information taken from The Trauma of Adolescent Suicide, published by the National Association of Secondary School.

C. **Arkansas Nuclear One Crisis**

 On receipt of information that a nuclear crisis has occurred at Russellville Nuclear Plant, immediate evacuation procedures will go into effect, utilizing the school's fleet of buses.

 Since Deer is in a peripheral area, students will be transported to a safe area, depending on wind direction and climatic conditions i.e. Harrison, Mt. Judea, Kingston.

**Conflict Resolution**

Students will identify situations leading to conflict and will resolve minor disputes through peer mediation. Other conflicts will be dealt with appropriately by a responsible adult or by guidelines outlined in the student handbook.

# SECTION 5 GRADING/PLACEMENT

### GRADING AND REPORTING

Parents and or guardians shall be kept informed concerning the progress of their student. The District shall schedule a parent-teacher conferences per semester to keep parents or guardians informed concerning the progress of their student. Each school will also send timely progress reports and issue grades for each quarter to keep parents/guardians informed of their student’s progress. Parents may utilize the Home Access Center (HAC) at any time to view their child’s grades and attendance. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents and student, a plan for remediation which may enhance the probability of the student succeeding.

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

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

### HOMEWORK POLICY

The Deer/Mt. Judea School District considers homework as a beneficial extension of the instructional program. Homework refers to school-related work that is assigned to be completed **by the student** after regular instruction is completed. These assignments should fulfil the following purposes:

* Develop independent study skills by stimulating effort, independence, responsibility, and self-direction
* Gain maximum benefit from classroom instruction through prior preparation
* Reinforce skills being taught in the classroom
* Stimulate further interests in topics being taught in the classroom.

Teachers, parents, and students all have crucial responsibilities that must be fulfilled if homework and independent study activities are to advance the student’s education as intended. The teacher must be certain that the homework and independent study activity assignments are clearly communicated, relevant to the learning objectives, and reasonable in length. Parents should ensure that the student has an appropriate home environment for schoolwork, sufficient time without distractions, and appropriate supervision (depending on the age, maturity and responsibility level of the student). Students must be certain that they understand the assignments, ask for help if they do not understand the assignments, and then make every effort to complete the assignments.

Occasionally, at the secondary level, a combination of some of the longer homework assignments from several teachers at one time may unavoidably result in more than the desired amount of homework for a student on one night. However, efforts will be made to minimize such occurrences through grade-level communications.

### HOME ACCESS CENTER (HAC)

Parents will have access to their child’s school information over the Internet through a website called Home Access Center (HAC). Through Home Access Center, you can view a daily summary of your child’s grades, attendance, assignments and schedule information. To access the Home Access Center, go to the district website--deermtjudea.k12.ar.us There is a link named Home Access Center on the district’s main page. You will be promoted to enter a login ID and password which will be provided to you by the school. You will receive one login ID and password for each guardian provided on the student’s enrollment information. If one guardian has more than one student enrolled they will receive one login ID that will access all student records. If you do not receive this information you may contact Joei Phillips at japhillips@deer.k12.ar.us

### GRADING EXAMS

Examinations will be given at the discretion of the teacher. Exceptions may be made with the approval of the building principal. The number of examinations and/or graded work should be so that an accurate grade can be determined to demonstrate the student’s ability and effort in the class. Teachers should give one (1) exam per week, **minimum.** **\*\*7-12 A comprehensive semester exam must be given in all academic subjects at the end of the first and second semester.**

### GRADING SCALE

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student.  Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period**1** to keep parents/guardians informed of their student’s progress.

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

The grades of a child in foster care shall not be lowered due to an absence from school due to:**2**

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

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

A =100 – 90 Exceeding

B = 89 – 80 Ready

C = 79 – 70 Close

D = 69 – 60 In Need of Support

F = 59 and below In Need of Support

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

**Four performance standards are:**

**Exceeding:** Exceeding students demonstrate superior performance well beyond proficient grade level performance.

**Ready:** Ready students demonstrate solid academic performance for the grade tested and are well prepared for the next grade.

**Close:** Close students demonstrate partial mastery of the knowledge and skills that are fundamental for satisfactory work.

**In Need of Support:** In Need of Support students demonstrate little or no mastery of fundamental knowledge and skills.

In determining the student 9-week grade, the following criteria will be used:

Classwork/homework will count as **20%** of the class grade

tests/exams will count as **80%** of the grade

Semester tests will count as **10%** of the semester grade.

