

MOUNT IDA HIGH SCHOOL



Grades 7th - 12th Student Handbook 2021-2022

The mission of Mount Ida School District is to provide a secure learning environment for all students and staff. Our goal is to guide students through an enriched educational curriculum based on relevant technology and higher level thinking skills to become responsible, productive citizens.

**Adopted by Mount Ida School Board
July 2021**

Mount Ida School District does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability in its employment and educational practices.

STUDENT HANDBOOK

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

State law requires that student discipline policies be filed with the Arkansas Department of Education annually.

This student handbook is a district-wide document that covers the policies and procedures, by section, for each school within the Mount Ida School District.

GENERAL INFORMATION

Mount Ida High School
PO Box 1230
Mount Ida, AR 71957

Physical Address
338 Whittington Street

Mount Ida Lions

Maroon & White

High School Office	(870) 867-2771
Counselor's Office	(870) 867-3233

Mr. Michael White, Superintendent
Ron McGuire, Principal
ron.mcguire@mtidalions.org

Alma Mater
Mount Ida to thee
We sing our hymn of praise
With one accord
Our hearts and voices raise
Through years to come
Fond memories never die
To thee our alma mater
MOUNT IDA HIGH

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General Information

A. School Hours and Supervision

Mount Ida High School has an eight period day with five minutes between classes. The school day begins at 8:00 a.m. and ends at 3:14 p.m. There are no adults on duty before 7:40 a.m. and the school assumes no responsibility for students arriving before that time. The school assumes no responsibility for students on campus after 3:14 p.m. unless those students are with their club or activity sponsor. Student athletes, cheerleaders, band members and students participating in an after-school activity that does not begin immediately after school should go home or stay in areas supervised by their coach/sponsor until scheduled to begin. After-school supervision is not provided for students who stay on campus to wait for school events to begin.

Students who are physically able to stand and recite the Pledge of Allegiance will do so during the first class period of the day. Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge will not disrupt those students choosing to recite the Pledge.

SEE BOARD POLICY SECTION – 4.46

B. Residence/Entrance/Compulsory Attendance Requirements

SEE BOARD POLICY SECTIONS – 4.1, 4.2, AND 4.3

C. Check-In/Check-Out Procedures

Students must check in through the high school office upon their return to campus from an absence for one period or for a full day. Students must present written documentation when they check in. An email to the office from parent/guardian will also be accepted.

Parents/guardians are encouraged to make appointments after school hours whenever possible. If a student leaves during the school day, parents/guardians must check him/her out in the office in person. Teachers have been instructed not to let students leave their classroom with a parent/guardian, or any other person, unless the office has notified the teacher. Students will only be released to parents or legal guardians. Students may not check-out of school by permission of anyone other than parents or guardians, unless specific written instructions from the parents/guardians regarding designated approved adults are on file in the principal's office prior to check-out. It is the responsibility of the parent/guardian to make the school aware of any legal proceedings affecting student check-outs. By law, school grounds are not to be used as custodial exchange sites (AR Code 9-13-104).

Students may leave campus ONLY after checking out through the school's office. The office will confirm parental/guardian permission for the students to leave. If a student becomes ill, he/she must check out through the attendance office via permission from a parent/guardian to leave school. MIHS students may not check themselves out regardless of age.

Students may not leave campus to run approved school/club errands unless prior parent permission/approval is given. Approval must be in writing and on file in the high school office before check-out occurs.

Students who fail to check out of school properly will be considered truant, even if they have their parent/guardian permission, because school personnel are responsible for students during the school day.

D. School Choice

SEE BOARD POLICY SECTION - 4.5

E. Foreign Exchange Students

A student transferring from another country shall be expected to meet all graduation requirements in order to receive a regular diploma. If questions exist about the content or comparability of classes taken in another country, the burden of proof shall be on the student. Exchange students and other foreign students here on a temporary basis can qualify for an "honorary" diploma if they are in attendance here for at least one semester. NOTE: All foreign exchange students must provide proof of English proficiency before being accepted by Mount Ida School District.

Mount Ida School District reserves the right to deny acceptance of exchange students and other foreign students if this would cause classes to be larger than acceptable by state standards or if this would require hiring additional teachers.

F. Absences

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

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

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

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:

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

- condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
 3. Observance of recognized holidays observed by the student's faith;
 4. Attendance at an appointment with a government agency;
 5. Attendance at a medical appointment;
 6. Exceptional circumstances with prior approval of the principal;
 7. Participation in an FFA, 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 granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
 11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

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.

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

- a. Bring a written statement to the principal or designee upon the student's return to school from the student's parent or legal guardian stating the reason for the student's absence; or
- b. If the student is attending the District's courses digitally, upload a written statement from the student's parent or legal guardian stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee.

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

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; or have an accompanying note that is not presented or uploaded within the timeline required by this policy, shall be considered as unexcused absences. Students with twelve (12) 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 six (6) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds twelve (12) 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.

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

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

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

SEE BOARD POLICY SECTION – 4.7

G. Absences Documentation & Credit Policy

Excessive absences shall not be a mandatory basis for denial of promotion or graduation but shall be considered with other factors including, but not limited to; reason for absences, performance on standardized tests, and grades earned during the school year. We stress the importance of regular attendance. Frequent absences affect the scholarship and endanger the level of achievement normally attained. In addition, credit standing may be threatened, forcing repetition of the class or grade. If credit standing is threatened, special arrangements may be granted by the school administration. The arrangements will be formalized into a written agreement to include the conditions of the agreement and the consequences for failing to fulfill the requirements of the agreement. The school administration, guardian, and student must sign the arrangements.

In-school suspensions and/or alternative classrooms may be used to promote student attendance in lieu of suspension from school. Students who attend in-school suspension shall not be counted absent for those days. Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

Students with twelve (12) unexcused absences in a course in a semester shall not receive credit for that course. At the discretion of the principal's evaluation 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.

Under special circumstances, more than twelve (12) absences may be allowed if a student is restricted to the home or to a hospital by a doctor or if the absence meets the exemption of Board Policy-4.7.

To promote school attendance, certificates will be given to those students that achieve perfect attendance in grades 7 through 12.

H. Make-Up Work Guidelines

Make-up work is the responsibility of the student, not the teacher. No credit shall be given for work not made up.

Students have the responsibility to maintain prompt regular attendance in school. Parents and guardians have the responsibility to require attendance and to familiarize themselves with policies pertaining to the educational program of the school, and rules regarding student behavior. Students who are absent from school should be aware of the guidelines.

All absences require the parent to send a note with the student or email the principal's office to confirm the reason for the absence. In the event a student forgets to bring a note, the student will have 5 days from return to school to bring a note or email the school office.

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

- Students shall have one class day to make up their work for each class day they are absent. Individual teachers may allot more time if circumstances warrant.
- Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
- Teachers are responsible for providing the missed assignments when asked by a returning student.
- Students are required to ask for their assignments on their first day back at school or their first class day after their return.
- Make-up assignment times may be completed at the discretion of the teacher, which could include occurring during recess or activity time.
- 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.
- Make-up work, which is not turned in within the make-up schedule for that assignment, shall receive a zero.

- Students are responsible for turning in their make-up work without the teacher having to ask for it.
- 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.
- Following an absence, the student will bring a written statement signed or emailed by a parent or doctor stating the reason for being absent. This statement is due upon returning to school. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will not be accepted.
- Students entering school after 8:00 a.m. must sign in at the office and obtain an admittance slip to be given to that period teacher. If arriving after the 8:00 a.m. bell, a student will be considered tardy.
- Students may not miss more than 15 minutes of a class period to be counted present.
- It is of great importance for students to make up work missed during an absence.
- To earn credit in a class, a student must be in attendance until the end of the semester and fulfill all class requirements.
- School trips or functions approved by the administration will not be considered as an absence. It is the student's responsibility to complete class work and take tests upon returning to class.
- Students may "check out" by using the check-in/check-out procedures outlined in this handbook.

SEE BOARD POLICY SECTION – 4.8

I. College Visitation Days

The district allows juniors and seniors planning to attend postsecondary education, two (2) days during the school year when approved in advance. It will be at the discretion of the principal if additional visitation days are needed. The student must provide written documentation from the college visited to be granted the absence as a college/career day.

