

FOUKE DISTRICT HANDBOOK

2019 - 2020

BOARD OF DIRECTORS

Drew Chandler
Vince Coker
Ann Doss
Cory Easley
Chad Nichols
Chris Hobson
Debbie Smith

FOUKE ALMA MATER

Policy #7010

Hail, hail to our Panthers
Faithful to our men
Onward to victory
May we always win
Fight, Fight for our colors
As they go by
Hail to our Panther
From ole Fouke High

SCHOOL COLORS

Policy #7030

Purple and Gold

ADMINISTRATION

Jim Buie – Superintendent
Carlene Liles - Director of Elementary Education
Carman Cross – Federal Coordinator
Jim Rice – Athletic Director
Eva Nadeau – HS Principal
Jeff Smith - HS Asst. Principal
Amanda Whitehead – MS Principal
Erica Baird - Elem/MS Asst. Principal
Ken Endris – Elementary Principal

FIGHT SONG

Policy #7020

We're going to fight, fight, fight
For ole Fouke High
We're going to raise that score
Right to the sky
We're going to roll those
On the floor
Score, Score, Score

SCHOOL MASCOT

Policy #7040

Black Panther

STUDENT PLEDGE

Policy #7050

I believe in our school and in the things for which it stands: character, service, leadership, and scholarship.
I believe in achievement.
I believe in loyalty to our school and the traditions for which it stands.
I pledge, upon my honor, to help Fouke School in all her undertakings and to work hard to make Fouke High School a better school.
I will take care of school property and equipment.
I will cooperate with my teachers, classmates, and other school personnel.
I will be courteous to everyone at all times.
I will obey the rules and regulations of the school.
I will not cheat, but will be honest with everyone, especially myself.
I will give my all for the success of my team and school and I will not compete for personal glory.
I will be a good loser and generous winner.
I will be respectable, responsible, and fair at all times.

District Website: <http://www.foukepanthers.org>

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NOTICE:

The Fouke Public School District does not discriminate on the basis of race, color, national origin, sex, qualified handicap, or veteran. The federal "No Child Left Behind" (NCLB) Act gives parents the right to know the professional qualifications of the classroom teacher who instructs their children.

FOUKE ELEMENTARY SCHOOL STUDENT HANDBOOK 2019-2020

Fouke School DISTRICT BOARD OF DIRECTORS

Drew Chandler
Vince Coker
Lee Ann Doss
Cory Easley
Chad Nichols
Chris Hobson
Debbie Smith

Superintendent Jim Buie
Principal Ken Endris
Assistant Principal.....Erica Baird

SCHOOL CONTACT INFORMATION

Fouke Elementary School
P. O. Box 20
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Fouke, Arkansas 71837
Phone (870) 653-4721
FAX (870) 653-7885

Elementary Website: <http://es.foukepanthers.org/>

HANDBOOK ADVISORY COMMITTEE

Revised & Approved May 16, 2019

Jim Buie – Superintendent	Amanda Whitehead – PSMS Principal	Ken Endris– Elem. Principal
Eva Nadeau – Principal	Erica Baird - Elem. Asst. Principal	Mollie Fox – Parent
Sarah Wall - Student	Kaiden Nottingham - Student	Jennifer Bohn-Parent
Haylen Weathers - Student	Rorie Hinds-Teacher	Nichole Bulkley-Teacher
Carol Stacy-Teacher	Becky Jester-Teacher	
Laura Moody-Teacher	Kaytlin Patterson-Student	

FOUKE ELEMENTARY SCHOOL VISION, MISSION, & CORE BELIEFS

Vision

Fouke Elementary School will engage all students in learning and equip them for college and career readiness in order to demonstrate integrity and pursue healthy lifestyles.

Mission

Inspire all students to have a passion for learning.

Core Beliefs

Everyone & Everything Matters
Own It
Whatever It Takes
Zero Negativity

FOUKE ELEMENTARY SCHOOL

ELEMENTARY MOTTO **BEING AT SCHOOL IS IMPORTANT!**

TODAY I WILL.....

- *ALLOW THE TEACHER TO TEACH
- *LET MY CLASSMATES LEARN
- *GIVE MYSELF THE BEST CHANCE TO SUCCEED
- *HAVE A WINNING ATTITUDE

CHARACTER EDUCATION

The school implements the program "Random Acts of Kindness". Character is an important part of becoming a successful student and productive citizen. Character traits will be emphasize and modeled at Fouke Elementary and students will be expected to demonstrate character traits including respect, responsibility, honesty, compassion, fairness, citizenship, cooperation, patriotism, kindness, and perseverance. Students are expected to use respect when addressing others (please, thank you, yes ma'am/sir, no ma'am/sir).

ATTENDANCE (Policy #4.7)

If a student receives more than 8 unexcused absences in a course in a semester, the principal has the right to deny promotion, credit, or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student. Guidelines governing excessive absences will be reviewed annually by administration. In the event a student loses credit due to excessive absences, the student/parent has the option and opportunity to appeal before the attendance committee. A student will be allowed two days per absence to turn in medical notes. Two days per absence will also be allowed for a student to turn in a parent note (no more than 4 parent notes per semester). See policy #4.7 for a list of what type of absences are accepted with a parent note. It is the Arkansas General Assembly's intention that students that have excessive absences due to illness, accident, or other unavoidable reasons be given assistance in obtaining credit for their courses.

TRUANCY (Policy #5544)

A student shall not be absent from school without parent and/or school authorities prior knowledge and consent. After arrival to campus, students absent from assigned classes without permission from

school authorities shall be considered as truant. Students cannot leave campus for any reason except with parent/guardian and school authority permission and must sign out in the office before leaving. Penalties for truancy: A minimum of 1 day Out of School Suspension; A maximum of expulsion.

TARDIES (Policy #4.9)

Being tardy to school for any reason is strongly discouraged. Tardiness means loss of instruction time for the student and disruption of the learning process.

GUM

Gum is not allowed on the elementary campus except for approved occasions.

TOYS/PETS

Students may not bring toys or pets to school unless teachers, the principal, or the assistant principal has granted permission. Toys are defined as any item not used for instructional purposes, including, but not limited to, video games, MP3 players, DVD or CD players, trading cards, radios, dolls, purses, makeup, stuffed toys, etc.

RECESS

During recess, students should observe these three basic rules:

1. Be safe.
2. Respect others.
3. Stay in designated areas.

P.E. DRESS REQUIREMENTS

Students should be dressed for the weather as most physical education (P.E.) classes will be outside and all students are expected to participate. Students must have a note from a physician if a child is unable to participate in outdoor activities or P.E. on a long-term basis. **All students are expected to wear appropriate athletic shoes during P.E. Not following the dress requirements for P.E. day could result in a lower P.E. grade.**

TRANSPORTATION

It is very important for the classroom teacher to know what your child's afternoon routine will be.

If your child is leaving school a different way than the usual routine, the classroom teacher must have a note or fax signed and date by a parent or guardian. If there is no written communication from a parent/guardian, the student will be expected to leave the school in the regular way.

To provide safe situations for your child, telephone messages changing regular arrangements for students' after school care will not be allowed unless there is an emergency situation (such as car wreck or sudden illness). If a parent/guardian must telephone the school to change the regular routine because of emergency, they will be asked to identify themselves by answering information regarding the student. If unable to answer, the child will be expected to leave the school the regular way. **Phone changes will not be accepted after 2:45 pm.** This is for his/her protection, and your cooperation will be appreciated.

VISITORS ON CAMPUS

Morning Arrival Time

Only students and staff beyond the office area during the morning arrival time (7:30-8:05 AM).

EXCEPTIONS

- A. FIRST WEEK OF SCHOOL
- B. NURSE APPOINTMENT
- C. TEACHER APPOINTMENT
- D. PARENT ASSISTING STUDENT WITH LARGE PROJECTS
- E. PARENT DELIVERING LARGE QUANTITY OF SNACKS
- F. ADMINISTRATION APPROVED

All visitors must sign in at the main office, before going to the cafeteria for lunch. For the protection and safety of every child, no visitor will be allowed on campus that the legal guardians have a written objection to with the exception of the child's biological parents that are not currently under the jurisdiction of a 'no contact' court order. All written preferences must be filed with the elementary office.

LIBRARY BOOKS AND MATERIALS

There are three to four thousand books in the elementary library, with reading levels from kindergarten through eighth grades, available for students to check out. There are also many types of dictionaries, magazines, and encyclopedias. Students are expected to observe school rules in the library. The student will pay for lost or damaged library books.

LITERACY PROGRAMS

The faculty and staff of Fouke Elementary School recognize that improving students' reading level improves grades across the curriculum. Therefore, programs that will assist in reaching this goal have been implemented.

R.I.S.E. (Reading Initiative for Student Excellence)

Fouke Elementary is a RISE school that establishes a culture of reading for the students and in educating the parents about the importance of reading, while increasing access to books in the home.

Accelerated Reader (AR) is a program whereby a student reads a book and then takes a computer-generated test based on the book. Students have access to many AR books in the elementary library and in individual classrooms. Each book has a point value assigned based on reading difficulty. Students accumulate points as they read and test in AR. Students who choose to cheat on AR tests will be subject to disciplinary measures that will include, at a minimum, loss of special privileges.

Phonics First Reading and Spelling system, an IMSLEC Accredited MSL program developed by RLAC, is a multisensory, systematic, structured, sequential, **phonics-based**, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic and ELL readers. Rooted in the Orton-Gillingham principles of instruction, Phonics First uses scientifically research-based learning strategies to teach students systematic processes for decoding (reading) and encoding (spelling). Students who use the Phonics First system make significant gains in reading and spelling while building a lifelong understanding of the structure of language.

Literacy Lab focuses on the upper elementary grades (4th and 5th). It involves students in a full, enriching curriculum focusing on language and word studies, reading strategies, and writing workshops that are designed to make the learning fun and meaningful to the students.

GIFTED AND TALENTED PROGRAM

Fouke School District offers a program for gifted and talented students. Students, school faculty, school administrators, and/or parents may make referrals for the G/T program. A committee makes the selection of students based on the following criteria: intelligence tests, reading tests, achievement tests, average grade, Teacher Rating Scale, and /or other appropriate data.

DISCIPLINE

Fouke Elementary School will use a proactive approach when dealing with student behavior. Each grade's rules will vary slightly to accommodate the age of the children. Parents will receive a copy of the

defining expectations, incentives, and consequences of the discipline policies. Students are held accountable for maintaining appropriate classroom behavior.

CODE OF CONDUCT CATEGORIES

In all discipline situations, proper due process will be conducted. Due process procedures will be in accordance with state guidelines as well as Fouke Arkansas School District Board policies. Violations of the Student Code of Conduct have been placed in two categories. These categories are:

Category I- Misbehavior

Category II- Disruptive Behavior

Any disciplinary infraction within FES will result in a minimum consequence of a verbal warning or a maximum consequence of expulsion.

Category I

Rule 1 Classroom rule violations

Rule 2 Lack of cooperation, lying

Rule 3 Buying, selling, trading items

Rule 4 Misbehavior in classroom causing disruption

Rule 5 Sleeping in class

Rule 6 Throwing objects

Rule 7 Eating, drinking, gum chewing

*Cheating or copying work will result in a grade of zero (0).

Detention

After school detention can only be assigned by an administrator.

Corrective Options for Category I

Step One: Teacher will contact parent/guardian/documented warning (written note).

Step Two: Teacher will contact parent/guardian/documented warning (phone call/text).

Step Three: Teacher will contact parent/guardian; could result in administrator assigning after school detention (3:30-4:30).

Habitual Misbehavior Category II

Rule 1 Verbal threats

Rule 2 Defacing school property

Rule 3 Altercation or disruption at school gathering

Rule 4 Use or possession of tobacco products or lighters.