***Definition of “Performance below grade level” (Determined by Progress Reports)***

**Kindergarten** – Kindergarten students showing unsatisfactory progress in any subject area and not showing growth on the state assessment. Other criteria used in determining participation in interventions includes standardized test results and absenteeism.

**Grades 1-2** – Students in first grade through third grade scoring below 80% in any subject area and not showing growth on the state assessment. Other criteria used in determining participation in interventions includes standardized test results and absenteeism.

**Grades 3-6** – Student in third through sixth grade scoring below 80% in any subject area and below the Ready level on the ACT Aspire. Other criteria used in determining participation in interventions includes standardized test results and absenteeism.

**Students may be retained in their present grade if their total absences exceed 16 days for the school year, or if their unexcused absences exceed 8 days for the school year.**

**Students falling into the above categories shall be referred to the placement committee to determine next year’s grade placement.**

Students with and IEP may be exempt based on an evaluation of the Individual Education Plan and a review of absences. Excessive absences will result in a denial of a student’s IEP exemption.

\*\* The grade point values for Advanced Placement (AP), approved courses for weighted credit, International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example:  The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district’s school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be. (0.25 X 83) + (0.75 X 75) = 77%.

**Grades are to be pulled on the same days when the counselor has communicated that grades must be in Eschool and are ready to be pulled.**

### HONOR ROLL

**Elementary School**

To be eligible for the honor roll, students in grades K-6 must achieve A’s and/or B’s for the grading period. To be a member of the A Honor Roll/Principal’s List a student must have A’s in all core subject areas each grading period. Students who make the A Honor Roll/Principal’s List each grading period will receive recognition.

**High School**

Students in grades **7-12** who participate in the Smart Core Curriculum and maintain a **3.0 GPA** or higher for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

### GRADE PLACEMENT

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student’s possible retention or required retaking of a course shall be included with the student’s grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student’s academic success.

At least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student’s independent grade-level-equivalency in reading.

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

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

1. The building principal or designee;
2. The student’s teacher(s);
3. School counselor;
4. A 504/special education representative (if applicable); and
5. The student’s parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student’s placement or receipt of course credit, the final decision shall rest with the principal or the principal’s designee.

Each student**2** shall have a student success plan (SSP) developed by school personnel in collaboration with the student’s parents and the student that is reviewed and updated annually. A student’s SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student’s SSP shall include, but are not limited to:

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

By the end of grade eight (8), the student’s SSP shall:**3**

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

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

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

An SSP shall be created:

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

A student’s individualized education program (IEP) may act in the place of the student’s SSP if the IEP addresses academic deficits and interventions for the student’s failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or ~~/~~ retention ~~or graduation~~ of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP ~~or completion of the Alternate Pathway to Graduation when applicable~~.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student’s failure was due to exceptional or extraordinary circumstances.**4** Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

**High School**

**PE** grades are ½ credit required and ½ credit elective only in grades **9-12**. All Basketball classes are P or F and no credit.

* Students may not withdraw from an academic course after the second full week of classes, without parent permission.
* Students may not withdraw from an academic course after the fourth full week of classes.
* The Principal will be the final authority on any withdrawal requests after the fourth full week of classes.
* Any withdrawal after the fourth full week of classes will be recorded as an F on the grade card.
* Students may request an academic/athletic exemption for a WP if they are passing the course.

**State Assessment Success Day**

This is a reward program to assist in motivating our students to score Ready or Exceeding on the State Assessments. If a student scores Ready or Exceeding on four or five of the exams, they receive two Success Days and if they score Ready or Exceeding on one to three of the exams, they will receive one Success Day, where they can be absent, and it counts as a school business absence.

The eligible students will be provided with a certificate notifying them of how many Success Days that they have earned. The student will be able to use those Success Day(s) on the days immediately following the Spring Summative Testing. A letter from the student’s teachers will be sent home reminding them and their parents of how many Success Days they have earned and the dates they can be taken.

**Exemption From Spring End of Semester Exams**

All students will be required to take semester tests the first semester, unless otherwise indicated by their IEP or 504 plan. A reward system will be established for those students who would have qualified for an exemption. All students will be eligible for exemption from second semester tests by meeting the guidelines below.

**Second Semester Exemption (Applies to 7-12):**

1. With an “A” average and no more than four (4) absences in a course, a student may be

 exempt from the exam.