J. Tardy Policy

Promptness is an important character trait the District staff is encouraged to model and help develop in our students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement. Students who arrive after 8:00 AM will report directly to the office.

A student that is tardy after fifteen minutes of a class period will be considered absent from class for that period. Students having a total of five (5) tardies in one semester for each class will be denied exemption from semester tests for grades 9-12 and nine weeks tests for grades 7 & 8.

A student who has been tardy six times during a NINE WEEKS will not be eligible for perfect attendance awards.

3rd tardy = one (1) Detention day
4th tardy = two (2) Detention days
5th tardy = three (3) Detention days
6th tardy = ISS or Corporal punishment

7th tardy = ISS or corporal punishment
8th tardy = ISS (2 Days)
9th tardy = ISS (3 Days)
10th tardy= ISS (4 Days)
11th tardy = Administration discretion

SEE BOARD POLICY SECTION – 4.9

K. Attendance and Driver's License

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 if they have a driver's license.

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.

L. Closed Campus

For the safety of our students, Mount Ida High is a closed campus. 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 may not check out during the lunch period with the intention to return to school that day unless accompanied by a parent/guardian.

SEE BOARD POLICY SECTION – 4.10

M. Student Transfers

The Mount Ida 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 any regularly scheduled board meetings.

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

Any student transferring from a school accredited by the 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.

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.

SEE BOARD POLICY SECTION - 4.4

N. Contact with Students While at School/Visitors

All visitors to the school will stop by the principal's office for approval when they arrive on campus. Student visitors during school hours are strongly discouraged. Unauthorized visitors must leave the campus. Failure to comply will result in the notification of legal authorities.

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 general 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.

SEE BOARD POLICY SECTION – 4.15, 4.16, and 6.5

O. School Closings

Be sure provisions are made for your child if school must be dismissed early for emergencies such as inclement weather. When weather conditions exist that would make it hazardous for students to get to school safely, students and parents should listen to Hot Springs radio stations and television stations, such as Channels 4, 7, and 11 to learn of school closings. School-Messenger, an automated phone system, will also be used to notify you by phone about school closings, delayed openings, inclement weather routes, or early dismissal.

Delayed Opening—Buses would run normal routes except delayed one (1) to two (2) hours (add the amount of delayed time to your normal bus pick up time).

Delayed opening example:	Regular Pick Up	Delay: 1 Hour	Delay: 2 Hours
	6:45	7:45	8:45

Inquiries on non-discrimination may be directed to Mount Ida High School Principal, who may be reached at P.O. Box 1230, Mount Ida, AR 71957 or 870-867-2771, or titleix@mtidalions.org.

For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcop01.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.

SEE BOARD POLICY SECTION – 4.11

R. Student Organization/Equal Access

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

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

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

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

SEE BOARD POLICY SECTION – 4.12

S. Student Media and the Distribution of Literature

Student Publications

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student

expression in school-sponsored activities, shall be subject to the editorial review of the District's administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to limitations.

Distribution of Literature Policy

Distribution of literature and petitions at the Mount Ida School campus may only take place with the consent of the building principal. All literature shall be free of obscenities, libelous statements, and personal attack and shall be within the bounds of reasonable conduct.

SEE BOARD POLICY SECTION – 4.14

T. Emergency Drills

Fire and tornado drills will be held on a periodic basis as prescribed by law. School signals (fire- 1 continuous bell; tornado- 3 short bells) and procedures to follow in these emergency situations have been planned and practiced. When the signal is given, all students are to rise calmly and follow the approved exit route from the room. During drills, the students will WALK quickly (never run), remain silent, and follow the teacher's directions.

All other emergencies will be handled on a case-by-case basis. The principal shall be the coordinator in emergency situations. A response team will be appointed each year in order to update emergency procedures based on the Mount Ida School District Crisis Plan.

In case of an emergency situation, roads entering the school may be blocked for safety. Parents may park in the parking lots one or two blocks from the buildings and walk in to pick up their children. The HPER Building is the designated Information /Reunion Center. At the main entrance of the HPER building, students must be signed out by the parent or guardian before leaving.

SEE BOARD POLICY SECTION – 4.37

U. Parental Contact

To help promote positive communication, parent/teacher conferences shall be held once each 9 weeks.

Parents or guardians are urged to arrange extra conferences with any of their student's teachers when a meeting of this kind can benefit the student or the parent. Students are welcome to conference with teachers or administration at any time the schedule will allow. To arrange a conference, please call the school principal or the teacher.

SEE BOARD POLICY SECTION – 3.30

V. Complaints

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the District's services.

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent, who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline (including specific discipline policies), coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury, in matters such as student suspensions initiated by the Superintendent, expulsions, and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

SEE BOARD POLICY SECTION – 6.7

W. Student Welfare

The Board of Education directs full compliance by the district with the child abuse and neglect reporting laws.

If the licensed employee has reasonable cause to suspect child abuse or maltreatment, then the licensed employee shall directly and personally report these suspicions to the Arkansas Child Abuse Hotline, by: calling 1-800-482-5964; by calling the child maltreatment hotline at 1-800-482-5964 and submitting a report through fax to the child maltreatment hotline; or if the employee can demonstrate that the child maltreatment, neglect, or abuse is not an emergency, then the employee may notify the child maltreatment hotline through submission of a fax only. Failure to report suspected child abuse, maltreatment, or neglect through the Hotline can lead to criminal prosecution and individual civil liability of the person who has this duty. Notification of local or state law enforcement does not satisfy the duty to report; only notification by means of the Child Abuse Hotline discharges this duty.

- If the licensed employee has a good faith belief that there is a serious and imminent threat to the public based on a threat made by an individual regarding violence in or targeted at a school that has been communicated to the licensed employee in the ordinary course of his/her professional duties, then the licensed employee shall make every attempt to immediately notify law enforcement of the serious and

imminent threat to the public and have notified law enforcement within twenty-four (24) hours of learning of the serious and imminent threat to the public.

The duty of mandated reporters to report suspected child abuse or maltreatment or serious and imminent threats to the public is a direct and personal duty, and cannot be assigned or delegated to another person. There is no duty to investigate, confirm or substantiate statements a student may have made which form the basis of the reasonable cause to believe that the student may have been abused or subjected to maltreatment by another person or that form the basis of the serious and imminent threat to the public; however, a person with a duty to report may find it helpful to make a limited inquiry to assist in the formation of a belief that child abuse, maltreatment, or neglect has occurred; that a serious and imminent threat to the public exists; or to rule out such a belief.

Employees and volunteers who notify the Child Abuse Hotline or who report serious and imminent threats to the public to law enforcement in good faith are immune from civil liability and criminal prosecution.

By law, no school district or school district employee may prohibit or restrict an employee or volunteer from directly reporting suspected child abuse, maltreatment, or a serious and imminent threat to the public, or require that any person notify or seek permission from any person before making a report to the Child Abuse Hotline or law enforcement.

SEE BOARD POLICY SECTION – 3.40

I. Academics

A. Classification of Students

A student must have the following credits to be classified as:

Freshman	Completion of requirements for grades 7 & 8
Sophomore	Completion of 6 units of course work
Junior	Completion of 11 units of course work
Senior	Completion of 16 units of course work

Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

B. SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2022, 2023, 2024, AND 2025

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, a Smart Core Information Sheet and a Smart Core Waiver Form 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. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary

and Secondary Education (DESE), the district requires an additional one (1) unit to graduate for a total of twenty-three (23) units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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. 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 ($\frac{1}{2}$) unit

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

- 1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
- 2) Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;
* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.
- 3) Algebra II; and
- 4) The fourth unit may be either:
 - A math unit approved by DESE beyond Algebra II; or
 - A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

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

SEE BOARD POLICY SECTION – 4.45

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 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. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational

Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional one (1) unit to graduate for a total of twenty-three (23) units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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.

Computer Science

All students shall earn one (1) unit of credit in a computer science course in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

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

SEE BOARD POLICY SECTION – 4.45.1

C. Graduation Requirements

Twenty-three (23) units must be earned for graduation from MIHS.