Rule 5 Possession, exhibition, or use of obscene materials—including Internet

Rule 6 Insubordination

Rule 7 Profanity, cursing, offensive or abusive language toward students

Rule 8 Bullying/Cyber-bullying during school hours

Corrective Options for Category II

Step One: Referral to assistant principal; parent conference

Step Two: Referral to assistant principal; after school detention

Step Three: Referral to assistant principal; parent meeting and possible suspension

Consequences will be determined by severity of the offense. The classroom teacher will handle offenses that do not create a safety issue and/or a constant disruption of the learning environment. Teachers will speak with parents prior to office referral. The principal will meet with parents of children when there is continued negative behavior from the student. The purpose of the meeting is to jointly develop an intervention plan to address the negative behavior. Actions may include a recommendation for counseling, changing the environment, or any other support that is thought to make positive changes. Consequences for office referrals will range from a minimum consequence of a verbal warning to a maximum consequence of expulsion.

Bus Discipline Steps

Students causing discipline problems on the bus will be reported to a school administrator and transportation director. They will be handled as school bus behavior problems. Consequences for bus issues will range from a minimum of a verbal warning to a maximum of transportation privileges being denied. **Students losing bus privileges must be picked up by 3:30 pm.**

Bus Rules Category I Violations

Rule 1 Not remaining seated on bus

Rule 2 Not keeping hands, feet, etc. inside bus

Rule 3 Talking loud/yelling on bus

Rule 4 Eating, drinking, or littering on bus

Three category I violations will become a category II offense.

Category II Violations

Rule 1 Disorderly conduct

Rule 2 Bullying

Rule 3 Profanity, cursing, offensive or abusive language

Rule 4 Throwing harmful objects

- Rule 5 Insubordination
- Rule 6 Damaging school property
- Rule 7 Horseplay
- Rule 8 Failure to identify oneself
- Rule 9 Stealing

Corrective Options for Category II

Step One: Referral to assistant principal; parent conference

Step Two: Referral to assistant principal

Step Three: Referral to assistant principal

Category II Corrective Options

1st Bus Violation: Removal from the bus for Three (3) days

2nd Bus Violation: Removal from the bus for Five (5) days

3rd Bus Violation: Removal from the bus for Ten (10) days

4th Bus Violation: Removal from bus for the remainder of school year

Riding a bus is a privilege, not a right. Any behavior that distracts the bus driver or places the students and driver in danger will not be tolerated. Severe infractions on the bus violations will result in removal from the bus for the remainder of the year.

****Behaviors not covered in the above rules and regulations are at the discretion of the administration.**

Discipline of Special Needs Students

The Fouke Public School District will determine discipline of students with special needs contingent upon existing Federal and State laws, rules, and regulations. Under the Individuals with Disabilities Education Act (IDEA) Public Law 94-142 Revised and 504 of the Rehabilitation Act of 1973, handicapped students are to follow the regular school disciplinary procedures as long as there is no denial of Free Appropriate Public Education (FAPE). Special Education *Due Process* procedures will be utilized in the suspension and/or expulsion of handicapped students.

FIELD TRIPS

Fouke School District will provide transportation when requested for field trips, athletic teams, school activity groups and for senior trips. Trips will be within school hours when possible.

Students on field trips must have written permission from parents/guardians. Parents will be notified in

advance of school field trips. Students on school-sponsored trips are under the direct supervision of their teachers/sponsors and subject to all school rules and bus safety rules.

- ALL elementary students will ride the bus from the school to all the field trip planned stops and destinations.
- Students will return on the bus unless a parent/guardian personally signs the student out in the elementary office to ride home with the parent before the bus leaves the school on the field trip.
- No student will be allowed to ride with another parent home from a field trip unless a note signed by the parent/guardian is given to the elementary office prior to the field trip.
- Students, chaperones, and school employees are the only persons who may ride the school bus to and from field trips.
- High School students must be passing all of their academic classes and not have excessive absences. Attendance on a field trip will be approved by sponsor and principal.

HOMEWORK (Policy 5.14)

Homework procedures for the elementary school are as follows:

- Homework can be an extension/review of the day.
- Reading will be a part of homework each night and shall not be included in time limits listed below.
- The amount of time for homework each night shall not exceed ten (10) minutes times the child's grade level (example: third grader = 3 x 10 minutes or 30 minutes total time spent on homework each night).
- No homework shall be assigned on Wednesday night or over the weekend.

BULLYING

Refer to policy #4.43.

Make-Up Work

Refer to policy #4.8.

STUDENT DRESS AND APPEARANCE

Refer to policy #4.25.

Consequences will range from a minimum of a verbal warning to a maximum of suspension or expulsion if the student refuses to follow the dress code policy.

Penalties may be assessed by the building principal according to the student handbook. Any questionable dress will be at the final discretion of the principal. Continued abuse of the above will result in a temporary loss of privileges for students.

POSSESSION AND USE OF CELL PHONES & OTHER ELECTRONIC DEVICES (Policy #4.47)

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.

Possession of Cell Phones and Other Electronic Devices

Students in grades K-5 at Fouke Elementary School may possess and use a cell phone or communication device before school and after the school day under the following guidelines: When the beginning of school bell rings it must be powered off and out of sight. Earbuds/headphones will not be allowed. Students are not allowed to take pictures/video with the phone or communication device during the school day. Students are not allowed to text/call students that are in class. Phones or communication device are not to be on "speakerphone." School is NOT responsible for a stolen phone or communications device. Stolen phone or communication device will NOT be investigated by the school. Audible sounds are not to come from the device at any time.

Using an electronic device/phone to engage in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores is not permitted. Creating, sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person is not permitted.

First offense: Cell phone or communication device will be confiscated for one (1) school day.

Second offense: Cell phone or communication device will be confiscated for two (2) school days.

Third offense: Cell phone or communication device will be confiscated and a parent/guardian will have to attend a meeting with principal and pick-up the device.

Fourth offense: Cell phone or communication device must be checked into the office daily.

A student in possession of a cell phone, headphones/earbuds, whether or not it belongs to him/her, will be subject to the corrective options for cell phone usage. The above penalties are the minimum. The penalties are for grades K-5 in regard to the rules on that campus. Students are not allowed to use the phone or communication device for any type of harassment, picking, joking or bullying at school. If a phone or communication device is used in that way, a suspension will be assessed. If a phone or communication device is used in that way, a suspension will be assessed. Device will only be returned to an adult on the information card after the confiscation period.

GRADING

Refer to Policy #5.15.

PROMOTION/RETENTION

Refer to Policy # 4.55.

INTERNET SAFETY & ELECTRONIC DEVICE USE POLICY

Students working in the school's computer labs must have a signed computer use contract to use the equipment as instructed by the teacher. Any tampering, abuse, or misuse of the equipment will jeopardize the student's privilege to use the computers. Penalties for misuse will range from a minimum consequence of a warning to the maximum consequence of expulsion, depending on the severity of the misuse or repetitiveness of the offense. Refer to policy #4.29.

PRACTICES RELATING TO CAFETERIA CHARGES

Students will be allowed to charge in the cafeteria for milk and meals up to \$20. In accordance with the Arkansas law, the District allows to 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 parents:

- 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 unpaid meals.

Also, student(s) will be allowed to use a school office phone to contact a family member for monies for over charges and/or he/she will be encouraged to seek assistance from a counselor for a single charge over the limit. Fouke School District will make a concerted effort to collect charges prior to offering any student an alternate meal. **The cafeteria will stop all charges two weeks prior to school being out in order to attempt to collect all outstanding charges by the last student day.**

SCHOOL CLOSING

In the event that the Fouke School District is closed for inclement weather, contagious disease, or utility outage, each school will utilize an alternate method of instructional delivery to make up for missed instructional time. Alternate methods of instructional (AMI's) delivery for those days may consist of "inclement weather" folders, and/or online delivery of instruction and assignments. Use of these alternate methods of instructional delivery during school closure will satisfy the state requirement for an instructional day and no make-up day will need to be added to the school calendar.

Fouke Elementary School Parental Involvement Plan Summary 2019-2020

Parent Involvement...

means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities.

In support of strengthening student academic achievement, Fouke Elementary School, being a Title I school, works with parents in the development of a building Parental Involvement Plan. The plan establishes the expectations for parental involvement and describes how Fouke Elementary School will implement ways for parents to be involved.

The following information is a summary of the Fouke Elementary School Parental Involvement Plan:

1. The school will continuously focus on making communication between home and school a top priority. Example: Pre-Kindergarten home visits.
2. The school will provide opportunities for parents to be involved in the planning, development and approval of the Parental Involvement Plan and the Arkansas Consolidated School Improvement Plan through parent meetings. Meeting times and parent information workshops will be held in both the a.m. and p.m. hours in order to be accessible for parents.
3. The school will provide information and activities to support parenting skills.
4. The school will provide information and activities to support parents' integral role in assisting student learning. .
5. The school will provide training to parents on how they can volunteer their time or other resources to help improve students' academic success. Examples: Tutoring students, assisting with thematic units.
6. The school will partner with parents in decisions that affect their children and families. Example: Parent contact log.
7. The school will seek to partner with community organizations in order to improve students' academic success. Examples: Citizens for a Better Community and City Hall.
8. At least two times a year teachers of students in grades K-8 shall report in writing to the parent/legal guardian with the independent reading level of each student.

A complete copy of the Fouke Elementary Parental Improvement Plan is posted on the school district website: www.foukepanthers.org or in the elementary library.

Live Animals in School

Live animals with the exception of fish in aquariums are only to be in the school for educational purposes. The school will limit the number of mammals within a classroom to 7 or less. **Non-mammal animals may be allowed with building administrators' approval.** Cages shall be cleaned by the teacher (not students) on a routine basis as to avoid odors. When appropriate, teachers may allow students to handle and/or take care of the animals. **Students must have permission to bring live animals to school.**

**PAULETTE SMITH MIDDLE SCHOOL STUDENT HANDBOOK
2019-2020**

Fouke School DISTRICT BOARD OF DIRECTORS

Drew Chandler
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Chad Nichols
Chris Hobson
Debbie Smith

Superintendent Jim Buie
Principal Amanda Whitehead
Assistant Principal..... Erica Baird

SCHOOL CONTACT INFORMATION

Paulette Smith Middle School
P. O. Box 20
400 Panther Drive
Fouke, Arkansas 71837
Phone (870) 653-2304
FAX (870) 653-7840

Middle School Website: <http://ms.foukepanthers.org/>

HANDBOOK ADVISORY COMMITTEE

Revised & Approved March 7, 2019

Amanda Whitehead – Principal	Gina Purifoy - Counselor	Shannon Robertson - Teacher
Rodney Watkins - Parent	Wyatt Watkins - Student	Erica Baird - Asst. Principal

PAULETTE SMITH MIDDLE SCHOOL VISION

Every Paulette Smith Middle School **STUDENT** will:

- Achieve personal academic success
- Become proficient in the skills needed to be successful in high school and all post graduation options
- Become proficient in utilizing 21st Century Skills (Collaboration, Communication, Critical Thinking, Problem Solving, and Integrating Technology Use for Learning) that will enable them to become life-long learners, as well as, responsible and productive citizens of our global society.

Every Paulette Smith Middle School **TEACHER** will:

- Consistently provide structure to foster a safe and well ordered learning environment
- Design and implement academically challenging curriculum that is aligned to Arkansas state standards
- Help students create measurable goals within their instruction/learning
- Communicate with parents, students, and community

PAULETTE SMITH MIDDLE SCHOOL MISSION STATEMENT

At Paulette Smith Middle School, we believe that building strong relationships is the foundation to success for the whole child. Our mission is to work with all stakeholders to provide a safe, meaningful, rigorous and respectful learning environment through continuous commitment to improvement.