1. With a “B” average and no more than three (3) absences in a course, a student may be

exempt from the exam.

1. With a “C” average and two (2) days/periods absence, a student may be exempt from the

 exam.

**Second Semester Exemption (Applies to K-6):**

1. **Absences** - No more than four (4) absences for the year
2. **Discipline** - No more than four (4) disciplinary actions for the year
3. **Honor Roll** – Maintained A/B honor roll status all year

May be eligible for exemption days at the end of the school year.

**Study Halls (7-12)**

Students may be assigned to no more than one (1) class period each day for a study hall that the student shall be required to attend and participate in for the full period. Such study halls are to be used for the purposes of self-study or for organized tutoring which is to take place in the school building.

**Extracurricular Classes (7-12)**

Students may be assigned to no more than one (1) class period each day for organized and schedule student extracurricular classes that the student shall be required to attend and participate in for the full class period.

Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes are defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

**Course Enrollment Outside of District**

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 requirements 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 requirements 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 the policy, the IEP shall prevail.**

**Correspondence Work**

No more than two (2) units of work, done by correspondence from an acceptable source, will be allowed toward graduation. Any such course shall be completed prior to receiving a diploma. The district shall have the authority to assess any home-schooled or non-accredited school student who enrolls or re-enrolls in order to determine proper educational placement. The district shall utilize, among other means of assessment, the norm-referenced test approved by the State Board of Education to assess the student and shall determine placement in the appropriate grade level as indicated by the test results. Any home-schooled student or non-accredited student who enrolls in a local school district must attend classes for at least nine months immediately prior to graduation before the student can become eligible to receive a high school diploma from the district. **Seniors participating in athletics must enroll in four academic courses required by the AAA and a full school day.**

### Concurrent Credit

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

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

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

* The student;
* The student’s parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
* The District; and
* The publicly supported community college, technical college, four-year college or university, or private institution of higher education 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. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 (see Policy 4.44) are to be received by the school within ten (10) school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students’ eligibility for extracurricular activities, or graduation.

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

### Digital Learning Courses

For the purposes of this policy:

“Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

“Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

"Instructional Materials" means:

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

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

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

**Digital Course Offerings**

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

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

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students.**1** The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8—USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any or all of his/her scheduled courses digitally. The student’s attendance in his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student’s physical presence at school.**2**

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.**3**

Regardless of any other provisions of this policy, the District may restrict a student's access to digital courses when the student's building principal determines the student’s participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

### COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

**Internships**

The Board of Directors believes that students who intend to begin careers immediately upon high school graduation or intend to complete post-secondary training prior to starting a career can benefit from an internship experience. The desired outcomes of the District’s internship program include students advancing computer science skills, sharpening soft-skills, and learning new skills while in a workplace environment. The internship program provides intense, competency-based worksite immersion in advanced computer science concepts while linking the internship participants to current resources, information, and guidance from computing professionals.**1**

Students who wish to participate in the internship program shall submit an application to the principal. In order for a student to be eligible to participate in the internship program, the student must have:

1. Received enough credits to qualify as a junior;
2. Either:
* Have at least one (1) credit from a Division of Elementary and Secondary Education (DESE) approved computer science course; or
* Submit computer science work product that satisfactorily demonstrates the competencies expected within the ~~(~~DESE~~)~~ Computer Science Standards to counselor or building principal; and
1. At least a 3.0 GPA.

The student participating in an internship program is responsible for making sure the school registrar receives documentation authenticated by the student’s supervisor of the hours worked by the student, proof of the student having completed projects, and regular evaluations of the student’s work by the student’s internship supervisor.

A student who completes a computer science internship shall receive credit for the internship as a Computer Science Flex Credit**4** based on the amount of documented on-the-job work hours as follows:

1. Half (1/2) credit for completing sixty (60) on-the-job work hours; or
2. One (1) credit for completing one hundred twenty (120) on-the-job work hours.

**Independent Studies**

A Computer Science Independent Study Program shall be designed to enrich the student’s computer science educational experience. A student who desires to complete an independent study shall:

1. Either:
* Have at least one (1) credit from a~~n~~ DESE approved computer science course; or
* Submit computer science work product that satisfactorily demonstrates the competencies expected within the DESE Computer Science Standards to a local advisor**5**;
1. Develop an educational plan that is tied directly to extending the computer science concepts found within:
* The most current revision of the Arkansas High School Computer Science Standards;
* College Board AP Computer Science Principles or A; and/or
* IB Computer Science SL or HL;
1. Submit the study plan to a local advisor**5** for approval;
2. Have at least a 3.0**3** GPA; and
3. Produce a final product for presentation.