Any student, who is eligible to graduate early and will have completed the Mount Ida High School required graduation credits before their originally scheduled graduating class, may be allowed to join an established graduating class if that student successfully fulfills the graduation requirements at the same time as the established graduating senior class.

A student who is eligible to graduate early will not affect the class rankings or graduation status of the established graduating class, but may, if they have fulfilled the Mount Ida High School requirements for valedictorian or salutatorian honors and their final grade point average is equal to or greater than that of the established senior class valedictorian or salutatorian honorees, may be considered for co-valedictorian or co-salutatorian honors with the established senior class.

A student graduating early, (before their originally scheduled graduating class, which begins upon entering 7th grade) shall not supplant the established senior class in terms of class ranking or graduation status.

Honor Roll

Students in grades K-6 who maintain a 3.0 grade point average (GPA) 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.

Honor Graduate Eligibility

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the Higher Education Coordinating Board and the State Board of Education and have a cumulative grade point average (GPA) of 3.0 will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

Qualifications for Valedictorian or Salutatorian

In order to qualify for Valedictorian or Salutatorian, the student must successfully complete the Mount Ida High School graduation requirements (23 units of required coursework credit) that shall include but is not limited to the Smart Core courses referenced in Policy 4.45. In addition to the core course requirements, Valedictorian or Salutatorian candidates must also complete a minimum of (2) two Advance Placement classes (current A.P. offerings include AP English, AP Biology, AP Calculus, and AP American History) {5.0 grading scale}, or two (2) International Baccalaureate classes {5.0 grading scale}, or two (2) concurrent college credit classes {4.0 grading scale}, or any combination of two (2) AP, IB, or college credit classes, or two (2) International Baccalaureate classes and (1) one year of a foreign language to be considered for these honors. Students who do not fulfill these minimum coursework requirements will not be considered for the Valedictorian or Salutatorian honors. The grade point average will be computed from the first (1st) semester of the (9th) grade to the end of the second (2nd) semester of the (12th) grade.

The student(s) with the highest accumulated grade point average from academic courses will be named Valedictorian and the student(s) with the second highest accumulated grade point average will be named Salutatorian. Grade point averages will be rounded to the nearest one-hundredth of a point (ex. 4.019 would be rounded to a final grade point average of 4.02). If more than one student has the same final highest accumulated grade point average, rounded to the nearest one-hundredth of a point, those students shall share the honor of Valedictorian. If more than one student has the same final second highest accumulated grade point average, rounded to the nearest one-hundredth of a point, those students shall share the honor of Salutatorian. The Valedictorian(s) and Salutatorian(s) must have received all grades his/her last two years (four semesters) of high school credit (this does not include credit received from concurrent enrollment in college level courses) from Mount Ida High School. Final grade point averages will be computed, and the final grade point average and the final ranking will be recorded on the permanent record.

SEE BOARD POLICY SECTION – 5.17

D. Schedule Changes

Class schedules will not be changed after five (5) days have elapsed in each semester. Students may request changes up to that point and go into another class for credit if the schedule allows and after approval from counselor. Students are to remain in the assigned classes until the process is completed. Retrieve and return the form at breaks or at lunch. Students may not ask to leave class in order to obtain the Schedule Change Form.

- a) Obtain a Schedule Change Form from the office. List the course(s) requested to drop or add and specific reason(s) for the change.
- b) Obtain the signature of the parent on the Schedule Change Form.
- c) Return the form to the High School Office. Students are to stay in the scheduled class until the counselor gives them their new schedule.

E. Grading and Point System

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

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help 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:

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	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	0-59

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

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

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

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

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

SEE BOARD POLICY SECTION – 5.15

F. Advanced Placement

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	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	0-59

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.

“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.

SEE BOARD POLICY SECTION – 5.21

G. 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 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.

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. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students’ eligibility for extracurricular activities or graduation.

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

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student’s first six (6) concurrent credit hours so long as the concurrent

credit courses are taught on the District grounds and by a teacher employed by the District. Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

Students not passing a course paid for by the District must reimburse the cost to the District.

Cross Reference: 4.59—Academic Course Attendance by Private School and Home Schooled Students

Concurrent Credit Requirements

Requirements for Concurrent Credit are as follows:

- Students must get counselor/principal approval PRIOR to enrolling for the course as Concurrent Credit.
- ACT score of 19
- A student may only use summer concurrent credit for credit recovery, from the Upward Bound Program, or a necessity for scheduled graduation.
- Schedule changes may be made only within the first ten (10) days of the first semester, or the first five (5) days of the second semester.
- Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

SEE BOARD POLICY SECTION – 5.22

H. Promotion/Retention

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

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. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

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

Each student 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:

- 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 who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

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

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

SEE BOARD POLICY SECTION – 4.55

7-8 Retention/Promotion Policy

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria:

- Must have a passing final grade in a minimum of four (4) classes
- Three (3) of the classes passed must be from math, English, science, and/or social studies.

I. Report Cards and Progress Reports

Progress reports will be distributed to **all students** midway through the grading period.

Report cards are to be distributed at the end of each 9 week grading period.

J. Homework

Homework is an important part of each student's educational program. Students should develop good study habits and responsibility for assignments. Homework assignments should be included as an integral part of the instructional program and a means by which students are provided extended time to master learning concepts and objectives. Parents are encouraged to talk with their students about the importance of completing homework. Students are expected to complete all homework assigned and view the homework as purposeful. Homework will be turned in by students the next day or as directed by the teacher.

In the Mount Ida School District, all homework assignments will be directly related to the curriculum and the current learning objectives. The assignments should be explained thoroughly in terms of content, process, and expectations. The assignments should also be reasonable and should not keep students from completing other homework and community responsibilities.

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

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

SEE BOARD POLICY SECTION – 5.14

K. Testing

Tests will be scheduled by each teacher to assess learning objectives on an as needed basis. If a student is absent and had prior knowledge of a scheduled test, the student needs to be prepared to take the test upon their return to school.

Grades 7-8 Testing: Nine week tests are of the utmost importance to determine the progress of the student during that period. Seventh and eighth grade students are mandated to take nine week tests. This test may be comprehensive. These tests will count 1/5 (20%) of each nine weeks grading period. Each 9 weeks' grade will count 1/2 the semester grade. Test will be given the last week of the first and third nine weeks. During the second and fourth nine weeks, tests will be given according to the test schedule. Students are to arrive at the regular time and stay until their last test is completed each day. All students are required to take the semester tests. Students may earn an exemption from the second and fourth nine weeks' test. The exemption will be based on semester attendance, semester grade average, tardies, and behavior. There are no exemptions from the first and third nine weeks testing.

Grades 9-12 Testing: Students in the 9-12 grades will take a comprehensive exam each semester. Nine week tests are at the discretion of the teacher for grades 9-12. If given, these tests will count 1/5 (20%) of the nine weeks' grade. A student's nine weeks' grades shall count for 4/5 of his/her semester grade with the semester test accounting for 1/5. During the first and second semester test schedule (which is the second and fourth nine weeks), students are to arrive at regular time and stay until their last test is completed each day. All students are required to take the semester tests. Students may earn an exemption from the semester test. The exemption will be based on semester attendance, semester grade average, tardies, and behavior.

7-12 Exemption Requirements per Semester:

- Grades and Attendance
 - B average with two excused absences
 - A average and three excused absences

- Absences
 - Students may not be exempt from exams with any unexcused absences per class.
 - Absences are counted by class periods.
- Tardies
 - Less than five (5) tardies per class, per semester.
- Behavior
 - No placement in ISS or OSS during each semester.

L. Alternative Learning Environment (ALE)

The Mount Ida School District provides an alternative learning environment which shall be a part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems.

Placement of a student in ALE may be determined by a committee made up of the principal, counselor, ALE coordinator, and the parent/guardian. Referrals may be made to the ALE coordinator or to the principal by certified staff, parent/guardian, or by the student.

SEE BOARD POLICY SECTION – 5.26

HUB and JAG

See HUB Director and/or Principal for more information.