Paulette Smith Middle School Motto
P.A.W.S. - Positive Actions Will Succeed

PAULETTE SMITH MIDDLE SCHOOL

LETTER TO STUDENTS

Welcome to the 2019-2020 school year! We hope you are looking forward to an exciting year at Paulette Smith Middle School! We want you to study hard and to be involved in school activities. Our staff is eager to help you achieve your goals and assist you in any way they can. There are many activities that will provide for the social, physical, and intellectual development of each student., ensuring a full and profitable year. Discipline policies included in this handbook are supplementary to and fall within the guidelines established in the district policies adopted by the Fouke School Board. It is the hope of the Fouke administration and teaching staff that all students will take pride in our school and help build and maintain a school atmosphere that will invite learning and prepare each student for a rewarding and productive life. Remember, your efforts will determine your success!

Protection of Instructional Time

At Paulette Smith Middle School, we are driven by our vision and mission statements. Our objectives are all centered around student success. To meet these objectives, we will guard our instructional time aggressively. Please review the following practices that outline how every stakeholder can help.

Students:

- Come to school every day with a positive attitude towards meeting your academic and other school-related goals.
- Understand and implement all student behavior expectations of FSD so that instructional time can be spent meeting academic goals rather than dealing with discipline issues.

Parents:

- You are an important part of our educational community, and your presence out our school is needed. To minimize disruption to instructional time, you should arrange your visits to your child's classroom with his/her teacher.
- It is your responsibility to impress upon your child the importance of instructional

time and encourage him/her to attend class. Students should not miss class time for activities or appointments that can be accomplished after school.

Teachers:

- Instructional time should be wisely spent, making sure that all class activities meet our objectives and are in alignment with our curriculum and frameworks.
- Do not infringe on other teachers' instructional time. Holding students after class or calling them out of another class should be avoided if possible and only occur with the cooperation of both teachers involved.
- Students should be actively engaged in meaningful learning throughout the entire class. Students arriving in the classroom should have work to begin without waiting for other students to assemble.
- Videos will be used only when they efficiently help meet the objectives and are integrated into other activities that require the student to process and apply the information the video provides.
- Activities that reward or punish student behavior should not be conducted during instructional time unless those activities are strongly supported by our vision and mission.

Extracurricular Sponsors:

- Extracurricular activities, while steeped in tradition, should be continuously re-examined. The goal should be to retain the intrinsic benefits while reducing the burden to instructional time. Only conduct activities that meet our vision and goals.
- Instructional time for students who are struggling academically should be vigorously guarded. Any student that does not have a minimum grade of "C" in a core subject should not be allowed to miss that class for a school absence without a sponsor/teacher consultation. It is the responsibility of the sponsor to determine the student's grades.
- Fundraising activities and other similar activities should not distract from the time established for instruction. These activities should only occur during the regular school day with the permission of the principal.

- Classroom interruptions regarding extracurricular activities are sometimes unavoidable. These interruptions should be conducted during passing time, lunch breaks, or after school whenever possible.

Administrators:

- Pay close attention to protecting instructional time of students’ core subjects.
- Whenever possible, communication should be conducted during passing time, email, or conference periods.
- Collaborate with teachers in managing our school discipline policies and procedures to ensure that behavioral problems do not subtract from instructional time.

CAR RIDERS

Car riders are to be dropped off in front of the middle school (on the north end at the sidewalk by the chain link fence) each morning no earlier than 7:40 a.m. Students will not be allowed to enter the building before the first bell rings and will remain outside in their grade level’s designated areas. **No student may be dropped off in front of the cafeteria in the mornings as this is a bus unloading zone.** The middle school gymnasium will be open for bad weather days.

ATTENDANCE (Policy #4.7)

If a student receives more than 8 unexcused absences in a course in a semester, the principal has the right to deny promotion, credit, or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student. Guidelines governing excessive absences will be reviewed annually by administration. In the event a student loses credit due to excessive absences, the student/parent has the option and opportunity to appeal before the middle school principal or superintendent. A student will be allowed two days per absence to turn in medical notes. Two days per absence will also be allowed for a student to turn in a parent note (no more than 4 parent notes per semester). See policy #4.7 for a list of what type of absences are accepted with a parent note. It is the Arkansas General Assembly’s intention that students that have excessive absences due to illness, accident, or other unavoidable reasons be given assistance in obtaining credit for their courses. .

Tardies (Policy #4.9)

Being tardy to school for any reason is strongly discouraged. Tardiness means loss of instruction time for the student and disruption of the learning process. All tardies will be tracked per student, per class. (Example...If a student is tardy for the 1st, 2nd, and 3rd periods, that student will accumulate 3 tardies.) A student will be counted tardy if he/she is not in the classroom when the bell rings. Students arriving to school or returning from being checked out after 1st period has ended will not be counted as tardy. If a student misses more than 15 minutes of a class he/she will be counted absent. Parents can keep up with their child’s tardies in the P.A.W.S. student planner. Tardies will start over at semester.

First offense: Warning

Second offense: Parent Contact

Third offense: Two (2) days D-Hall; Parent Contact

Fourth offense: Three (3) days of D-Hall; Parent Contact

Fifth offense: Becomes Category II

TRUANCY (Policy #5544)

A student shall not be absent from school without parent and/or school authorities prior knowledge and consent. After arrival to campus, students absent from assigned classes without permission from school authorities shall be considered as truant. The penalties for on-campus truancy will range from a minimum consequence of a warning to the maximum consequence of OSS, depending on the severity of the misuse or repetitiveness of the offense. Students cannot leave campus for any reason except with parent/guardian and school authority permission and must sign out in the office before leaving. Penalties for off-campus truancy range from a minimum of 1 day In School Suspension to a maximum of expulsion.

PRACTICES RELATING TO CAFETERIA CHARGES

Students will be allowed to charge in the cafeteria for milk and meals up to \$20. In accordance with the Arkansas law, the District allows to 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 parents:

- 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 unpaid meals.

Also, student(s) will be allowed to use a school office phone to contact a family member for monies for over charges and/or he/she will be encouraged to seek assistance from a counselor for a single charge over the limit. Fouke School District will make a concerted effort to collect charges prior to offering any student an alternate meal. **The cafeteria will stop all charges two weeks prior to school being out in order to attempt to collect all outstanding charges by the last student day.**

DRESS CODE (Policy 4.25)

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female.

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

1. Dress and grooming should be clean and in keeping with health and sanitary practices.
2. Students may not wear clothing or hairstyles that can be hazardous to them in their educational activities such as shop, lab work, physical education, or on-the-job training.
3. Dress and grooming should not substantially disrupt the educational process.
4. It is the responsibility of each building administrator to see that student dress is not extreme to the point of creating a disturbance of the educational atmosphere. The administration shall have the right to use his/her discretion in case of extreme dress. Generally speaking, students should adhere to the following:
 - a. Shorts – Shorts are allowed 3 inches above the knee
 - b. Pants – No sagging pants; belts are required for over-sized pants; jeans and slacks with no holes or cut-outs above the knee.
 - c. Tops – Students will not wear the following: spaghetti straps, tank tops, halter tops, bare midriffs, see-through blouses or shirts, and no sleeveless or muscle shirts; all shirts must come below the belt line. The length should be such that it could be tucked in if necessary but not be excessively long.

- d. Skirts – In grades 5-12 skirts should be long enough to visibly meet the top of the knee; if the skirt has a slit, the top of the slit should be at the top of the kneecaps.
- e. T-shirts/shirts – Nothing with suggestive messages or emblems that reflect or apply to alcohol, drugs, sex, obscenities, violence, or racial discrimination in grades K-12; any shirt sold or purchased through the school district must be pre-approved by the Administration.
- f. Pajamas – House slippers and flannel pajama type pants, as well as any other type of pajama are not allowed.
- g. Headwear – No caps, visors, bandanas, or headwear of any kind inside the building; no sunglasses.
- h. “Heeleys”(shoes with wheels) are not allowed in use or exposed in the school building or outside the school building during school hours.

Any questionable dress will be at the final discretion of the principal. Loss of class time due to inappropriate dress will count as an unexcused absence. Students may be sent home if proper clothing cannot be found at school.

First Offense: Warning if correctable, if not sent to ISS until it can be corrected.

Second Offense: 2 days D hall

Third Offense: 3 days ISS

Fourth Offense: 5 days ISS

Fifth Offense: Becomes Category II (See the Code of Conduct Categories section on pages 14-16)

CLOSED CAMPUS

Fouke School campus is closed from the time a student arrives in the morning until the completion of the school day. As soon as students get off the bus or arrive on campus they are to go to their designated areas. The gym will be open on bad weather days. Students will not be allowed to order food or have it delivered to school. Students will not be allowed to leave for lunch unless a parent personally picks them up and signs them out. The parent must also return them to school. This is not an encouraged practice due to time restraints and should be limited to special occasions. Lunch visitors, other than parents or guardians who have checked into the office, will not be allowed unless receiving prior approval from the administration.

STUDENT ACCOUNTABILITY AND INCENTIVE PROGRAM

Positive Actions Will Succeed (P.A.W.S.) is a student accountability and incentive program that is used to teach responsibility to students, as well as serve as a daily communication connection between school and home. Every student will have a student planner that is expected to be with them at all times. Parents are encouraged to check this planner daily to ensure that their child is being successful. Components of this planner include:

1. **Accountability Log** – Teachers record daily behavioral successes and infractions. The students take them to every class and are held accountable for their entire day. Levels and consequences are listed on the log and start over every 9 weeks. Once a student has gone through all of the consequence levels on the accountability log within the nine week period, they will receive a Category II office referral for each additional conduct infraction until the beginning of the new nine weeks. (See the Code of Conduct Categories section on pages 14-16)
2. **Hall Pass** – It is very important that students do not miss class instruction. Therefore, students are required to have their hall pass with them anytime they are in the halls during instructional time. Teachers sign these indicating that they have given permission for the student to be out of class.
3. **PAWS Bucks** – Students are rewarded PAWS bucks for various things such as good behavior, good citizenship, and grades. These are recorded on the accountability logs. When a student enters the conduct levels, fines are also recorded. At the end of each nine weeks, accountability logs are taken up and PAWS bucks are counted and recorded in the office. A new log is given with the student's PAWS bucks balance for the next quarter. Various awards are given throughout the year. Students spend their PAWS bucks at an auction at the end of the year.
4. **Information** – Calendars, lunch menus, and any other information that is sent home should be found in this planner..

HOMEWORK (Policy #5.14)

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be

planned and organized and should be viewed by the students as purposeful.

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

In cooperation with the school's teachers, each principal shall develop procedures for homework assignments that are appropriate for the class and the students. The procedures shall include the following:

1. A maximum and/or minimum amount of time for homework each night.
2. A method or methods of informing students about homework assignments.
3. A method or methods by which parents can monitor homework assignments.
4. Where practical, a provision for teachers to prepare homework assignments for an entire week to allow students to budget their time.
5. A method of giving credit for homework.

Teachers shall ensure that homework assignments are relevant to the material being studied. Provisions shall be made to show students examples of the work that is expected before it is assigned.

Parents should be encouraged to review their children's work and to provide the time, place, and resources necessary for completion of the assignments.

SECOND CHANCE

The work assigned to students is imperative to their learning and the measurement of their learning. Zeroes will not be accepted for work that is not finished or not turned in. Students who do not turn in assignments when they are due will be assigned to "Second Chance" during their lunch time in order to finish the assignment. Students will learn that if they do not complete the work during the time given, they will use their social time (lunch break) to get it done.

MAKE-UP WORK

Students who miss school due to an absence shall be allowed to make up the work they missed in accordance to guidelines listed in Policy #4.8.

INTERNET SAFETY & ELECTRONIC DEVICE USE POLICY (Policy #4.29)

All students must have a signed computer use contract. Any tampering, abuse, or misuse of the

equipment, as well as any inappropriate use of the internet, will result in a Category II Violation.

GRADING SYSTEM (Policy #5.15)

A	90-100	4 points
B	80-89	3 points
C	70-79	2 points
D	60-69	1 point
F	59	0 points

PROMOTION/RETENTION (Policy #4.55)

Students in grades six through eight (6-8) must pass all the core curriculum courses (Language Arts, Math, Science, and Social Studies), with a 60% or above as determined by the year average, to be promoted to the next grade level.