The advisor**5** is responsible for reviewing, monitoring, and approving the student’s study plan. The study plan should include anticipated objectives that allow the advisor to evaluate the student’s study progress. The student is responsible for submitting regular written reports to the advisor**5** concerning the student’s progress towards the student’s independent study goals.

The student’s hours of study shall be documented by the most appropriate of the following methods:**6**

* Being assigned a class period during the instructional day that is dedicated to the student’s independent study;
* Using the District’s system to track student time for digital courses if the student’s attendance and assignments are through a digital classroom; and
* Using another hour tracking system approved by the district Superintendent that provides for accurate tracking of hours and provides safeguards against improper reporting by the student.

A student who completes a computer science independent study shall receive credit for the independent study as a Computer Science Flex Credit**4** based on the amount of documented study hours as follows:

1. Half (1/2) credit for completing sixty (60) study hours; or
2. One (1) credit for completing one hundred twenty (120) study hours.

### COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

**Traditional Progression**

A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

**Alternative Progression**

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:**1**

* The student’s grade point average;
* Recommendation from the student’s teacher(s);
* Completion of computer science internships or independent studies;
* Demonstration of previous computer science work by the student; or

Proficiency report from a computer science proficiency evaluation tool.

### SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2021 AND THEREAFTER

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

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

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process**3** to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:**4**

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

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

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

**GRADUATION REQUIREMENTS**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional \_0\_ units to graduate for a total of \_22\_ units. The additional required units may be taken from any electives offered by the district.**6** There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

**Digital Learning Courses**

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format.**7** In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

**Personal and Family Finance**

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

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

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

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

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

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

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

**CORE: Sixteen (16) units**

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

* Civics one-half (½) unit
* World history, one (1) unit
* American History, one (1) unit
* Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

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

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

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

### COLLEGE COURSES/POST-SECONDARY VOCATIONAL PROGRAMS

* College courses obtained via distance learning equipment at the school require a $50.00 drop fee if student chooses to drop the course. This fee must be paid by the student/parent.
* Parent/student must purchase textbooks/materials for college courses and post-secondary vocational programs.
* Parent/student will be responsible for transportation to and from such programs
* No student will be allowed to participate in post-secondary vocational programs if a conflict exists with a core required class for high school graduation.

### ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE and HONORS COURSES

Students in grades 7-12 who take advanced placement (AP) courses~~,~~; International Baccalaureate (IB) courses~~,~~; honors or concurrent credit college courses; or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) shall be graded according to the following schedule~~.~~:

A =100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course: The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and

* The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student’s grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.**2**

“Honors Courses” are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation.

Students who transfer into the district will be given weighted credit for the AP courses~~,~~; IB courses~~,~~; honors~~,~~ or concurrent credit college courses;and other courses approved by DESE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

\***AP Lit/Language must be taken in the 11th or 12th grade year or it will not count towards the challenge scholarship. Students are no longer allowed to take the AP course in their 10th grade year.**

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

The district shall have the authority to assess any home-schooled or non-accredited school student who enrolls or reenrolls in order to determine proper educational placement. The district shall utilize among other means of assessment, the norm-referenced test approved by the State Board of Education to assess the student and shall determine the placement in the appropriate grade level as indicated by the test results. Any home-schooled student or non-accredited student who enrolls in a local school district must attend classes for at least nine months immediately prior to graduation before the student can become eligible to receive a high school diploma from the district.

### PRE-REQUISITES

**Physics and Chemistry Enrollment Requirements:**

In order to take these advanced courses students must meet the following requirements:

Students completing Physical Science and Algebra II with a C average or better are eligible to enroll in chemistry/physics without further consideration. Other students desiring to enroll in chemistry/physics, such as transfer students, will require teacher permission and completion of Algebra II with a C average or better. Students who do not meet the above requirements may request a parent/teacher Secondary/Dean/Principal conference to request an exemption to this policy.

Based on the premise that students need extra assistance for advanced courses, the instructor may provide required guided study. Each chemistry/physics student may be required to attend a study lab once a week. The teacher may waive attendance on a day by day case basis only.