M. Field Trips

Students will be taken on educational and recreational field trips from time to time. Field trips taken outside the Mount Ida city limits will require each student to bring home a permission slip from school indicating the destination, date, and time of the field trip. This form must be signed and returned to the teacher before a student will be allowed to go on the trip. All handbook rules and regulations must be followed by students on field trips. Any violation of rules and/or regulations will be subject to the same disciplinary measures/consequences as an infraction that occurs on school grounds.

N. Summer Session Credit Recovery

A student is only eligible to enroll in the summer session if the course was taken previously and the student received a failing grade.

If a summer session credit recovery program is offered through Virtual Arkansas, the following will be used as a guideline:

- Dates for the session will be determined by Virtual Arkansas.
- Students may earn up to one (1) full credit during this window of opportunity.

The summer session will be conducted differently than the traditional academic year courses. The primary differences are:

1. Students will cover the required standards and frameworks for the course.
2. All courses will be conducted as flex paced and **are NCAA approved**. Students may work at an accelerated pace that would result in their completing the course prior to the end date.
3. Teachers are not required to conduct the scheduled live sessions with students. However, students may request that the teacher connect with them over Zoom if they are having difficulty with the content.
4. Students may work on the course content off-campus, but they must be on-campus to complete assessments requiring a password under the supervision of a trained facilitator.

The district will set the hours for their students. Given the three-week time-frame, to earn a .5 unit of credit, it would require a student to work on the content for 3.5 to 4 hours per day to cover the course content in the time allowed. To earn a full unit of credit, it would require a student to work on the course content 7.5 to 8 hours per day.

The district is responsible for ensuring the required materials are available to their enrolled students. As in all courses through Virtual Arkansas, we provide a numerical grade and the district/school provides the letter grade.

Courses offered during the Summer Session include:

Algebra I, Geometry, Algebra II, Biology, Physical Science, English 9, English 10, English 11, English 12, U.S. History, and World History.

O. Remediation During the School Day

MIHS shall offer remediation programs during the school day to those students not performing at grade level or those not scoring Ready or Exceeding on the ACT Aspire test.

P. Selection/Inspection of Instructional Materials

SEE BOARD POLICY SECTION – 5.5

Q. Challenge to Instructional/Supplemental Materials

SEE BOARD POLICY SECTION – 5.6

R. Selection of Library/Media Center Materials

SEE BOARD POLICY SECTION – 5.7

S. Copyright of Computer Software and Instructional Materials

SEE BOARD POLICY SECTION – 5.8 and 5.9

II. Extracurricular, Athletic, and Student Activities

The Mount Ida School District recognizes the value of extracurricular activities for students in our district and will provide opportunities for participation for students in the district. However, the scheduling of such activities will be done in such a way as to limit the interruption of instruction to students. Clubs and/or extracurricular activities will meet on a schedule set up by the principal and must be put on the calendar in office beforehand.

A. Requirements for Participation in Extracurricular Activities

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.

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

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in

the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day. A student who enrolls in the district and meets the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing. A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity. No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

Interscholastic Activities

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

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.

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.

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).

B. Requirements for Participation in Extracurricular Activities- Secondary School

Mount Ida School District shall follow the current AAA (Arkansas Activities Association) rules and regulations to be eligible for competitive participation as outlined above. Students, including HUB students, must be in four (4) classes the day of an activity in order to participate in the activity, unless there are special circumstances that are pre-approved by the Athletic Director.

Students who fail to meet the Arkansas Department of Education's and the AAA's requirements for scholarship (pass 4 academic courses and a minimum GPA of 2.00, based on the previous semester) will have the opportunity to participate in the Mount Ida High School Supplemental Instructional Program.

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).

C. Supplemental Instructional Program (SIP)

The students, parents, teachers, coaches, counselor, sponsors, and administrators will search for underlying reasons for poor academic performance. All elements that might contribute for substandard achievement will be considered, and special attention will be given to improving study skills, attendance, and behavior. Efforts will be made to impress upon the students the importance of academics in today's global society.

The student must enroll immediately at the beginning of the semester and continue attending through the end of the semester even if his/her activity ends or otherwise the student must attain a 2.00 GPA to regain their eligibility.

Students will be required to attend a minimum of 100 minutes per week for the entire semester. If a student misses or is tardy, he/she will not be allowed to participate in any further activities unless the missed time is made up through the teacher/coaches that are designated that week of SIP. Students' grades will be assessed every 3 week period when progress reports are sent out by the classroom teacher. At the end of each semester, the principal will check students' grades to determine eligibility. Coaches, sponsors, and parents, will be notified immediately of students losing their eligibility. At this point the process must begin over. Input from classroom teachers in individual courses of study will be incorporated into this program. Parents will be notified in writing, and their comments will become a part of the program as well.

To maintain eligibility under the SIP, the student must show improvement of at least one tenth of one point in their GPA after the first semester of participation in the SIP. To continue to participate following the second semester in SIP, the student must have reached the 2.00 GPA.

D. Extracurricular Activity Eligibility for Home Schooled Students

SEE BOARD POLICY SECTION – 4.56.2

E. Attendance of Extracurricular Activities & School-Sponsored Trips

Visiting teams and officials are like guests in your home. Treat them with courtesy. Students attending athletic events and other extracurricular activities will be expected to conduct themselves in a good sportsmanlike manner. Students attending any school-sponsored activity (FBLA, FFA, Student Council, etc....) are under the same rules and supervision as would be occurring at school. While attending any event as a representative of Mount Ida School District, students are expected to behave appropriately and with regard for others.

If a student leaves an extracurricular activity before its completion, the student will not be readmitted even by paying and must leave the campus and not return. If need should arise where a student has a bonafide reason for leaving and returning, prior permission may be granted by the administration.

F. Drug Screen Test Policy

The Mount Ida School District recognizes that drug abuse is a serious problem that could threaten the health, education, and welfare of our students. The School Board, administration, and faculty wish to provide students with a concrete policy-based reason to resist peer pressure and say “no” to drugs. Drug use and misuse includes the use of illegal drugs and the misuse of legal drugs. In addition to drug policies and drug education already in place, the district will conduct a mandatory drug screen testing program for students in grades 7-12 who are involved in any extracurricular activity and/or drive vehicles to school.

Purpose of Drug Abuse Policy

- To show all of the students in Mount Ida Public Schools that the school is concerned about their total well-being.
- To assist in insuring safety for students in activities and driving to school.
- To assist our students of Mount Ida Public Schools in resisting the peer pressure that directs them toward drug use/misuse.
- To establish high standards of conduct for students of Mount Ida Public Schools.
- To emphasize concern for the health and safety of students while they are participating in activities and to emphasize the long-term physical and emotional effects of drug use/misuse on their health.
- To confirm and support laws which restrict the use/misuse of drugs.
- To work cooperatively with custodial parents/legal guardians in keeping their children free from drug abuse/misuse.
- To assist students by referring them for counseling or rehabilitation regarding their use/misuse of drugs.
- To deter drug use/misuse by all students through the use of random drug testing.

Application

The provisions of this policy apply to students in Mount Ida Public Schools in grades seven – twelve (7-12). No student will be allowed to participate in any school activity outside the regular curriculum or park on campus until a consent form for random drug testing has been signed by both student and a custodial parent/legal guardian and returned to the principal.

Definitions

Drug: Any substance considered illegal by Arkansas statutes or which is considered a controlled substance by the Food & Drug Administration.

Drug Abuse: The use of any illegal substance and/or the misuse of a legal substance.

Extracurricular: Any activity that is a privilege rather than a right.

This will include any activity outside of regular curricular activities and may require or involve participation in meetings, competitions, athletic practices and games, other before or after school practices, campus parking, school trips, presentations, and other activities. Examples of Extracurricular Activities:

Football	Cheerleading	Baseball	Student Council	Beta Club	Quiz Bowl
Golf	Band	Basketball	Library Club	FBLA	FFA
Softball	Choir	Track	Weightlifting	FCCLA	FCA
Prom	Cross Country	Fishing	Car Drivers	Skeet/Trap	Archery

*Others that may be formed or designated.

Consent

The student’s custodial parent or guardian and each student wishing to participate in any activity, program, and/or park on campus shall consent each year in writing to drug testing pursuant to the District’s drug testing program. Written consent shall be in the form of an authorization form found in the appendix of this handbook.