ACTIVITY PARTICIPATION

Students are encouraged and invited to participate in school sponsored activities, clubs, band/music, and athletics. Participation in these extracurricular activities can help enrich the student's educational experience. However, participation is considered a privilege and students will be required to adhere to rules and regulations set forth in Policy #4.56. Students participating in any extracurricular activity will be subject to random drug screening according to the testing/screening program policy. **Students will be denied participation in competitions in all clubs and activities if they do not meet AAA eligibility rules.**

PHYSICAL EDUCATION CLASSES

Students enrolled in physical education classes will be required to participate as instructed by the teacher. Students receive credit for this class. Students must have a note from a physician if they are unable to participate in activities. Students will be instructed as to any required shoes or dress needed for participation.

STUDENT DISCIPLINE

Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity. All students of Fouke Public Schools shall be subject to the disciplinary procedures outlined in school policies, handbooks, school rules, and class rules. Refer to Policy #4.17, 4.18, 4.39, and 4.20.

Penalties will range from a minimum of a verbal warning to a maximum of expulsion and filing of a FINS petition. ***Severity and repetition of negative behaviors/infractions will determine consequences as determined by the school administrators.

DISCIPLINE OF SPECIAL NEEDS STUDENTS

The Fouke School will determine discipline of students with special needs contingent upon existing Federal and State laws, rules, and regulations. Under the Individuals with Disabilities Education Act (IDEA) Public Law 94-142 Revised and 504 of the Rehabilitation Act of 1973, handicapped students are to follow regular school disciplinary procedures as long as there is no denial of Free Appropriate Public Education (FAPE). Special Education *due Process* procedures will be utilized in the suspension and/or expulsion of handicapped students.

GENERAL RULES OF CONDUCT

1. Students at school-sponsored off-campus events shall be governed by school rules and regulations and are subject to the authority of school personnel.
2. All student meetings in school buildings or on school grounds may function only as a part of the formal educational process or as authorized by the principal.
3. In the assignment of school property (locker, desk, etc.) to a specific student, the school retains ownership of such property and the right to inspect it or reclaim it.
4. General searches of school property may be conducted at any time.
5. When a student has been notified that he/she is suspended from school, he/she shall leave the building and grounds immediately and shall remain away from the school premises and school-sponsored events until the end of his/her suspension. The student is not to return to the school premises or attend school functions or events until they have been reinstated in good standing.
6. Students should not congregate in the rest rooms.
7. Students are not allowed to enter the teachers' workroom, lounge, or restrooms at any time. Any student needing to contact a teacher in the work room should please knock and wait for the teacher to come to the door.
8. All students are required to leave the building during the lunch period. Students will not be allowed to eat lunch in classrooms unless there is

an announced/approved lunch meeting.

CODE OF CONDUCT CATEGORIES

In all discipline situations, proper due process will be conducted. Due process procedures will be in accordance with state guidelines as well as Fouke Arkansas School District Board policies. Violations of the Student Code of Conduct have been placed in three categories. These categories are:

Category I- Misbehavior

Category II- Disruptive Behavior

Category III- Illegal/Incorrigible Behavior

Any disciplinary infraction within FSD will result in a minimum consequence of a verbal warning or a maximum consequence of expulsion.

Category I Violations

- 1) Classroom rule violations
- 2) Lack of cooperation, lying
- 3) Buying, selling, trading, or giving
- 4) Misbehavior in classroom causing disruption
- 5) Sleeping in class
- 6) Throwing objects
- 7) Eating, drinking, gum chewing
- 8) Bus safety violation

Corrective Options for Category I Violations

First offense: Teacher will document a Level 1 (Warning) on the accountability log in the student planner.

Second offense: Teacher will document a Level 2 (200 P.A.W.S. Bucks fine) on the accountability log in the student planner. Teacher will make a parent contact and document the contact in the student planner.

Third offense: Teacher will document a Level 3 (300 P.A.W.S. Bucks fine) on the accountability log in the student planner. Teacher will make a parent contact and document the contact in the student planner. Teacher will assign three (3) days detention.

*Missing a day of detention without the teacher's approval will result in the student moving to fourth offense.

Fourth offense: Teacher will document a Level 4 (400 P.A.W.S. Bucks fine) on the accountability log in the student planner and make a referral to Category II.

All other Category I violations after the fourth offense will result in Category II referrals and follow

those corrective measures. These levels will start over each 9 weeks.

Category II Violations

- 1) Horseplay/Scuffling/Shadow boxing/Play fighting/Slapping on the head
- 2) Verbal threats
- 3) Truancy
- 4) Gambling
- 5) Defacing school property
- 6) Altering school records
- 7) Altercation or disruption at school gathering
- 8) Use or possession of tobacco products or lighters
This includes e-cigarettes, e-cigars, and e-pipes.
- 9) Possession, exhibition, or use of obscene materials—including Internet
- 10) Insubordination
- 11) Profanity, cursing, offensive or abusive language toward students
- 12) Bullying/Cyber-bullying during school hours
- 13) Inappropriate or dangerous use of automobiles /
Parking in non-designated parking spaces
- 14) Refusing to identify oneself to school personnel
- 15) Demonstration of gang membership/activity
- 16) Inappropriate use of the Internet
- 17) Inappropriate physical contact
- 18) Unauthorized use of prescription or over-the-counter medication
- 19) Habitual misbehavior
- 20) Theft and/or damaging another's property up to \$250
- 21) Inappropriate and or disrespectful language or actions directed toward school personnel
- 22) Being in undesignated areas
- 23) Leaving trash in the cafeteria/littering
- 24) Use of skateboards, hoverboards, bicycles, etc. during school hours

Corrective Options for Category II Violations

First offense: Office referral; three (3) days ISS placement; parent conference

Second offense: Office referral; five (5) days ISS placement

Third offense: Office referral; eight (8) days ISS placement

Fourth offense: Becomes Category III

Category III Violations

These are the most severe infractions, and students must be referred to the school principal. The disciplinary actions are designed to remove the student from the school setting as quickly as possible

and to alert parents and appropriate governmental agencies that a crime has been committed.

1) Drugs

Excluding alcohol and tobacco (illegal drug possession, sale, use/under the influence); Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g. Demerol, morphine, marijuana, LSD, opioid, etc...), narcotic substance, or inhalant. This includes taking someone else's prescription medications. Use of any substance is against school policy.

2) Alcohol

(liquor law violations- possession, use sale): Violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.

3) Tobacco/e-Cigarettes/Vaping Devices

(Cigarettes or other forms of tobacco) The possession, use, distribution, or sale of tobacco products on school grounds, at school sponsored events, or on school transportation by any student. This shall include e-cigarettes or personal vaporizers.

4) Attendance Policy Violation

Any absence of part of a day, or all of a day, or for more than one day from school which the school attendance officer, principal, parent, or guardian is not aware for the purpose of defeating the intent of compulsory education.

5) Physical Attack/Harm on Student

Examples include striking that causes bleeding, broken nose, kicking. Consider age and developmentally appropriate behavior before using this category. This category may be used when the attack is serious enough or warrant calling the police or security or when serious bodily harm occurs. Includes an attack with a weapon in this category,

6) Physical Attack/Harm on Staff

Examples include striking that causes bleeding, broken nose, kicking. Consider age and developmentally appropriate behavior before using this category. This category may be used when the attack is serious enough or warrant calling the police or security or when serious bodily harm occurs. Includes an attack with a weapon in this category,

7) Knife

Includes instruments or objects used such as a sharp object (e.g., knife, razor blade, ice pick, Chinese star.)

HANDGUNS, RIFLES, AND SHOTGUN

Possession of an instrument or object defined as a firearm and used to inflict harm on another persons. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; and any firearm muffler or firearm silencer.

8) Handgun - A firearm (revolver or pistol) designed to be held and fired with one hand

9) Rifle - a shoulder weapon

10) Shotgun - A smoothbore shoulder weapon used for firing shots at short range

11) Weapon

Inclusive of items that can be used to cause harm that are not directly covered. (e.g., chain, nunchakus, billy club, electrical weapon or devise (stun gun), or substance used as a weapon (e.g., mace, tear gas) or any other similar object.

12) Gangs

A "gang" shall be defined as individuals with a common interest, bond or activity whose purpose includes the commission of illegal acts, and who refer to themselves by a group name or designation.

13) Vandalism

The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

14) Insubordination

Willful failure or refusal to recognize or submit to the authority of a superior.

15) Disorderly Conduct

(significantly disrupts all or portions of the campus activities, school sponsored events, or school bus transportation) - Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others.

16) Explosives

Incendiary or poison gas; any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, i.e., Bombs, Grenade, Rocket having a propellant charge of more than four ounces, Missile having an explosive or incendiary charge of more that one-quarter ounce, Mine, or similar device.

17) Other

This option ONLY encompasses infractions not listed. This category is designated for discipline violations that are non-violent or do NOT fit in any of the categories as defined elsewhere in the coding chart. (Examples include: horse play, profanity, cheating, gambling, plagiarism, pornography, non-violent disruptive behavior, dress code, no

homework, chewing gum, excessive talking, and other general classroom management or school ground violations.

18) Bullying

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, or physical act that causes or creates actual or reasonably foreseeable physical harm, interference with a student's education, substantial disruption in the operation of the school, and/or a hostile educational environment.

19) Fighting

Violent incidents with or without injury (physical altercation, pushing, shoving); fighting (mutual altercation)

20) Personal Electronic Device

Use of electronic devices that violate school policy.

21) Cyberbullying

Any form of communication or posting content by electrical act that is sent with the purpose to harass, intimidate, humiliate, defame, incite violence to or threaten a student, public school employee, or person with whom the other student or public school employee is associated.

22) Harassment

A pattern of unwelcome verbal or physical conduct relating to another person that causes substantial interference with the other's performance in the school environment.

23) Sexual Behavior

Mutual sexual acts including sexual intercourse, fondling, nudity, etc....

24) Stealing/Theft

To take another's property (student's or school more than \$250) without the verbal or written permission of owner and with no intent to return it.

25) Terroristic Threats

Are threats to kill or cause serious physical injury to another person

26) Sexual Harassment

Is when a student engages repetitively in behavior that involves unwelcome sexual advances, unwelcome touching that is sexual in nature, unwelcome request for sexual favors from or offers sexual favors to another student such that the conduct has the purpose or effect of interfering with the other's performance in the school environment.

27) Technology Use Violation

Violations that are against district/school appropriate use policies for technology and the internet

Corrective Options for Category III Violations

Immediate out-of-school suspension for up to 10 days; possible FINS referral; possible recommendation for expulsion; possible assignment to an alternative placement; possible assignment to drug program and notification of legal authorities when necessary.

Fighting

First Offense: 5 Days Out-of-School Suspension; mandatory parent conference

Second Offense: 10 days Out-of-School Suspension; mandatory parent conference; FINS

Third Offense: Suspension/Recommendation for expulsion/FINS; mandatory parent conference

Fighting on the bus (in conjunction with the above corrective action)

First Offense: Removal from bus for remainder of the school year. Consequences for fighting are for the entire school year. Consequences will not start over at the semester. A FINS referral may be filed after each occurrence.

Possession of Cell Phones and Other Electronic Devices (Policy 4.47)

Students in grades six (6) through eight (8) at Paulette Smith Middle School may possess and use a cell phone or communication device before school and after the school day under the following guidelines: When the beginning of school bell rings it must be powered off and out of sight.

Earbuds/headphones will not be allowed. Students are not allowed to take pictures/video with the phone or communication device during the school day. Students are not allowed to text/call students that are in class. Phones or communication device are not to be on "speakerphone." School is NOT responsible for a stolen phone or communications device. Stolen phone or communication device will NOT be investigated by the school. Audible sounds are not to come from the device at any time.