**Advanced Placement Enrollment Requirements:**

* AP U.S. History--Students must have received a C average or better in Pre-AP World History
* AP 12th Grade English--Students must have received a C average or better in Pre-AP English
* AP Biology--Students must have received a C average or better in Pre-AP Biology or Chemistry
* AP Calculus--Students must have received a C average or better in Pre-AP Calculus

### HONOR GRADUATES

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State

### High Honors and Honor Graduates

HONOR GRADUATES Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative GPA of 3.00 or above, will be designated as honor students. The GPA shall be derived from courses taken in grades nine (9) through twelve (12). Following are the level of recognized honors:

 1. High Honors: All students with a G.P.A. of 3.75 to 4.00 or higher and have taken a combination 2 AP classes or Concurrent Credit classes in the areas of English, Science, Math, or Social Studies and successfully completed the courses with the grade of “B” or above. The student/s with the highest G.P.A. in this group is/are eligible to speak at graduation.

 2. Honors: All students with a G.P.A. of 3.0 to 3.749 and have taken 1 AP class or Concurrent Credit class in the areas of English, Science, Math, or Social Studies and successfully completed the courses with the grade of “B” or above.

 Parents or guardians of a student, or a student eighteen (18) years of age or older, who choose to not have the student publicly identified as an honor roll or honor graduate student must submit a written request that the student not be so identified.

# SECTION 6 ORGANIZATIONS

### EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

**Definitions:**

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.**1**

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.**1**

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

**Extracurricular Eligibility**

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

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

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

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

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

**Interscholastic Activities**

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

**ACADEMIC REQUIREMENTS: Junior High**

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her high school graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate the fall semester of their tenth-grade year.

**ACADEMIC REQUIREMENTS: Senior High**

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

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

**STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM**

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

**ARKANSAS ACTIVITIES ASSOCIATION**

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.**6**

**Intrascholastic Activities**

**AAA Governed Activities**

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

**Non-AAA Governed Activities**

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

### EXTRACURRICULAR ACTIVITIES ELEMENTARY PEE WEE BASKETBALL/OTHER

**Definitions**

 “Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

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

**Extracurricular Eligibility**

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

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

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

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

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

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

### FIELD TRIPS

Field trips are a good addition to academic areas and life experiences. It is necessary to prudently plan for field trips because of time taken from the classroom. Field trips may be planned for special events that may naturally occur throughout the year with approval from administration. Students must have a signed permission slip from a parent/guardian in order to go on a field trip. All students are eligible to participate in field trips, unless the student commits a serious infraction of conduct rules before the field trip.

### PEE WEE BASKETBALL

The purpose of the “Pee Wee” Basketball program is to teach the fundamentals of sportsmanship. The program will stress teamwork, and the development of positive attitudes. All players and cheerleaders are expected to exhibit excellent citizenship.

**Boys and girls in grades 4, 5, and 6 (may include lower grades only if there are not enough students to make a team) are eligible to participate, unless they:**

* **Fail to maintain a 70% average in core classes (ELA, Math, Science, Social Studies)**
* **No student shall participate in the program is they have excessive absences (more than 8 days per semester is considered excessive)**
* **No student shall play in any ball game or practice while serving a suspension**
* **Students must be present at school the day of the game or practice (or have an excused absence) or participation will not be allowed**

### LIBRARY

Any student with an overdue book may not check out another book until that book is returned/paid for. Full price will be charged for damaged or lost books.

### SCHOOL ORGANIZATIONS

School fraternities and secret societies are banned in Arkansas Public Schools. See Arkansas Code Ann. 6-18-603 (Repl. 1993)

### FUNDRAISING

* Student participation in fundraising programs is voluntary
* Students who do not participate will not forfeit any school privileges
* Students may not participate in fundraising without parental permission
* An elementary school student who sells fundraising merchandise door-to-door must be accompanied by a parent or adult
* Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision

### SECONDARY ORGANIZATIONS

**ACADEMIC REQUIREMENTS: Junior High**

A student promoted from the sixth (6th) to the seventh (7th) grade automatically meets scholarship requirements. A student promoted from the seventh (7th) to the eighth (8th) automatically meets scholarship requirements for the first semester. The second semester eighth-grade (8th) student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by ADE’s Standards for Accreditation of Arkansas Public Schools.

The first semester ninth-grade (9th) meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by ADE’s Standards for Accreditation of Arkansas Public Schools.

The second semester ninth-grade (9th) student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her high school graduation requirements.