No student shall be allowed to participate in any activity, program, or park on campus until the consent form has been signed by both student and custodial parent/legal guardian and returned to the principal. Students moving into the district during the school year must sign the consent form during the first two weeks of enrollment.

Students not involved in activities may be allowed to voluntarily participate in the testing pool with a consent form signed by the parent.

Selection Process

While students are in school, those involved in extracurricular activities, as defined above, or those parking their vehicles on campus will be subject to random selection for testing. The number of names drawn will be no less than 2% or greater than 15% of the students in grades 7-12 who participate in extracurricular activities. Urinalysis or saliva swab will be the method utilized to test for the presence of abuse/misuse of drugs in the body. All students selected must report to the designated testing site immediately upon notification.

Testing Procedures

All urine specimen/saliva swabs will be taken at a designated collection site. Any student who is requested to provide a urine specimen/saliva swab will be directed to the collection site where the student will complete the necessary forms and will conform to all collection site procedures. Student privacy and dignity will be maintained. All test results and communications from the Medical Review Officer will be sent to the superintendent or his designee.

Refusal to Submit to Testing or Tampering

Any student selected who refuses to submit to random drug testing and/or retesting will be subject to the provisions of a positive test. Any student who tampers with the testing procedures so as to produce an inaccurate sample or result will be subject to the provisions of a positive test.

Testing Agency

The district will choose a qualified agency for the purpose of collecting and processing samples and maintaining privacy with respect to test results and related matters. The testing agency will provide a Medical Review Officer for the purpose of interpreting test results. Upon notification by the school district, the testing company will randomly select students by computer. Testing dates will be selected by the school district.

Cost

The cost of the test to be given during random selection will be paid by the district. Tests administered to regain eligibility after the first positive test will be at the expense of the student.

Results and Notification

All test results will be reported to the superintendent or his designee. All reports will be in writing.

Prescription Medication

The detection of lawfully prescribed medication in the student's drug test is not a violation of this policy when taken in accordance with a physician's recommendation or prescription to that specific student. Students who test positive but refuse to provide a current and valid prescription will be subject to the actions specified in this policy for a positive test.

Scope of Tests

The drug test may screen for one or more illegal drugs. The superintendent or his designee shall decide which illegal drugs shall be screened, but in no event shall that determination be made after selection of students for testing. Student samples will not be screened for the presence of any substances other than an illegal drug or for the existence of any physical condition other than drug abuse intoxication. As a quality control measure, the school reserves the right to send any urine/saliva sample that appears unusual in color and/or consistency to a laboratory for testing and confirmation.

Records

All records concerning drug testing will be maintained by the superintendent or his designee in a separate locked file. The records will not be kept in a student's regular file. Only the superintendent or his designee will have access to the files. The files of each student will be destroyed upon graduation or two years after termination of enrollment.

A student and the student's custodial parent/legal guardian may obtain a copy of his/her drug testing records upon written request.

Procedures in the Event of a Positive Result

- **First Positive Result**

Upon verification of a positive test result for any donor, the custodial parent/legal guardian will be notified and a meeting will be scheduled with the superintendent or his designee, the student, the custodial parent/legal guardian, the student's principal, and the student's head coach or supervisor. Counseling and/or rehabilitation will be strongly recommended for the student who tests positive. A referral/resource list will be made available to the student and custodial parent/legal guardian. Any counseling/rehabilitation service costs will be the responsibility of the student and/or custodial parent/legal guardian. The student will be suspended from all extracurricular activities including parking on campus for twenty-one (21) calendar days. The student will be allowed to participate after the twenty-one (21) calendar day suspension period pending the student providing a negative test result at the student's expense from the district's test vendor. A written copy of the result will be given to the superintendent or his designee NOTE: A POSITIVE TEST RESULT TAKEN FOR REINSTATEMENT PURPOSES AFTER THE FIRST POSITIVE TEST WILL NOT BE REGARDED AS A SECOND POSITIVE.

- **Second Positive Result**

Upon verification of a second positive test result within a 24 - month period following the first positive test will result in a student suspension from participating in extracurricular activities including parking on campus for the remainder of the school year. If this positive test is in the spring semester, the student will not be able to participate in extracurricular activities or drive on campus during the following fall semester. The student will be assigned to a testing date and tested at the student's expense in order to return to extracurricular activities or drive on school campus. Results will be reported to the district at the student's expense.

- **Third Positive Result**

Upon verification of a third positive test, the student will be suspended from participation in extracurricular activities including parking on campus for one calendar year. Following the calendar year, the student will be assigned to a testing date and tested at the student's expense in order to return to extracurricular activities or park on school campus. Results will be reported to the district at the student's expense.

- **Repeated Positive Results**

Positive screenings results are cumulative, meaning a third positive test at any point during a student's enrollment will result in loss of eligibility in the programs and/or loss of campus parking privileges for one calendar year and will follow the student for duration of enrollment in the Mount Ida School District.

Non-Punitive Nature of Policy for Academics

No student will be penalized academically for testing positive. The results of any drug test pursuant to this policy will not be documented in any student's academic records.

Other Disciplinary Measures

The District by accepting this policy is not precluded in utilizing other disciplinary measures set forth in the Student Discipline Policy. This policy does not preclude the District from taking disciplinary procedure and resulting action when founded upon reasonable belief and suspicion, separate and apart from failing a drug screen under this program that a student has participated in drug related activities.

IV. Student Services

A. Cafeteria

School Meal Prices

The cafeteria provides a well-balanced state approved lunch and breakfast meal for all students at minimum cost. Students will be served lunch for \$2.15 per meal and breakfast for \$1.10 per meal. Free and reduced lunches are available for those who qualify. Each student is encouraged to complete an eligibility form and return it to the office. Reduced price meals will be .40 cents for lunch and .30 cents for breakfast. Adult lunches will cost \$3.75; adult breakfast will cost \$2.75.

Meal Charges

The district does not provide credit for staff or students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Staff and parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods: **Submitting cash or check payment at the high school office.**

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance at the following times: **By phone when the student's account has ten dollars (\$10) remaining and a letter or email along with a copy of the policy if the student's account becomes empty.**

Unpaid Meal Access

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal at no charge. The District will notify a student's parent:

- When the student's prepaid account balance has dropped to the point that the student will begin receiving unpaid meals;
- Each time the student receives the first unpaid meal after money has been deposited into the student's prepaid account; and
- After the student has received five (5) unpaid meals.

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

SEE BOARD POLICY SECTION – 4.51

Food Sharing Table

In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have in the district cafeteria a food sharing table located at the end of the service line.

SEE BOARD POLICY SECTION – 4.58

Free and Reduced Meal Program

Mount Ida Schools participate in the U.S. School Lunch Program. This program offers free/or reduced lunch prices for families that meet certain qualifications. Your children may qualify for this benefit. To apply for free or reduced price meals, you or your child may stop by the building offices and pick up an application for the “FREE/Reduced Lunch Program”. Applications must be completed in their entirety and returned to the main offices to be processed before a child can participate in the program. Applications that are incomplete cannot be approved, so be sure to fill out all the required information. One application may be used for all students living in the same household. Return the completed application to the building office. To participate in the program, students must re-apply each year. Students who were approved for the previous school year will have until August 31st to fill out a new application for the current school year. A new application must be filled out every year unless otherwise notified by school district officials. If a new application is not received, the student will become a full paying student.

School Meal Modifications

The District only provides meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the District’s Director of Child Nutrition a medical statement completed by a State licensed healthcare professional, which includes:

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

The medical statement should include:

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

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

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

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

The District will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

SEE BOARD POLICY SECTION – 4.50

B. Library Regulations

Check-Out Policy:

- Students may check out two (2) books at a time from the library unless arrangements are made with the librarian. If the books are not returned, the student will not be allowed to check out another book until the books are returned.
- All books may be checked out for two (2) weeks at a time.
- At the end of each semester a list will be given to the office of all fines and books that need to be returned to the library.