Using an electronic device/phone to engage in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores is not permitted. Creating, sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person is not permitted.

First offense: Cell phone or communication device will be confiscated for two (2) school days.

Second offense: Cell phone or communication device will be confiscated for four (4) school days.

Third offense: Cell phone or communication device will be confiscated for six (6) school days and the student will serve three (3) days of ISS.

Fourth offense: Cell phone or communication device will be confiscated for the remainder of the school semester and the student will serve five (5) days of ISS.

A student in possession of a cell phone, headphones/earbuds, whether or not it belongs to him/her, will be subject to the corrective options for cell phone usage. The above penalties are the minimum. The penalties are for grades 6-8 in regard to the rules on that campus. Students are not allowed to use the phone or communication device for any type of harassment, picking, joking or bullying at school. If a phone or communication device is used in that way, a suspension will be assessed. Device will only be returned to an adult on the information card after the confiscation period.

BUS DISCIPLINE STEPS

Refer to Policy #4.19 for expected behavior while being transported to and from school. Riding a bus is a privilege, not a right. Any behavior that distracts the bus driver or places the students and driver in danger will not be tolerated.

Category I Bus Violations

- 1) Not remaining seated on bus
- 2) Not keeping hands, feet, etc. inside bus
- 3) Talking loud/yelling on bus
- 4) Eating, drinking, or littering on bus

Corrective Options for Category I Bus Violations

Three Category I Bus Violations will become a category II offense.

Category II Bus Violations

- 1) Disorderly conduct
- 2) Bullying
- 3) Profanity, cursing, offensive or abusive language
- 4) Throwing harmful objects
- 5) Insubordination
- 6) Damaging school property
- 7) Horseplay
- 8) Failure to identify oneself
- 9) Stealing

Corrective Options for Category II Bus Violations

1st offense: Removal from the bus for Five (5) days

2nd offense: 10 days Removal from the bus for ten (10) days

3rd offense: Removal from the bus for the remainder of school year

*Fighting on the bus (in conjunction with the the corrective actions for fighting) will result in removal from the bus for the remainder of the year.

Category III Bus Violations

These violations will be addressed according to handbook policy.

ASSEMBLY RULES

All students are required to attend assemblies and sit in designated areas. Student conduct is the same expectancy in assemblies as in regular classes.

PUBLIC DISPLAY OF AFFECTION

Public display of affections is not appropriate behavior at school. Failure to comply with reasonable expectation of school staff will lead to disciplinary action. Penalties will be assessed by the building administrator ranging from a minimum of a verbal warning to a maximum of expulsion.

DETENTION

Students who violate school rules may be assigned to a supervised study area held before school, at lunch, or after school. Students late to detention will not be admitted. Talking or sleeping during detention will not be allowed. Students are responsible for bringing study materials and are expected to use this time to work on their assignments. Missing a detention will result in additional detention days. Students will serve detention on days assigned. Attending detention takes priority over all make-up assignments unless coordinated in advance with an administrator.

IN-SCHOOL SUSPENSION (POLICY #5505)

The building administrators shall make all assignments to ISS and shall notify the parent or guardian **by phone or mail if unreachable** that the student is being assigned to the program. Students assigned to ISS shall not be permitted to participate in or attend assemblies, athletic contest, or any other school sponsored activity during the time assigned. The student shall:

1. Not be counted absent from regular classes.
2. Report to ISS on time.
3. Bring only textbooks and other necessary materials to ISS.
4. Have no gum, candy, etc. in his/her possession.
5. Stay awake and keep head off desk at all times.
6. Be permitted only necessary restroom and water breaks and those only at time other than between periods.
7. Complete assignments provided.
8. Take scheduled classroom tests in ISS upon teacher approval.

SUSPENSION FROM SCHOOL (Policy #4.30)

The School Board authorizes the school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is initially imposed. A student may be suspended for behaviors including, but not limited to that which:

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

Out of school suspensions shall be treated as unexcused absences and during the period of suspension students shall not be permitted on campus or any school sponsored event except to attend a student/parent/administrator conference.

EXPULSION

-Refer to policy #4.31

SCHOOL CLOSING

In the event that the Fouke School District is closed for inclement weather, contagious disease, or utility outage, each school will utilize an alternate method of instructional delivery to make up for missed instructional time. Alternate methods of instructional delivery for those days may consist of "inclement weather" folders, and/or online delivery of instruction and assignments. Use of these alternate methods of instructional delivery during school closure will satisfy the state requirement for an instructional day and no make up day will need to be added to the school calendar.

Paulette Smith Middle School Parental Involvement Plan Summary 2019-2020

Parent Involvement...

means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities.

In support of strengthening student academic achievement, Paulette Smith Middle School, being a Title I school, works with parents in the development of a building Parental Involvement Plan. The plan establishes the expectations for parental involvement and describes how Paulette Smith Middle School will implement ways for parents to be involved.

The following information is a summary of the Paulette Smith Middle School Parental Involvement Plan:

1. The school will continuously focus on making communication between home and school a top priority.
2. The school will provide opportunities for parents to be involved in the planning, development and approval of the Parental Involvement Plan and the Arkansas Consolidated School Improvement Plan through parent meetings. Meeting times and parent information workshops will be held in both the a.m. and p.m. hours in order to be accessible for all parents.
3. The school will provide information and activities to support parenting skills.
4. The school will provide information and activities to support parents' integral role in assisting student learning.
5. The school will provide training to parents on how they can volunteer their time or other resources to help improve students' academic success.
6. The school will partner with parents in decisions that affect their children and families.
7. The school will seek to partner with community organizations in order to improve students' academic success.

A complete copy of the Paulette Smith Parental Improvement Plan is posted on the school's website: www.foukepanthers.org

Complete copies of the plan may also be obtained in the middle school office and the parent resource center located in the middle school library.

FOUKE HIGH SCHOOL STUDENT HANDBOOK 2019-2020

Fouke School DISTRICT BOARD OF DIRECTORS

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HANDBOOK ADVISORY COMMITTEE

Revised & Approved March 27, 2019

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Reece Cornelius - Student	Billy Keister - Student	Lora Foster, Teacher

FOUKE HIGH SCHOOL MISSION STATEMENT

The staff of Fouke High School is committed to working with all stakeholders to provide a safe environment to give students an opportunity to achieve mastery of appropriate academic and developmental skills. Fouke

High School strives to be a place where decision making and responsibility are shared and where creativity is encouraged.

FOUKE HIGH SCHOOL

LETTER TO STUDENTS

Welcome to the 2019-2020 school year! FHS is committed to working with all students to provide a safe environment that fosters their intellectual and social growth. Our programs, both academic and extracurricular, will offer many choices that will help the student receive a full and profitable year. Discipline policies included in this handbook are supplementary to and fall within the guidelines established in the district policies adopted by the Fouke School Board. It is the hope of the Fouke administration and teaching staff that the student will take pride in our school and help build and maintain a school atmosphere that will invite learning and prepare each student for a rewarding and productive life. We encourage every student to take advantage of the many opportunities our school provides.

The following reminders are listed for your convenience. Please read these reminders so that you will understand the expectations and requirements of all students.

Protection of Instructional Time

At Fouke High School, we are driven by our vision and mission statements. Our objectives for our students include academic success, pride in themselves and their school, a dedication to civic duty, and helping them find their own significance. We are committed to maintaining high academic standards and providing opportunities for a rich and gratifying high school experience. To meet these objectives, we will guard our instructional time aggressively.

Teachers:

- Instructional time should be wisely spent, making sure that all class activities meet our objectives and are in alignment with our curriculum and frameworks.
- Just as you regard your instructional time, do not infringe on other teachers' instructional time. It is just as priceless. Holding students after class or calling them out of another class should be avoided if possible and only occur with the cooperation of both teachers involved.

- Students should be actively involved in learning throughout the entire class. Students arriving in the classroom should have work to begin without waiting for other students to assemble.
- Video tapes and television broadcasts will be used only when they efficiently help meet our objectives and are integrated into other activities that require the students to process and apply the information the video provides.
- Activities that reward or punish student behavior should not be conducted during instructional time unless those activities are strongly supported by our vision and goals

Administrators:

- A teacher's instructional duties are the primary responsibility of the teacher, and it is your duty to safeguard their instructional time paying close attention to protecting the instructional time of the students core subjects.
- If a classroom must be disturbed, it should not be done during "primetime" unless it is unavoidable. All classroom time is equally valuable, but to provide an extended uninterrupted time of instruction, primetime will be defined as the first half of each class.
- Whenever possible, communication should be conducted during passing time, e-mail, or conference periods.
- It is your responsibility to collaborate with teachers in managing our school discipline policy to ensure that behavioral problems do not subtract from instructional time.

Extracurricular Sponsors:

- Extracurricular activities, while steeped in tradition, should be continuously re-examined. The goal should be to retain the intrinsic benefits while reducing the burden to instructional time. The litmus test should be "Does this activity meet our vision and goals?"
- Instructional time for those students that are struggling academically should be guarded vigorously. Any student that does not have a minimum grade of "C" in a core subject should not be allowed to miss that class for a school absence without a sponsor/teacher consultation. It is the responsibility of the sponsor to determine the student's grades.
- Fundraising activities and other similar activities should not distract from the time established for instruction. These activities should only occur during

the regular school day with the permission of the principal.

- Extracurricular activities, while not directly meeting our academic goals, do meet important objectives that we value at Fouke High School, and classroom interruptions are sometimes unavoidable. These interruptions should be conducted during passing time, lunch breaks, or after school whenever possible.

Parents:

- You are an important part of our educational community, and your presence at our school is needed. To minimize disruption to instructional time, you should arrange your visits to your child’s classroom with his/her teacher.
- It is your responsibility to impress upon your child the importance of instructional time and encourage him/her to attend class. Students should not miss class time for activities or appointments that can be accomplished after school.

Students:

- Students are not allowed on campus any later than 4:00 p.m., unless they are attending an extracurricular school activity.
- Students must depart at the end of extracurricular activities. If riding with a parent, students must be picked up no later than 30 minutes after school function. Students will be denied the opportunity to attend future school events if this rule is not followed.

PRACTICES RELATING TO CAFETERIA CHARGES

Students will be allowed to charge in the cafeteria for milk and meals up to \$20. In accordance with the Arkansas law, the District allows to 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 parents:

- 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 unpaid meals.

Also, student(s) will be allowed to use a school office phone to contact a family member for monies for over charges and/or he/she will be encouraged to

seek assistance from a counselor for a single charge over the limit. Fouke School District will make a concerted effort to collect charges prior to offering any student an alternate meal. **The cafeteria will stop all charges two weeks prior to school being out in order to attempt to collect all outstanding charges by the last student day.**

STUDENT DRIVERS (Policy #4.33)

1. A valid driver’s license and proof of insurance must be on file in the office.
2. Vehicles driven to school shall be parked in the area designated for student parking and may not be driven during the school day as transportation to class.
3. You are not to sit in cars before school or return to your car during the school day without permission.
4. A student’s privilege to operate a motor vehicle in the school area may be terminated for any driving, operating, or using that vehicle in an improper or unsafe manner.
5. Student drivers will be subject to random drug screening according to the testing/screening program policy.

DISTANCE LEARNING CENTER

Students enrolled in courses through the distance learning providers must follow all the guidelines, procedures, and rules of that provider in addition to the rules of Fouke High School.

LOCKERS

All students in grades 9-12 will be assigned a locker. Any locker changes must be made through the office. Lockers are not to be shared and are to stay locked at all times. Fouke High School is not responsible for lost or stolen items. A student may request a locker issued by the school. However, if a student furnishes his/her own lock, the school has the right to gain access to that locker.