Ninth-grade (9th) students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth (9th) grade in order to be eligible to participate the fall semester of their tenth (10th) grade year.

**ACADEMIC REQUIREMENTS: Senior High**

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

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

**STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM**

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

**Clubs and School Organizations**

1. All clubs and/or school organizations other than regular class organizations must have a written constitution and by-laws stating their purpose, method of acquiring membership, and procedure for electing officers. These shall be on file in the office of the Principal. If a new club or school organization is to be formed, the Principal will first decide if the club will be of benefit to the school and students. The Principal will develop a set of guidelines for fund raising activities for each group if not already in the constitution. The Principal may also need to bring some of these matters before the board for guidance.
2. Date and time of class and club meetings will be approved in advance by sponsor and Principals. No more than one club meeting per month should be planned. All class and club meetings should have a written agenda in advance of that meeting.

**Clubs and Class Sponsors and Their Duties**

1. Sponsors of all clubs and classes will supervise meetings with the club or class officers being directly in charge of such meetings.

2. Sponsors of the various clubs and organizations will be appointed by the Principal.

3. Any club or class activity must be approved by the sponsors and the Principal, and one or more of the sponsors or substitute must be in attendance at all group activities.

**Deer/Mt. Judea High Schools--Student Council**

A. Purpose of the Student Council is to:

1. Develop good citizenship.

2. Promote harmonious relations throughout the school.

3. Promote good student-teacher relationships.

4. Provide a forum for the expression of student opinion.

5. Develop qualities of leadership.

6. Promote the general welfare of the school.

B. If vacancies develop in student council offices or there are no candidates during the general election students in grades 9-12 may file for these offices during a fall special election.

C. A copy of the Student Council Constitution is on file in the Principal’s office.

**Future Farmers of America**

The Future Farmers of America is a national organization of students taking vocational agriculture in high school. The F.F.A. sponsors a number of activities such judging contests, shop contests, conventions, leadership training schools and leadership contests that are of student interest.

F.F.A. dues are currently $20.00 per year.

A copy of the National Constitution of F.F.A. is on file in the Principal's Office.

**Future Business Leaders of America**

Future Business Leaders of America is an organization of students in grades 9 - 12 who have taken or are currently taking business classes.

F.B.L.A. members are encouraged to participate in activities designed to facilitate intelligent career choices, develop business skills, teach the value of community responsibility and strengthen self-confidence.

F.B.L.A. dues are currently $5.00 per year for 8th grade and $10.00 for High School.

A copy of the By-laws of the Deer Chapter and the Mt. Judea Chapter of F.B.L.A. is on file in the Principal’s office.

**School Libraries and Library Clubs**

The Deer/Mt. Judea School Library serves students for both educational and recreational purposes. Most materials are available for circulation. Reference materials may be checked out with special permission.

The library is open by eight o'clock in the morning, during the lunch hour, and after school as needed based on the schedule determined by the librarians and the administration. Classes may be scheduled to come to the library to do research work or to check out library materials.

The library club aids in the operation of the school library through such jobs as carding and shelving book, alphabetizing cards, typing, repairing books and other jobs as they arise. Students in grades 11 and 12 are eligible to join the Library Club. The requirements are to learn information about the Dewey Decimal System and library and to work in the library every week. Students who have study hall work one period a week. Other students work approximately 30 minutes a week, either before school or at lunch time.

**Fellowship of Christian Athletes**

This international organization provides opportunities for athletes and those interested in athletics to meet for Christian fellowship around the common bonds of sports and Jesus Christ.

**Beta Club**

The Beta Club follows the national constitution.

# SECTION 7 PROCEDURES

## HIGH SCHOOL

**OUTSTANDING BILLS**

Students will not receive a diploma unless all outstanding bills are paid, and textbooks returned prior to graduation. Examples of unpaid bills include but are not limited to the following: lunch bills, damaged textbooks/school property, etc.

**Parents of students taking college courses** are not permitted to contact the college teachers directly. They must go through the proper channels by contacting the high school officials first.

**CLASS OFFICERS**

To qualify for nomination as a class officer, a student must maintain a "C" average and not have more than one Out of School Suspension the preceding semester.

## GRADUATION

**Composite picture for the senior class** will include the Superintendent, Principal and the sponsors. The required dress will be formal and must be approved by the administration. Senior classes may also choose as a class to wear their schools’ cap and gowns for the composite picture.