Damaged or Lost Books:

- Lost books should be reported to the librarian as soon as possible.
- If a book is lost, the student who checked it out will be expected to pay for the book. The charge will be that of the replacement cost of the book.
- If a book is damaged to the point of discard, the person who checked out the book will be responsible for payment.
- Report cards will be held at the end of the year until books are returned and fines are paid. Parents will be notified of books which are overdue or lost and/or fines.

C. Internet Safety and Electronic Device Use Policy

Definition

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

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

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

Technology Protection Measures

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

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

Internet Use and Safety

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

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

Misuse of Internet

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

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district’s technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student’s own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.

- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Penalties for Improper Use

If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action.

1 st Offense	Verbal warning
2 nd Offense	Detention
3 rd Offense	ISS – 1 Day & loss of all computer privileges for up to two (2) weeks
4 th Offense	ISS – 2 Days & loss of all computer privileges for up to four (4) weeks
5 th Offense	ISS – 3 Days & loss of all computer privileges for up to six (6) weeks
6 th Offense	ISS – 4 Days & loss of all computer privileges for the remainder of school year

SEE BOARD POLICY SECTION – 4.29

D. Textbooks

Textbooks are furnished free. Students are responsible for taking good care of materials and returning them in good condition. Students that lose or damage textbooks will pay for damages or replacements. A damage fee may be charged for textbooks that are damaged but still usable.

E. Care of School Equipment and Campus

The school, the furniture, the equipment and the campus have been provided for the use and convenience of students. They belong to everyone, and everyone shares the responsibility of taking care of them. Each student is asked to do his/her part in keeping our school clean, neat, and useful. Any student that is responsible for damaging or stealing school property will be required to pay for such property. This is a shared responsibility by the student and the student's parents.

F. Bus Transportation

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

SEE BOARD POLICY SECTION – 4.19

G. Student 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 with a school issued student parking pass. 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.

If students drive automobiles to school, the vehicle must be left in the parking lot until the end of the day unless permission is granted by the office to move it. No student shall be allowed to return to his/her vehicle during the day without permission from the office. Students are required to park in their designated parking spot. Any student who is under sixteen (16) or does not have a permit or hardship driver's license will be prohibited from driving a car to and from school. Driving privileges may be revoked at any time at the discretion of the administration.

Act 876 requires that each public school shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school.

SEE BOARD POLICY SECTION – 4.33

H. Privacy of Students' Records/Directory Information

SEE BOARD POLICY SECTION – 4.13

I. Student Participation in Surveys and Marketing of Personal Information

SEE BOARD POLICY SECTION – 5.24 and 5.25

J. Health Services

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

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

K. Positive HIV Status Policy

The Mount Ida School District shall strive to protect the safety and health of children and youth in our care, as well as their families, our employees, and the general public. Staff members shall cooperate with the public health authorities to promote these goals.

The evidence is overwhelming that the risk of transmitting human immunodeficiency virus (HIV) is extremely low in school settings when current guidelines are followed. The presence of a person living with HIV infection or diagnosed with acquired immunodeficiency syndrome (AIDS) poses no significant risk to others in school, daycare, or athletic settings.

Authority and Reference:

National Association of State Boards of Education
National Association of School Nurses

Centers for Disease Control and Prevention
Americans with Disabilities Act of 1990

School Attendance

A student with HIV infection has the same right to attend school and receive services as any other student, and will be subject to the same rules and policies. HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity.

School administrators and principals will determine the best educational placement of a student known to be infected with HIV on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with diabetes. Decision makers must consult with the student's physician and parent/legal guardian; respect the student's and family's privacy rights; and reassess the placement if there is a change in the student's need for accommodations or services.

School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This includes taunts directed against a person living with HIV infection or a person associated with someone with HIV infection.

Privacy

Pupils or staff members are not required to disclose HIV infection status to anyone in the education system. HIV antibody testing is not required for any purpose.

Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy will be cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.

No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed, and dated consent of the person with HIV (or the parent/legal guardian of a legal minor). The written consent must specify the name of the recipient of the information and the purpose for disclosure.

All health records, notes, and other documents that reference a person's HIV status will be kept under lock and key. Access to these confidential records is limited to those named in written permission from the person (or parent/legal guardian) and to emergency medical personnel. Information regarding (HIV) status will not be added to a student's permanent educational or health record without written consent.

Infection Control

All employees are required to consistently follow infection control guidelines in all settings and at all times, including playgrounds and school buses. Schools will operate according to the standards promulgated by the U.S. Occupational Health and Safety Administration for the prevention of blood borne infections. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably accessible. The Department of Health Services with Custodial shall implement the precautions and investigate, correct, and report on instances of lapse.

A school staff member is expected to alert the person responsible for health and safety issues if a student's health condition or behavior presents a reasonable risk of transmitting an infection. If a situation occurs at school in which a person might have been exposed to an infectious agent, such as an instance of blood-to-blood contact, school authorities shall counsel that person (or, if a minor, alert a parent/legal guardian) to seek appropriate medical evaluation.

HIV and Athletics

The privilege of participating in physical education classes, athletic programs, competitive sports, and recess is not conditional on a person's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored activities.

All employees must consistently adhere to infection control guidelines in locker rooms and all play and athletic settings. Rulebooks will reflect these guidelines. First aid kits must be on hand at every athletic event. All physical education teachers and athletic program staff will complete an approved first aid and injury prevention course that includes implementation of infection control guidelines. Student orientation about safety on the playing field will include guidelines for avoiding HIV infection.

General Provisions

On an annual basis, school administrators will notify students, their family members, and school personnel about current policies concerning HIV infection, and provide convenient opportunities to discuss them.

This policy is effective immediately upon adoption. In accordance with the established policy review process, or at least every three years, the Director of Health Services shall report on the accuracy, relevance, and effectiveness of this policy and, when appropriate, provide recommendations for improving and/or updating the policy.

I. Administering Medicine - OTC

Over-the-counter medicine, such as Tylenol, Benadryl, etc., provided through the office will only be administered before school, during the lunch break, and in between classes. Only prescription medication will be administered during class time.

If under exceptional circumstances a child is required to take oral medication during school hours and the parent cannot be at school to administer the medication, only the school nurse or the principal's designee will administer the medication in compliance with the regulations. Students will not be permitted to possess any medication, either on his/her person or in his/her locker.

M. 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.

Schedule II Medications

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

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy. Students who are taking Schedule II

medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

Self-Administration of Medication

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

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

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:

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

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

Emergency Administration of Epinephrine

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

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

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

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

Emergency Administration of Albuterol

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

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

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

Emergency Administration of Anti-Opioid

The school nurse for each District school shall keep anti-opioid injectors on hand. 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.

N. Physical Examinations or Screenings

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential. The rights provided to parents under this policy transfer to the student when he/she turns eighteen (18) years old. Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F, or by providing certification from a physician that he/she has recently examined the student.

O. Body Mass Index Reporting (ACT 1220, 2003)

Body Mass Index (BMI) is a measure of body fat based on height and weight and is computed by dividing a person's weight in kilograms by height in meters squared. Beginning with kindergarten and then in even numbered grades, schools will be required to include, as a part of a student health report to parents, a body mass index percentile by age for each student in a private and confidential manner. Parents who refuse to have their child participate in the BMI assessment must provide written documentation of refusal to the school.

P. Communicable Diseases and Parasites

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

Head Lice Procedures

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

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

SEE BOARD POLICY SECTION – 4.34

Q. Immunizations

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

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

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

SEE BOARD POLICY SECTION – 4.57

R. 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 financial 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.

Accidents involving students on the school grounds or in the building are reported to the principal. If necessary, the school nurse or the family physician is to be called. First-aid treatments will be given, and the family will be notified if necessary. The school assumes no financial responsibility for treatment. A written accident report shall be made in duplicate on all

accidents. One copy will be kept by the principal. The other copy is sent to the central office. When students are injured or become ill at school, their parents/guardians should be notified and requested to take them home. In cases where parents cannot take the student home, school officials may take the student home or make provisions for his/her comfort at school.

S. Insurance

The school administration will secure student accident insurance through a reliable company at a reasonable rate. This insurance will be offered to each child only once a year. Through this program your child can be insured against accidents which may occur while at school, on the way to and from school, and while on school-sponsored trips other than social trips. Parents are urged to provide this protection for their children. Forms are available upon request.