ATTENDANCE (Policy #4.7)

If a student receives more than 8 unexcused absences in a course in a semester, the principal has the right to deny promotion, credit, or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student. Guidelines governing excessive absences will be reviewed annually by administration. In the event a student loses credit due to excessive absences, the student/parent has the option and opportunity to appeal before the high school principal or superintendent. A student will be allowed two days per absence to turn in medical notes. Two days per absence will also be allowed for a student to turn in a

parent note (no more than 4 parent notes per semester). See policy #4.7 for a list of what type of absences are accepted with a parent note. It is the Arkansas General Assembly's intention that students that have excessive absences due to illness, accident, or other unavoidable reasons be given assistance in obtaining credit for their courses.

TARDIES (Policy #4.9)

Being tardy to school for any reason is strongly discouraged. Tardiness means loss of instruction time for the student and disruption of the learning process.

1. Students who are not in the appropriate classroom when class starts will be counted tardy.
2. Students detained by a staff member should have a note of verification from the staff member.
3. All tardies will be unexcused unless special conditions exist and require teacher and/or administrator approval.
4. Students arriving fifteen (15) minutes late to class or leaving fifteen (15) minutes early will be counted absent for that class.

PERMISSION PASS TO BE OUT OF CLASS

If a student leaves a class for any reason, he/she must carry a school issued hall pass stating their destination and must be signed by the staff member granting permission to leave the classroom. Penalties for failure to have hall pass will range from: minimum of student/administrator conference; maximum ISS.

TRUANCY (Policy #5544)

A student shall not be absent from school without parent and/or school authorities prior knowledge and consent. After arrival to campus, students absent from assigned classes without permission from school authorities shall be considered as truant. The penalties for on-campus truancy will range from a minimum consequence of a warning to the maximum consequence of OSS, depending on the severity of the misuse or repetitiveness of the offense. Students cannot leave campus for any reason except with parent/guardian and school authority permission and must sign out in the office before leaving. Penalties for off-campus truancy range from a minimum of 1 day in school suspension to a maximum of expulsion.

SKIP DAYS

The Board of Education does NOT approve of skip days and students who participate in skip days are subject to disciplinary action.

SENIOR PRANK DAY

The Board of Education does NOT approve of senior prank day and students who participate in prank days that are not approved by administration are subject to disciplinary action.

CLOSED CAMPUS

Fouke School campus is closed from the time a student arrives in the morning until the completion of the school day. As soon as students get off the bus or arrive on campus they are to come to the designated areas. The gym will be open on bad weather days. Students will not be allowed to order food or have it delivered to school. Students will not be allowed to leave for lunch unless a parent personally picks them up and signs them out. The parent must also return them to school. This is not an encouraged practice due to time restraints and should be limited to special occasions. Lunch visitors, other than parents or guardians who have checked into the office, will not be allowed unless receiving prior approval from the administration. Exceptions may apply to students that are granted reduced seat time by the administrator for post high school education programs, jag, and internships.

COLLEGE/CAREER VISITS

Senior and Junior students will be allowed (1) day per semester during the school year. An approved college day/career visit will be a school related absence. All students attending a trip must have a 2.0 gpa, passing their academic classes and not have excessive absences. Students will be required to make up any missed work. The administrator can remove a student from a trip roster due to discipline, grades or absences.

MAKE-UP WORK

Students who miss school due to an absence shall be allowed to make up the work they missed in accordance to guidelines listed in Policy #4.8.

INTERNET SAFETY & ELECTRONIC DEVICE USE POLICY (Policy #4.29)

Students working in the school's computer labs must have a signed computer use contract to use the equipment as instructed by the teacher. Any tampering, abuse, or misuse of the equipment will jeopardize the student's privilege to use the computers. Penalties for misuse will range from a minimum consequence of a warning to the maximum consequence of expulsion, depending on the severity of the misuse or repetitiveness of the offense.

Refer to policy #4.29.

Bus Discipline Steps

Students causing discipline problems on the bus will be reported to a school administrator. They will be handled as school bus behavior problems.

Consequences for bus issues will range from a minimum of a verbal warning to a maximum of transportation privileges being denied.

GRADING SYSTEM (Policy #5.15)

A	90-100	4 points
B	80-89	3 points
C	70-79	2 points
D	60-69	1 point
F	59	0 points

ADVANCED PLACEMENT (Policy #5.21)

A	90-100	5 points
B	80-89	4 points
C	70-79	3 points
D	60-69	2 points
F	59 and below	0 points

Classification of Students (Policy #4.55)

Grade 9 Completed ~ Freshmen

≥5.5 units of credit earned

Grade 10 Completed ~ Sophomores

≥11 units of credit earned

Grade 11 Completed ~ Juniors

≥16.5 units of credit earned

Grade 12 Completed ~ Seniors

≥22 units of credit earned

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS

Refer to Policy #4.45 for the graduation requirements for students. The school guidance counselor may be contacted for any questions, clarification, or help pertaining to required course work concerning graduation.

HOMEWORK (Policy #5.14)

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

Teachers should be aware of the potential problem students may have completing assignments from

multiple teachers and vary the amount of homework they give from day to day.

In cooperation with the school's teachers, each principal shall develop procedures for homework assignments that are appropriate for the class and the students. The procedures shall include the following:

1. A maximum and/or minimum amount of time for homework each night.
2. A method or methods of informing students about homework assignments.
3. A method or methods by which parents can monitor homework assignments.
4. Where practical, a provision for teachers to prepare homework assignments for an entire week to allow students to budget their time.
5. A method of giving credit for homework.

Teachers shall ensure that homework assignments are relevant to the material being studied. Provisions shall be made to show students examples of the work that is expected before it is assigned.

Parents should be encouraged to review their children's work and to provide the time, place, and resources necessary for completion of the assignments.

SEMESTER TEST AND FINAL EXAMS FOR GRADES 9-12 (Policy # 5430)

Students in grades 9-12 will be required to take semester exams. Exemptions will apply to grades 9-12 based on the following criteria:

<u>Grade</u>	<u>Absences</u>
A	4 days
B	3 days
C	2 days

Test exemptions shall be granted on an individual class basis. Students are only exempted from the tests in the classes for which the criteria is met.

If a student is sick during the scheduled semester test days and misses school, he/she will receive a zero for any semester test missed until that test is made up. Make-up tests should be taken on the designated "make-up test day" scheduled by the administration. If this is not possible, the student must schedule the test with the campus principal.

*Students must be free of all fines

*All lunch accounts must be paid in full

*There are no exemptions from college classes

*Students will not be exempt with any ISS or OSS charges

*Students must have an Exemption Permission Slip giving parent consent for them to leave/return to campus during testing

*Students are not permitted to leave a test period early during semester tests. Student must stay until the end of the class period.

* There will be no early exams given. Students that miss their exam will test in January and/or June.

Semester exams will account for 10% of the semester grade. Any student who qualifies for an exemption may opt to take the semester exam in any classes to improve their final semester grade. However, if the exam is taken and the test grade will lower the student's semester grade, it will not count in the final semester average.

DETENTION HALL

Detention hall may be one of the consequences for misconduct used by the high school. Morning detention will be from 7:30 - 8:00 a.m., lunch detention will be from 10:55-11:30 a.m., and after school detention will be from 3:25-3:55 p.m.

ACTIVITY PARTICIPATION

Students are encouraged and invited to participate in school sponsored activities, clubs, band/music, and athletics. Participation in these extra-curricular activities can help enrich the student's educational experience. However, participation is considered a privilege and students will be required to adhere to rules and regulations set forth in Policy #4.56. Students participating in any extra curricular activity will be subject to random drug screening according to the testing/screening program policy. Students will be denied participation in competitions in all clubs and activities if they do not meet AAA eligibility rules.

PHYSICAL EDUCATION CLASSES

Students enrolled in physical education classes will receive credit for this class and will be required to participate as instructed by the teacher. Students must have a note from a physician if they are unable to participate in activities. Students will be instructed as to any required shoes or dress needed for participation.

CODE OF CONDUCT CATEGORIES

In all discipline situations, proper due process will be conducted. Due process procedures will be in accordance with state guidelines as well as Fouke Arkansas School District Board policies. Violations of the Student Code of Conduct have been placed in three categories. These categories are:

Category I- Misbehavior

Category II- Disruptive Behavior

Category III- Illegal/Incorrigible Behavior

Any disciplinary infraction within FSD will result in a minimum consequence of a verbal warning or a maximum consequence of expulsion.

Code Of Conduct Violations and Corrective Options (Grades 9-12)

Students assigned in-school suspension, out-of-school suspension, or another alternative placement shall not attend any school sponsored activities during the imposed assignment including but not limited to sporting events, practices, club meetings, performances, and ceremonies.

Students who are assigned alternative placement, or ISS twice may not attend any dances for the school year except prom if eligible. Students who are expelled at any time during the school year may not attend prom. All disciplinary offenses with the exception of fighting will be tracked by semester.

Fighting

First Offense: 5 Days Out-of-School; mandatory parent conference

Second Offense: 10 days Out-of-School; mandatory parent conference; FINS

Third Offense: Suspension/Recommendation for expulsion; mandatory parent conference; FINS

Fighting on the bus (in conjunction with the above corrective action)

First Offense: Removal from bus for remainder of the school year
Consequences for fighting are for the entire school year. Consequences will not start over at the semester. A FINS referral may be filed after each occurrence.

Dress Code

First Offense: Warning if correctable, if not sent to ISS until it can be corrected.

Second Offense: 2 days D hall

Third Offense: 3 days ISS

Fourth Offense: 5 days ISS

Fifth Offense: 8 days of ISS

Possession of Cell Phones and Other Electronic Devices

Students in grades nine (9) through twelve (12) at Fouke High School may possess and use a cell phone or communication device before school, at lunch and after the school day under the following guidelines: Phone or communications device may be used at the

beginning of school prior to the bell, and at lunch time only while in the cafeteria or outside area. Phone and communication device may be used after school. When the beginning of school bell rings and when lunch is over it must be on silent and out of sight. Earbuds/headphones will not be allowed. Students are not allowed to take pictures/video with the phone or communication device during the school day. Students are not allowed to text/call students that are in class. During lunch the ringer must be on vibrate; ringtone is not allowed. Phones or communication device are not to be on "speakerphone." School is NOT responsible for a stolen phone or communications device. Stolen phone or communication device will NOT be investigated by the school. Audible sounds are not to come from the device at any time.

Using an electronic device/phone to engage in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores is not permitted. Creating, sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person is not permitted.

First offense: Cell phone or communication device will be confiscated for three (3) school days.
Second offense: Cell phone or communication device will be confiscated for four (5) school days.
Third offense: Cell phone or communication device will be confiscated for six (8) school days.
Fourth offense: Cell phone or communication device will be confiscated for ten (10) school days.

A student in possession of a cell phone, headphones/earbuds, whether or not it belongs to him/her, will be subject to the corrective options for cell phone usage. The above penalties are the minimum. The penalties are for grades 9-12 in regard to the rules on that campus. Students are not allowed to use the phone or communication device for any type of harassment, picking, joking or bullying at school. If a phone or communication device is used in that way, a suspension will be assessed. Device will only be returned to an adult on the information card after the confiscation period.

Tardies

1st offense: Warning
2nd offense: Parent Contact
3rd offense: Two (2) days of D-Hall (Teacher to contact parent and assign D-hall)

4th offense: Three (3) days of D-Hall
5th offense: One (1) day of ISS /Become Category II
6th offense: Two (2) days of ISS
7th offense: Three (3) days of ISS
8th offense: Five (5) days of ISS

All tardies will be tracked per student, per class. (Example...If a student is tardy for the 1st, 2nd, and 3rd periods, that student will accumulate 3 tardies.) A student will be counted tardy if he/she is not in the classroom when the bell rings. Students arriving to school or returning from being checked out after 1st period has ended will not be counted as tardy. If a student misses more than 15 minutes of a class he/she will be counted absent.

Category I

Rule 1 Classroom rule violations
Rule 2 Lack of cooperation, lying
Rule 3 Buying, selling, trading, or giving
Rule 4 Misbehavior in classroom causing disruption
Rule 5 Sleeping in class
Rule 6 Throwing objects
Rule 7 Eating, drinking, gum chewing
Rule 8 Bus safety violation

*Cheating or copying work will result in a grade of zero (0).