**Graduation gowns** at Deer/Mt. Judea High Schools will be the traditional red and white for Deer High School, and blue and white for Mt. Judea. Classes may choose to have red gowns for males, white for females for Deer High School, and blue for males and white for females for Mt. Judea, or all students may wear the red gowns for Deer and blue gowns for Mt. Judea. Neat, presentable, traditional clothing will be worn under the gowns.

**Graduation speaker** will be chosen by an administrative committee for each high school appointed by the superintendent.

**Graduation Student Speakers** will only consist of the Highest Honors and High Honor Students.

**Graduation Flowers** are limited to one (1) dozen per senior class member.

**Graduation ushers/heralds/escorts** will be chosen by the senior class by majority vote.

 **\*These requirements are for both District High Schools separately**

**Student Activity Funds**

Students activity funds are those funds obtained by and /or for school approved student groups excluding allocations in the school district's general fund budget. Student activity funds may be obtained for any organization project previously approved by administration and sponsor(s). For example: senior class, FHA, FFA trips; purchase of equipment or supplies; expenses of Junior-Senior Prom, etc. All fund-raising projects must have the prior approval of the administration of the school district.

Funds are to be turned in to the Superintendent's office and a receipt given to organization making the deposit. Such funds will then be deposited in the school district's checking account. It is the responsibility of the organization's treasurer to keep records of deposits and withdrawals. This record keeping is in addition to that kept by the Superintendent's office. Records in the Superintendent's office are to be kept in the manner prescribed by the state auditor.

Expenditures from school organization funds are to be determined bund balance to honor payment requests. Any club, class, or other entity may only request donations from area business members of the respective organizations with approval of sponsor(s) and all expenditures must relate to purpose for which funds were obtained. Sponsors will not permit students to charge purchases to the activity fund except with direct advance approval and sponsor assumes total responsibility for having all purchases and activities approved by administration. Sponsors must submit invoices and/or written requests for expenditure of funds from organization accounts. All invoices must be readable and itemized. Superintendent's office will then write checks drawn on the organization's fees and patrons once during the school term and only with administration approval.

**Senior Class Sponsors and Activities**

1. Each Senior class will have two sponsors with at least one certified staff member and these sponsors will be paid $500 each above regular salary for this activity, to be paid one-half at end of first semester, second payment at end of school year.

2. Sponsors going on senior reward trips should have all expenses paid--including wife/husband of sponsors, if acting as chaperon. Same would be true for board members or administrators, if they go on the trip as chaperons.

3. Fund raising activities for classes will be limited to senior year except for chicken supper in junior year. A meeting of the Junior Prom committee, Senior officers, Junior and Senior sponsors, and the Principal will be held during prom week to ensure the seniors that adequate funding and preparation for the Prom has been addressed and to encourage the Juniors to spend as much money as possible to produce a good quality prom. The prom location will be at the Deer gym or Mt. Judea cafetorium unless the Juniors request a special occasion exception from the school board. It will then be decided by the sponsors and the Principal if any money left over from the Junior class fund-raiser will be carried over and follow the Juniors as Seniors.

Senior fund-raising activities should be limited to:

1. One major selling project (food items must meet the new USDA requirements (including not being sold to elementary during school hours) jewelry)
2. Community service/Work projects-- Wood cutting is not an approved student activity.
3. Adequate fund raisers such as (Donkey Ball Game-- if okayed by coach; Concert, Gong show, Play, town team tournament, breakfasts, suppers, raffles, etc.). These activities to be scheduled around other activities--after or before ball season, etc.
4. Seniors may only request donations from area businesses and patrons once during the school term. This and all fund-raising projects must be cleared with Senior Sponsor and administrator.
5. Profits from the concession stand shall be divided using the following formula provided all organizations participate fully in the operation of the concession stand at athletic events:
	1. 48.5% recognized activity clubs
	2. 48.5% athletics
	3. 3% Maintenance/Operations

4. All senior reward trips should be planned, and destination set before October. Alternate plans should be considered in case lack of money in treasury. Expenses for trip must be met by reservation deadline. Damage allowance required in case of destruction of property. The Board reserves the right to overrule destinations it considers dangerous or inadvisable.

5. Seniors going on the reward trip must work a minimum of 75% of scheduled work events to be eligible for the trip and if available, per diem monies. Eligibility for per diem monies will set by the sponsors. Failure to meet these guidelines will result in a denial of that student’s privilege to go on the trip and /or to receive per diem monies.