T. Counseling and Prevention Program

Mount Ida Schools are committed to providing a comprehensive program to prevent school failure, drug abuse, and suicide; by providing information, skill development, support, and positive role modeling for students.

The counseling program at Mount Ida High School is designed to assist students in their personal, social, and educational growth and development. Students, teachers, and parents have access to these counseling services. Students may request a private conference with the counselor by verbal request. Parents, teachers, or other staff members may also refer students for counseling. Parents may call the counselor to schedule a conference.

The counselors provide students, teachers, and administrators with techniques for defusing confrontations and for conducting one-to-one problem-solving conferences. Creative conflict resolution helps students deal more effectively and constructively with their feelings and those of others.

U. Wellness Policy

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

SEE BOARD POLICY SECTION – 5.29

V. Parent, Family, and Community Engagement

Mount Ida High School supports and encourages parent engagement in school activities and the educational process. Students whose parents are involved in their education are more likely to be successful.

We believe that communication between home and school is regular, two-way, and meaningful. A list of activities and opportunities for involvement can be found on our school website at www.mountidaschools.com. We encourage contact between parents and teachers when questions or concerns arise. College and career planning is available through the counselor's office.

Parenting skills are promoted and supported through a district Parent Center located on the elementary school campus. Various materials and programs are available to parents and families throughout the year. Parents play an integral role in assisting in student learning. Parents are invited to parent meetings and open house to get information on how to help their students improve their academic and/or social skills.

Parents are welcome in the school, and their support and assistance are needed. Parents are invited to volunteer and get involved in school activities. Parent Teacher Organization (PTO) meets monthly.

Parents are a valuable part in decision-making process through their participation on advisory and evaluation committees. Parent surveys are administered each year.

Community resources strengthen school programs, family practices, and student learning. Partnerships with local businesses and service groups are encouraged and promoted. The school resource officer is provided to maintain a safe school environment for each campus.

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

1. Involve parents and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPI, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
3. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement;
4. Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
6. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;

7. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
8. Find and modify other successful parent and community involvement programs to suit the needs of our school;
9. Train parents to enhance and promote the involvement of other parents;
10. Provide reasonable support for other parental involvement activities as parents may reasonably request.

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

Mount Ida High School shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parents' right to be involved in the education of their child.

Mount Ida High School shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy in order to help ensure their continued improvement.

This policy shall be part of the school's Title I plan and shall be distributed to parents.

W. Homeless Students

SEE BOARD POLICY SECTION – 4.40

X. Students Who Are Foster Children

SEE BOARD POLICY SECTION – 4.52

Y. Programs and Assemblies

All programs, assemblies, and guest speakers must first be approved by the principal, and placed on the calendar in the high school office.

Z. Special Education

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

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

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

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

V. Discipline

The primary goal of the Mount Ida School District is to ensure maximum growth for each student in knowledge, skills, and abilities to apply judgments that may be required as a citizen and contributing member of society. In order for this goal to be accomplished, a learning environment must be provided that is free of disruptions that may interfere with the teaching and learning activities. Learning appropriate types of conduct helps students to grow two ways. One way is to help provide a school environment suitable for learning, and another way is to learn acceptable behavior to be practiced later in life as responsible adults.

A. Routine Student Expectations

1. Students are expected to take textbooks, pencils/pens, and Chromebooks to each class. Failure to take these items or other assigned material to class will result in a student receiving an appropriate penalty.
2. Students will not be permitted to go to the restroom during class except in cases of emergency.
3. Inappropriate displays of affection are forbidden on the school premises or on school sponsored trips.
4. Food and drink, other than bottled water, is prohibited during class with the exception of foods classes.
5. Headgear of any kind is to be removed upon entering the building and stored in students' lockers.
6. Any student in the hall during class time must have a hall pass issued by his/her teacher for that period.
7. Students are expected to show proper respect to teachers, peers, and all with whom they come in contact.
8. No loitering in the restrooms.
9. All bills must be paid before students will receive report cards.
10. All damaged books, Chromebooks, and materials must be paid for by student.
11. Lost and found articles should be turned in at the office. The school is not responsible for lost articles, but will assist in trying to locate them.
12. Running or horseplay in school buildings is not tolerated.
13. Vulgarities/obscenities are not to be used on campus.

14. Students possessing money, electronic devices, or other valuables do so at their own risk. The school is not responsible for stolen personal items.
15. Skipping school, cutting classes, tardies, leaving school without permission (truancy), and disruptive behavior are forms of student conduct that are not acceptable in maintaining a good school climate.

B. Student Discipline Code Guidelines

The Mount Ida School Board recognizes that discipline in the public schools can only be maintained through the cooperative efforts of the community – especially educators, parents, and students. Each has a right to expect a wholesome atmosphere that is conducive to learning. Such a climate can best be created where respect and consideration of the rights of others prevail. Open communication between the home and school by participation in meetings, open house, and other school activities is encouraged. Discipline problems are less likely to occur when there is frequent parental contact with the school.

The school has a responsibility to inform students of their rights and responsibilities; likewise, the student has the responsibility to know and abide by the rules and regulations of the school. It is necessary for parents to familiarize themselves with school regulations to eliminate misunderstandings and join in the effort to maintain a quality educational program.

School personnel are responsible for dealing with students fairly and honestly and for treating all students with the courtesy and respect due any human being.

Proper counseling often results in improving student behavior. The teacher should have a conference with the student when undesirable behavior occurs. Conferences that involve various combinations of the student – teacher – administrator – parent offer promises of assistance in correcting discipline problems.

SEE BOARD POLICY SECTION – 4.17

C. Authority for Student Discipline

Teachers, principals, administrators, non-certified personnel, and bus drivers have the authority to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force in the exercise of lawful authority to restrain or correct students and maintain order.

SEE BOARD POLICY SECTION – 4.17, 4.18, and 4.19

D. Prohibited Conduct Policy (Board Policy 4.18)

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

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

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

E. Student Discipline Action Guidelines

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.

Misbehaviors are listed in three (3) specific groups depending on the seriousness of the offense. Following each group of offenses is a list of penalties from which the administrator, and in some cases, the teacher, will determine appropriate actions. The penalty for the offense will be assessed depending on the seriousness of the violation and the frequency of the misbehavior. The groups are not intended to be inclusive of all possible actions of misbehavior.

GROUP 1-MISBEHAVIOR VIOLATIONS

1. Cheating, copying, or claiming another person's work to be his/her own. Grade of zero (0) - (Objective has not been achieved) —Standard 12.02 Grades must reflect what the student has achieved on course objectives.
2. Classroom rule violation; (EX: disrupting class, undone assignment)
3. Disorderly conduct; (EX: horse playing, running in the halls, throwing items, hitting)
4. Disrespectful to school employee in words or actions
5. Lying to faculty/staff members.
6. Tardies
7. Cutting classes/not following schedule
8. Dress code violation (ISS until corrected)
9. Use of vulgar, profane, or obscene language or gestures
10. Inappropriate display of affection-public display of affection (PDA)-hand holding only
11. Teasing/aggravating (4.43)
12. Hazing
13. Littering
14. Possession of laser pointers
15. Possession of any paging device, beeper, or similar electronic communication devices unless exempted by the administration for health or other compelling reasons

GROUP 1-MISBEHAVIOR PENALTIES

1. Assigned duties other than classroom task
2. Detention
3. Corporal punishment
4. In-school suspension (ISS)--habitual
5. Out-school suspension (OSS)--habitual
6. Bus suspension (bus infractions only)

GROUP 2-DISRUPTIVE AND DISORDERLY BEHAVIOR VIOLATIONS

1. Disrespectful to school employees in words or actions or
2. Insubordination (failure to obey reasonable instructions from teachers, administrators, instructional aides, bus drivers, or any other school district employee)

3. Disorderly Conduct-Inappropriate behavior that substantially disrupts/interferes with or is likely to disrupt/interfere with any school function, activity, or school program
4. Disruption and interference with school routine (SEE SECTION-4.22)
5. Skipping school, truancy/leaving school grounds without permission
6. Fighting
7. Using verbally abusive language, profanity, obscene gestures, threat, "fighting words," fronting, or chesting
8. Use of profanity directed towards a staff person
9. Disruption of school bus
10. Vandalism or defacing school property
11. Destruction of school property
12. Altering or destroying school records
13. Bullying (Board Policy 4.43)
14. Harassment of students or school personnel
15. Theft
16. Forgery
17. Gambling
18. Reckless conduct
19. Indecent exposure
20. Boycotts, walkouts, or protests
21. Smoking or using smokeless tobacco
 - a. 1st Offense for possession → two (2) days of in-school suspension.
 - b. 2nd Offense for possession → four (4) days of in-school suspension.
 - c. 3rd Offense for possession → one (1) day out of school suspension.
 - d. 4th Offense for possession → three (3) days out of school suspension.
 - e. 5th Offense for possession → five (5) days out of school suspension.
 - f. 6th Offense for possession → seven (7) days out of school suspension
 - g. 7th Offense for possession → ten (10) days out of school suspension with expulsion recommendation.