Corrective Options for Category I

Step One: Teacher will contact parent/guardian/document warning.
Step Two: Teacher will contact parent/guardian/document warning.
Step Three: Teacher will contact parent/guardian and assign three (3) days detention.
Missing a day of detention without the teacher's approval will result in the student moving to step four.
Step Four: Referral to Category II

Habitual Misbehavior Category II

Rule 1 Horseplay/Scuffling/Shadow boxing/Play fighting/Slapping on the head
Rule 2 Verbal threats
Rule 3 Truancy
Rule 4 Gambling
Rule 5 Defacing school property
Rule 6 Altering school records
Rule 7 Altercation or disruption at school gathering
Rule 8 Use or possession of tobacco products or lighters This includes e-cigarettes, e-cigars, and e-pipes.

- Rule 9 Possession, exhibition, or use of obscene materials—including Internet
- Rule 10 Insubordination
- Rule 11 Profanity, cursing, offensive or abusive language toward students
- Rule 12 Bullying/Cyber-bullying during school hours
- Rule 13 Inappropriate or dangerous use of automobiles / Parking in non-designated parking spaces
- Rule 14 Refusing to identify oneself to school personnel
- Rule 15 Demonstration of gang membership/activity
- Rule 16 Inappropriate use of the Internet
- Rule 17 Inappropriate physical contact
- Rule 18 Unauthorized use of prescription or over-the-counter medication
- Rule 19 Habitual misbehavior
- Rule 20 Theft and/or damaging another's property up to \$250
- Rule 21 Inappropriate and or disrespectful language or actions directed toward school personnel
- Rule 22 Being in undesignated areas
- Rule 23 Leaving trash in the cafeteria/littering
- Rule 24 Use of skateboards, hoverboards, bicycles, etc. during school hours

Corrective Options for Category II

Step One: Referral to assistant principal; three (3) days ISS placement; parent conference

Step Two: Referral to assistant principal; five (5) days ISS placement;

Step Three: Referral to assistant principal; eight (8) days ISS placement;

Category III

These are the most severe infractions, and students must be referred to the school principal. The disciplinary actions are designed to remove the student from the school setting as quickly as possible and to alert parents and appropriate governmental agencies that a crime has been committed.

Rule 1 Drugs

Excluding alcohol and tobacco (illegal drug possession, sale, use/under the influence); Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g. Demerol, morphine, marijuana, LSD, opioid, etc...), narcotic substance, or inhalant. This includes taking someone else's prescription medications. Use of any substance against school policy.

Rule 2 Alcohol

(liquor law violations- possession, use sale):

Violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.

Rule 3 Tobacco/e-Cigarettes/Vaping Devices

(Cigarettes or other forms of tobacco) The possession, use, distribution, or sale of tobacco products on school grounds, at school sponsored events, or on school transportation by any student. This shall include e-cigarettes or personal vaporizers.

Rule 4 Attendance Policy Violation

Any absence of part of a day, or all of a day, or for more than one day from school which the school attendance officer, principal, parent, or guardian is not aware for the purpose of defeating the intent of compulsory education.

Rule 5 Physical Attack/Harm on Student

Examples include striking that causes bleeding, broken nose, kicking. Consider age and developmentally appropriate behavior before using this category. This category may be used when the attack is serious enough or warrant calling the police or security or when serious bodily harm occurs.

Includes an attack with a weapon in this category,

Rule 6 Physical Attack/Harm on Staff

Examples include striking that causes bleeding, broken nose, kicking. Consider age and developmentally appropriate behavior before using this category. This category may be used when the attack is serious enough or warrant calling the police or security or when serious bodily harm occurs.

Includes an attack with a weapon in this category,

Rule 7 Knife

Includes instruments or objects used such as a sharp object (e.g., knife, razor blade, ice pick, Chinese star.)

HANDGUNS, RIFLES, AND SHOTGUN

Possession of an instrument or object defined as a firearm and used to inflict harm on another persons.

Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; and any firearm muffler or firearm silencer.

08 Handgun - A firearm (revolver or pistol) designed to be held and fired with one hand

09 Rifle - a shoulder weapon

10 Shotgun - A smoothbore shoulder weapon used for firing shots at short range

Rule 11 Weapon

Inclusive of items that can be used to cause harm that are not directly covered. (e.g., chain, nunchakus, billy club, electrical weapon or devise (stun gun), or substance used as a weapon (e.g., mace, tear gas) or any other similar object.

Rule 12 Gangs

A “gang” shall be defined as individuals with a common interest, bond or activity whose purpose includes the commission of illegal acts, and who refer to themselves by a group name or designation.

Rule 13 Vandalism

The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Rule 14 Insubordination

Willful failure or refusal to recognize or submit to the authority of a superior.

Rule 15 Disorderly Conduct

(significantly disrupts all or portions of the campus activities, school sponsored events, or school bus transportation) - Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others.

Rule 16 Explosives

Incendiary or poison gas; any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, i.e., Bombs, Grenade, Rocket having a propellant charge of more than four ounces, Missile having an explosive or incendiary charge of more that one-quarter ounce, Mine, or similar device.

Rule 17 Other

This option ONLY encompasses infractions not listed. This category is designated for discipline violations that are non-violent or do NOT fit in any of the categories as defined elsewhere in the coding chart. (Examples include: horse play, profanity, cheating, gambling, plagiarism, pornography, non-violent disruptive behavior, dress code, no homework, chewing gum, excessive talking, and other general classroom management or school ground violations.

Rule 18 Bullying

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, or physical act that causes or creates actual or reasonably foreseeable physical harm, interference with a student’s education, substantial disruption in the operation of the school, and/or a hostile educational environment.

Rule 19 Fighting

Violent incidents with or without injury (physical altercation, pushing, shoving); fighting (mutual altercation)

Rule 20 Personal Electronic Device

Use of electronic devices that violate school policy.

Rule 21 Cyberbullying

Any form of communication or posting content by electrical act that is sent with the purpose to harass, intimidate, humiliate, defame, incite violence to or threaten a student, public school employee, or person with whom the other student or public school employee is associated.

Rule 22 Harassment

A pattern of unwelcome verbal or physical conduct relating to another person that causes substantial interference with the other’s performance in the school environment.

Rule 23 Sexual Behavior

Mutual sexual acts including sexual intercourse, fondling, nudity, etc....

Rule 24 Stealing/Theft

To take another’s property (student’s or school more than \$250) without the verbal or written permission of owner and with no intent to return it.

Rule 25 Terroristic Threats

Are threats to kill or cause serious physical injury to another person

Rule 26 Sexual Harassment

Is when a student engages repetitively in behavior that involves unwelcome sexual advances, unwelcome touching that is sexual in nature, unwelcome request for sexual favors from or offers sexual favors to another student such that the conduct has the purpose or effect of interfering with the other’s performance in the school environment.

Rule 27 Technology Use Violation

Violations that are against district/school appropriate use policies for technology and the internet

Corrective Options for Category III

Immediate out-of-school suspension for up to 10 days; possible FINS referral; possible recommendation for expulsion; possible assignment to an alternative placement; possible assignment to drug program and notification of legal authorities when necessary.

Bus Rules Category I Violations

Refer to Policy #4.19 for expected behavior while being transported to and from school. Riding a bus is a privilege, not a right. Any behavior that distracts the bus driver or places the students and driver in danger will not be tolerated.

- Rule 1 Not remaining seated on bus
- Rule 2 Not keeping hands, feet, etc. inside bus
- Rule 3 Talking loud/yelling on bus
- Rule 4 Eating, drinking, or littering on bus

Three category I violations will become a category II offense.

Category II Violations

- Rule 1 Disorderly conduct
- Rule 2 Bullying
- Rule 3 Profanity, cursing, offensive or abusive language
- Rule 4 Throwing harmful objects
- Rule 5 Insubordination
- Rule 6 Damaging school property
- Rule 7 Horseplay
- Rule 8 Failure to identify oneself
- Rule 9 Stealing

Corrective Options for Category II

Step One: Referral to assistant principal; three (3) days ISS placement; parent conference

Step Two: Referral to assistant principal; five (5) days ISS placement;

Step Three: Referral to assistant principal; eight (8) days ISS placement

Category II Corrective Options

1st Bus Violation: Removal from the bus for Five (5) days

2nd Bus Violation: 10 days Removal from the bus for ten (10) days

3rd Bus Violation: Removal from the bus for the remainder of school year

Riding a bus is a privilege, not a right. Any behavior that distracts the bus driver or places the students and driver in danger will not be tolerated. Severe infractions on the bus violations will result in removal from the bus for the remainder of the year.

Category III offenses will be addressed according to handbook policy.

STUDENT DISCIPLINE

Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity. All students of Fouke Public Schools shall be subject to the disciplinary procedures outlined in school

policies, handbooks, school rules, and class rules. Refer to Policy #4.17, 4.18, 4.39, and 4.20.

Penalties will range from a minimum of a verbal warning to a maximum of expulsion and filing of a FINS petition. ***Severity and repetition of negative behaviors/infractions will determine consequences as determined by the school administrators.

DISCIPLINE OF SPECIAL NEEDS STUDENTS

The Fouke School will determine discipline of students with special needs contingent upon existing Federal and State laws, rules, and regulations. Under the Individuals with Disabilities Education Act (IDEA) Public Law 94-142 Revised and 504 of the Rehabilitation Act of 1973, handicapped students are to follow regular school disciplinary procedures as long as there is no denial of Free Appropriate Public Education (FAPE). Special Education *Due Process* procedures will be utilized in the suspension and/or expulsion of handicapped students.

DAMAGE, DESTRUCTION, OR THEFT OF SCHOOL PROPERTY

Students are responsible for the proper care of all books, supplies, and furniture supplied by the school. Those who disfigure school property, break windows, steal or attempt to steal staff, school, or student property will be punished and required to pay for the damage. Penalties range from a minimum of ISS to a maximum of OSS and cost of damages to expulsion. (Policy #5514)

SCHOOL TELEPHONE & CHECK OUT

Students may use the office phone only for sick calls, for school business calls, or for emergency calls. Students that are being checked out must have a parent/guardian come into the office and physically check them out. We will not accept any phone check outs. Any exception will have to be approved by the principal.

POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

(Policy 4.47)

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. Consequences will be imposed for cell phones/electronics misuse during the school day.

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.

Penalties for misuse will range from a minimum consequence of a warning to the maximum consequence of OSS, depending on the severity of the misuse or repetitiveness of the offense.

PERSONAL APPEARANCE/DRESS CODE **(Policy 4.25)**

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. Student dress, grooming and appearance should be the responsibility of the individual and his/her parents under the following guidelines:

1. Dress and grooming should be clean and in keeping with health and sanitary practices.
2. Students may not wear clothing or hairstyles that can be hazardous to them in their educational activities such as shop, lab work, physical education, or on-the-job training.
3. Dress and grooming should not substantially disrupt the educational process.
4. It is the responsibility of each building administrator to see that student dress is not extreme to the point of creating a disturbance of the educational atmosphere. The administration shall have the right to use his/her own discretion in case of extreme dress. Generally speaking, students should adhere to the following:
 - a. Shorts – Shorts are allowed 3 inches above the knee.
 - b. Pants – No sagging pants; belts are required for oversized pants; jeans and slacks with no holes or cut-outs above the knee.
 - c. Tops – Students will not wear the following: spaghetti straps, tank tops, halter tops, bare midriffs, see-through blouses or shirts, and no sleeveless or muscle shirts; all shirts must come below the belt line. The length should be such that it could be tucked in if necessary but not be excessively long.
 - d. Skirts – In grades 5-12 skirts should be long enough to visibly meet the top of the knee; if the

skirt has a slit, the top of the slit should be at the top of the kneecaps.