Other eligibility requirements for seniors participating in the reward trip include:

1. No more than 8 absences per semester. Note: four (4) tardies equal half day.
2. No more than 10 tardies in either semester.
3. Student must meet graduation requirements.

Students will be allowed two (2) days (Thursday and Friday) for the reward trip. With senior sponsor consent/approval the trip may be extended through Saturday with students returning on Sunday pending school board approval and availability of funds. Students may also elect, with senior sponsor consent/approval to use (Friday and Monday) or (Monday and Tuesday) as the two school days for the reward trip.

In the event a reward trip for seniors is cancelled, the available funds after all senior expenses are paid shall be split among the eligible seniors. Each student shall only receive their pro-rated share of the money. Students not eligible to go on the reward trip will not be eligible to receive any funds from a split of senior money. The money not appropriated to ineligible students will be placed in the concession stand fund for the maintenance and/or replacement of equipment.

Rule infractions which would require termination of the trip:

* + 1. Presence of drugs including alcohol.
		2. Refusal of a student or group of students to obey rules agreed on in advance of the trip. (Rules set up by sponsor(s), school board, and perhaps Senior class members).
		3. Wanton destruction of public or private property
		4. If an individual student violates these guidelines and is not part of a group, and acted alone, the sponsors have the option of requesting the parents or administration to come and get the offender, allowing the remaining students to stay on the trip. This guideline would be used until the sponsors felt the safety of the remaining group is in question and the sponsors may bring the group back at that point. The sponsors in the field have the discretion of making this decision.

6. Sponsorship of Senior class limited to at least one certified/classified personnel. If one or both of sponsors think it necessary, they or he/she should feel free to invite at least one board member or administrator to accompany group on the trip.

7. Near first of school year, a pool of staff members willing to sponsor that year's Seniors should be made on a voluntary basis. That way no one will be badgered into sponsoring. If no staff member is willing to sponsor that particular class, or a trip, or at all, something should then be worked out with the school board and that class as soon as possible.

8. Students with excessive behavior referrals during the Junior and Senior years may not be permitted to go on the senior reward trip. A committee of past and present senior sponsors would make the initial decision and could recommend the denial to the school administration.

9. No arrests or criminal charges at any time during the senior year.

10. No suspensions or expulsions during the senior year.

## HOMECOMING

**Deer High School Campus**

**Senior High**: Candidates for Homecoming Queen are selected by the Senior boys' basketball team. There will be two twelfth grade, two eleventh grade, and one tenth grade candidates nominated. The Queen will be chosen by grades 10-12.

**Junior High**: Candidates for Homecoming Queen are selected by the Junior boys' basketball team. There will be two 9th grade, two 8th grade, and one 7th grade candidates nominated. The Queen will be chosen by a vote of grades 7-9.

A Queen will not be eligible to serve as Queen a second time. Decorations are the responsibility of the Student Council.

**Mt. Judea High School Campus**

The Mt. Judea Senior and Jr. High Homecoming coronations will be held on the same night.

**Senior High**: Each class, grades 10, 11, and 12 will elect two maids per class to participate in the homecoming event. A student selected for Senior High Homecoming Queen may not be elected maid again. The Senior High student body, grades 10, 11, and 12 will then vote on these maids, with the maid receiving the most votes becoming Homecoming Queen.

**Junior High**: Each class, grades 7, 8, and 9 will elect two maids per class to participate in the Junior High Homecoming event. A student selected for Junior High Homecoming queen may not be elected for Junior High maid again. The Junior High student body, grades 7, 8, and 9 will then vote on these maids, with the maid receiving the most votes becoming Junior High Homecoming Queen.

**Prom**

* The Prom will be attended by Juniors and Seniors and their approved dates.
* A date and registration deadline approval will be 10 days before the prom.
* The approved dates must pay for their admission to the Prom. This is to help deter additional costs to the class involved.
* The price of the prom ticket will be determined by the Junior class sponsors, with the approval of the administration. All tickets must be purchased by a Deer/Mt. Judea School District Junior or Senior as soon as dates are approved.
* All dates must be in the 9th-12th grade or have not reached their 21st birthday prior to the date of Prom. Unusual circumstances must be presented before the administration.
* Excessive discipline problems can be the basis for a student to be excluded from Prom activities. Decisions will be made by the Administration, Counselors, and Junior/Senior class sponsors. All rules and judgments of the Administration, Counselors, and Junior/Senior class sponsors are final.