GROUP 2-DISRUPTIVE AND DISORDERLY PENALTIES

1. Corporal punishment
2. Exclusion from extracurricular activities
3. In-school suspension (ISS)
4. Out-school suspension (OSS), (not for truancy violations)
5. Bus suspension (for bus infractions only)
6. Expulsion (habitual)

GROUP 3- ILLEGAL BEHAVIOR VIOLATIONS

1. Willfully and intentionally physically assaulting/attempting/or threatening to assault or physically abusing any student or school employee. (striking or attempting to strike)
2. Verbal abuse of staff (to use violent, abusive, or obscene language or gestures addressed to a teacher or staff person in a threatening manner)

3. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability.
4. 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.
5. Possession of a firearm (whether loaded or unloaded)
6. Use or possession of a weapon (knife, taser, pepper spray, club)
7. Possession or the use of explosives or fireworks on school property
8. Use and/or Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug or drug paraphernalia, 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. School fraternities, secret societies and gang membership and activity on school grounds. 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.
10. False emergency alarm
11. Indecent exposure
12. Sexual misconduct
13. Inciting to riot
14. Arson
15. Robbery or theft
16. Homicide
17. Blackmail
18. Incurable behavior
19. Operating a vehicle on school grounds while using a wireless communication device.

GROUP 3 - ILLEGAL BEHAVIOR PENALTIES

1. In-school suspension (ISS)
2. Out-suspension (OSS)
3. Expulsion

Discipline and penalties for the infraction of school and board behavior policies will be based on the severity and frequency of occurrence ranging from a minimum of a verbal warning to maximum of expulsion proceeding and/or expulsion.

*In some instances law enforcement authorities may be notified. Violation of this policy will result in disciplinary action, and may also constitute a criminal offense. By law, local law enforcement must be notified whenever a felony or act of violence may have been committed on campus. (Act 706 of 1997)

Corporal Punishment

The Mount Ida 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.

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.

F. Student Assault or Battery

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

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

- a. Cause a breach of the peace;
- b. Materially and substantially interfere with the operation of the school; or
- a. 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.

G. Bullying

“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:

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

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

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

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

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

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.
- Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

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

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

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

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

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

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

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

Copies of this policy shall be available upon request.

H. Possession and Use of Cell Phones and Other Electronic Devices

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

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

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. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

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

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

I. Commission of a Felony

Whenever the principal, or other person in charge, of a public school has direct knowledge or has received information leading to a reasonable belief that a student enrolled in the public school has committed a felony on school property, or while under school supervision, or has committed any other violent criminal act against a teacher, school employee, or principal, or the person in charge, shall immediately report the incident to the appropriate local law enforcement agency for investigation and to the appropriate school district for resolution. By law, local law enforcement must be notified whenever a felony or act of violence may have been committed on campus. (Act 706 of 1997)

J. 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.

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

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

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary 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.

L. Student Dress and Grooming

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

Students are prohibited from wearing; clothing that exposes underwear, buttocks, or the breast. This prohibition does not apply, however to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

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

DRESS CODE

Students at Mount Ida High School have the choice to wear clothing that is appropriate for

school. Clothing that is appropriate for school may be defined as clothing that does not distract from the mission or purpose of the school, does not cause a disruption of learning as determined by school officials, or does not appear in any manner to be inappropriate, obscene, illegal, or lewd.

Mount Ida High School enforces the following dress code regulations. Students may NOT wear:

- Clothing depicting alcohol, tobacco, and sexual connotations. This includes, but is not limited to, logos, words, and/or pictures.
- Sagging or low-riding pants or shorts.
- Wallets with chains.
- Spiked jewelry or clothing.
- Muscle shirts or tank tops.
- Any sleeveless shirt.
- Pajama bottoms or lounge pants.
- House slippers.
- Rolling footwear.
- Any item of clothing with inappropriate language, logos, advertising, etc.
- Hats, bandanas, and any other head coverings not related to extenuating circumstances.
- Any item of clothing that shows undergarments, bare midriff, buttocks, back area, etc.
- Skirts and shorts must not exceed 6 inches in length from the bottom of the skirt or short to the top of the knee.
- Yoga/exercise pants, tights, leggings, or other form-fitting pants without having a shirt or shorts over them.
- Any item school administration determines to cause a disruption of school, or otherwise interfere with the educational process.

The dress code applies to all school and extracurricular activities including sporting events, concerts, dances, field trips, and other school-related events. Dress code checks will be conducted as needed. Parent contact will be made for dress code violations via written or verbal means of communication. Violation of the Dress Code Policy will require students to change to the appropriate attire and may result in disciplinary measures to be taken by school officials.

M. Gangs and Gang Activity

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

SEE BOARD POLICY SECTION – 4.26

N. Student Sexual Harassment

The Mount Ida 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;
- 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.

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

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

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

1. Identification of the allegations potentially constituting sexual harassment;

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

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

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

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

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

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

SEE BOARD POLICY 4.27

O. Laser Pointers

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

P. Tobacco, Electronic Nicotine Delivery Systems and Related Products

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

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

Act 854 prohibits faculty, students, parents, and visitors from smoking in the public schools, on school grounds, and in school vehicles. This is to include the use of smokeless tobacco. A cessation program for students, staff, and parents is offered at the Montgomery Co. Health Office.

Q. Weapons and Dangerous Instruments

"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.

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

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

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

R. Water Bottle Policy

A water bottle policy promotes healthy choices of our students and staff. Consumption of water throughout the day enhances health and wellness through the health benefits that drinking water provides; hydration, less illnesses, better brain function, and water bottles also provide a sanitary way of dispensing water. The more water consumed; the better overall health and with the availability of water, lessening the intake of sugar-sweetened beverages for students and staff. Mount Ida Schools will allow students to have water in the classrooms with the following considerations:

- The container must contain water and water only. **No additives**, juice, soda, or energy drinks. No canned drinks inside the buildings.⁷
- The container must have a screw on lid and plastic outer material. Metal water bottles are too noisy if dropped, tipped, or kicked over.
- The water bottle should not be carried in the backpack with or around textbooks or library books because of possible damage to the books.
- Students are allowed to bring into the school EMPTY water bottles. Bottles may be filled at water fountains inside the school.
- The water may not become a class distraction and may be consumed at the discretion of the teacher.
- The student will be responsible for filling the bottle between classes. A student may not leave class to fill a bottle and may not be tardy to fill a bottle.
- Classroom rules regarding the use of the restroom will be in effect. Students need to take care of restroom needs before class starts and one must be responsible for the amount of water that is taken in during classroom time.
- Bottles are not to be in close proximity to any technology (Chromebooks, computers, overheads, document cameras, or projectors). Water will not be allowed in any computer class or computer lab, and library, art, and band/music.
- Students may be asked to keep the bottles in a rack or on the floor to lessen spills.
- Water bottles are not to be played with on school grounds. This includes throwing the bottle or pouring the contents of the bottle onto another student or teacher.

Any failure to follow the policy will result in the student losing the privilege of having a water bottle at school and this would be determined by the teacher and/or principal.