- e. T-shirts/shirts – Nothing with suggestive messages or emblems that reflect or apply to alcohol, drugs, sex, obscenities, violence, or racial discrimination in grades K-12; Any shirt sold or purchased through the school district must be pre-approved by the Administration.
- f. Pajamas – House slippers and flannel pajama type pants, as well as any other type of pajama are not allowed.
- g. Headwear – No caps, visors, bandanas, or headwear of any kind inside the building; no sunglasses.
- h. “Heeleys” (shoes with wheels) are not allowed in use or exposed in the school building or outside the school building during school hours.
- i. No Grills

Continued abuse of the above privileges will result in a temporary loss of privileges for all students. Loss of class time due to inappropriate dress will count as an unexcused absence. Students may be sent home if proper clothing cannot be found at school. Penalties will range from a minimum of a verbal warning to the maximum of expulsion. Students will not be allowed to dress in holiday costume attire without permission from the principal. Any questionable dress will be at the final discretion of the principal.

PUBLIC DISPLAY OF AFFECTION

Public display of affections is not appropriate behavior at school. Failure to comply with reasonable expectation of school staff will lead to disciplinary action. Penalties will be assessed by the administrator ranging from a minimum of a verbal warning to the maximum of suspension.

DETENTION

Students who violate school rules may be assigned to a supervised study area held during lunch, before school or after school for thirty minutes. Students late to detention will not be admitted. Talking or sleeping during detention will not be allowed. Students are responsible for bringing study materials and are expected to use this time to work on their assignments. Missing a detention will result in additional detention days. Students will serve detention on days assigned. Attending detention takes priority over all make-up assignments unless coordinated in advance with an administrator.

IN-SCHOOL SUSPENSION

(Policy #5505)

The building administrators shall make all assignments to ISS and shall notify the parent or guardian by phone or mail if unreachable that the student is being assigned to ISS. Students assigned to ISS shall not be permitted to participate in or attend assemblies, athletic contest, or any other school sponsored activity during the time assigned. The student shall:

- *Not be counted absent from regular classes.
- *Report to ISS on time.
- *Bring only textbooks and other necessary materials to ISS.
- *Have no gum, candy, etc. in his/her possession.
- *Stay awake and keep head off desk at all times.
- *Be permitted only necessary restroom and water breaks and those only at time other than between periods.
- *Complete assignments provided.
- *Return assignments to classroom teacher for credit.
- *Take scheduled classroom tests in ISS upon teacher approval.

SUSPENSION FROM SCHOOL (Policy #4.30)

The School Board authorizes the school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is initially imposed. A student may be suspended for behavior including, but not limited to that which:

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

Out of school suspensions shall be treated as unexcused absences and during the period of suspension students shall not be permitted on campus except to attend a student/parent/administrator conference.

GENERAL RULES OF CONDUCT

- **Students at school-sponsored off-campus events shall be governed by school rules and regulations and are subject to the authority of school personnel.
- **All student meetings in school buildings or on school grounds may function only as a part of the

formal educational process or as authorized by the principal.

**In the assignment of school property (locker, desk, etc.) to a specific student, the school retains ownership of such property and the right to inspect it or reclaim it.

**General searches of school property may be conducted at any time.

**When a student has been notified that he/she is suspended from school, he/she shall leave the building and grounds immediately and shall remain away from the school premises and school-sponsored events until the end of his/her suspension. The student is not to return to the school premises or attend school functions or events until they have been reinstated in good standing.

**Students should not congregate in the rest rooms.

**Students are not allowed to enter the teacher's workroom, lounge, or restrooms at any time. Any student needing to contact a teacher in the workroom should please knock and wait for the teacher to come to the door.

** All students are required to leave the building during the lunch period. Students will not be allowed to eat lunch in classrooms unless there is an announced/approved lunch meeting.

SCHOOL CLOSING

In the event that the Fouke School District is closed for inclement weather, contagious disease, or utility outage, each school will utilize an alternate method of instructional delivery to make up for missed instructional time. Alternate methods of instructional delivery for those days may consist of "inclement weather" folders, and/or online delivery of instruction and assignments. Use of these alternate methods of instructional delivery during school closure will satisfy the state requirement for an instructional day and no makeup day will need to be added to the school calendar.

EARLY DISMISSAL SCHEDULE

The early dismissal schedule will be determined annually based upon needs. If/when there is an early dismissal this will be communicated in advance and frequently. Dismissal time will adhere to ADE instructional time requirements.

**Fouke High School
Parental Involvement Plan Summary
2019-2020**

Parent Involvement...

means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities.

In support of strengthening student academic achievement, Fouke High School works with parents in the development of a building Parental Involvement Plan. The plan establishes the expectations for parental involvement and describes how Fouke High School will implement ways for parents to be involved.

The following information is a summary of the Fouke High School Parental Involvement Plan:

1. The school will continuously focus on making communication between home and school a top priority.
2. The school will provide opportunities for parents to be involved in the planning, development and approval of the Parental Involvement Plan and the Arkansas Consolidated School Improvement Plan through parent meetings. Meeting times and parent information workshops will be held in both

the a.m. and p.m. hours in order to be accessible for all parents.

3. The school will provide information and activities to support parenting skills.
4. The school will provide information and activities to support parents' integral role in assisting student learning.
5. The school will provide training to parents on how they can volunteer their time or other resources to help improve students' academic success.
6. The school will partner with parents in decisions that affect their children and families.
7. The school will seek to partner with community organizations in order to improve students' academic success.

A complete copy of the Fouke High School Parental Improvement Plan is posted on the school website: www.foukepanthers.org.

Complete copies of the plan may also be obtained in the high school office and the parent resource center located in the high school library.

STUDENTS

POLICY #	TITLE
4.1	Residents Requirements
4.2	Entrance Requirements
4.3	Compulsory Attendance Requirements
4.4	Student Transfers
4.5	School Choice
4.6	Home Schooling
4.7	Attendance K-12
4.8	Make-up Work
4.9	Tardies
4.10	Closed Campus
4.11	Equal Educational Opportunity
4.12	Student Organizations/Equal Access
4.13	Privacy of Student Records/Directory Information
4.14	Student Publications & the Distribution of Literature
4.15	Contact With Students While At School
4.16	Student Visitors
4.17	Student Discipline
4.18	Prohibited Conduct
4.19	Conduct to and From School and Transportation Eligibility
4.20	Disruption of School
4.21	Student Assault or Battery
4.22	Weapons and Dangerous Instruments
4.23	Smoking and Smokeless Tobacco
4.24	Drugs & Alcohol
4.25	Student Dress and Grooming
4.26	Gangs and Gang Activity
4.27	Student Sexual Harassment
4.28	Laser Pointers
4.29	Internet Safety and Electronic Device Use Policy
4.30	Suspension from School
4.31	Expulsion
4.32	Search and Seizure and Interrogations
4.33	Student Vehicles
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4.41	Physical Examination or Screenings
4.42	Student Handbook
4.43	Bullying
4.45	Smart Core Curriculum and Graduation Requirements for the Classes of 2018, 2019, and 2020
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4.46	Pledge of Allegiance
4.47	Possession and use of Cell Phone & Other Electronic Devices
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4.49	Special Education

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5004	Fouke Public School District Victims’ Rights Policy
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5047	Administrative Procedures for Pupil Records
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5430	Semester Test and Final Exams for Grades 9-12
5442	Release of Students
5481	Fees
5505	In-School Suspension
5510	Chemical Screen/Test
5513	Books and Materials
5514	Damage, Destruction or Theft of School Property
5521	Expression
5531	Loitering on Campus by Unauthorized Persons
5539	Skip Days
5544	Truancy
5545	Walkouts and Boycotts
5549	Gambling
5572	Reporting of Felonies or Other Violent Crimes
5579	Internet Safety Policy
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CURRICULUM AND INSTRUCTION

POLICY#	TITLE
5.1	Philosophy of Fouke School District
5.2	Planning for Educational Improvement
5.3	Curriculum Development
5.5	Selection/Inspection of Instructional Materials
5.6	Challenge of Instructional/Supplemental Materials
5.7	Selection of Instructional & Library/Media Center Materials

5.8	Use of Copyrighted Materials
5.10	Religion in the Schools
5.11	Digital Learning Courses
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5.15	Grading
5.16	Computer Science Course Prerequisites and Progression
5.17	Honor Roll and Honor Graduates
5.20	District Website
5.20.1	Web Site Privacy Policy
5.21	Advanced Placement
5.22	Concurrent Credit
5.23	Equivalence Between Schools
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5.26	Alternative Learning Environments
5.26.1	ALE Program Evaluation
5.27	English Language Learners
5.28	National School Lunch Act Funding Expenditures
5.29	Wellness Policy
6052	Closing the Achievement Gap Task Force
6120	Gifted & Talented Program-Definition
6121	Gifted & Talented Program-Philosophy
6122	Gifted & Talented Program-Goals & Objectives
6123	Gifted & Talented Program-Procedures

SCHOOL, HOME, AND COMMUNITY RELATIONS

POLICY #	TITLE
6.4	Volunteers
6.5	Visitors to the Schools
6.6	Fundraising
6.7	Public Complaints Policy
6.10	Sex Offenders on Campus (Megan's Law)
6.11	School, Family, and Community Engagement-District
6.12	School, Family, and Community Engagement-School
7.10	Public Use of School Buildings

4.1-RESIDENCE REQUIREMENTS

Definitions

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

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

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

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

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

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

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

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

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

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

4.2-ENTRANCE REQUIREMENTS

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

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

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

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

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

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6 – HOME SCHOOLING.

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

Students have the responsibility to maintain prompt regular attendance in school. Parents/guardians have the responsibility to require attendance and to familiarize themselves with policies pertaining to the education program of the school and rules regarding student's behavior.

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis will be asked for the child's social security number, if not furnished the district will inform them a nine (9) digit number designated by the Division of Elementary and Secondary Education will be assigned.
2. The parent, legal guardian, person having lawful control of the student or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student or person standing in loco parentis;
 - f. United States military identification; or
 - g. Previous school records.

3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
4. In accordance with Policy 4.57-IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:

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

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

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

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

“Eligible child” means the children of:

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

“Uniformed services” means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

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

An eligible child as defined in this policy shall:

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

subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;

5. be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.
9. In the event that official copies of an eligible child's education records are not available at the time the eligible child is transferring, then the District shall:
 - o Pre-register and place an eligible child based on the eligible child's unofficial education records pending receipt of the eligible child's official records; and
 - o Request the eligible child's official education records from the sending district.

4.3-COMPULSORY ATTENDANCE REQUIREMENTS

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

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

4.4-STUDENT TRANSFERS

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

The Fouke 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.

4.5-SCHOOL CHOICE

Standard School Choice

Definition

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

Transfers Into the District

Capacity Determination and Public Pronouncement

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

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

Application Process

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

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

1. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;

2. Includes the parent's or guardian's military transfer orders; and
3. Includes the parent's or guardian's proof of residency on the military base.

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

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

Accepted Applications

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

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

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

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

Rejected Applications

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

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

An application may be provisionally rejected if the student's application was beyond the student's resident district's three percent (3%) cap. The student's resident district is responsible for notifying this District that it is no longer at its three percent (3%) cap. If a student's application was provisionally rejected due to the student's resident district

having reached its three percent (3%) cap and the student's resident district notifies this District that it has dropped below its three percent (3%) cap prior to July 1, then the provisional rejection may be changed to a provisional acceptance and the student would have to meet the acceptance requirements to be eligible to enroll in the District.

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

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

Transfers Out of the District

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

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

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

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

Facilities Distress School Choice Applications

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

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

Opportunity School Choice Transfers Into or Within the District

For the purposes of this section of the policy, a "lack of capacity" is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the

application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

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

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

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

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

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

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

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

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

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

Transfers out of, or within, the District

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

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

Unsafe School Choice Program

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

4.6-HOMESCHOOLING

Enrollment in Home School

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

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

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

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

The notice shall include:

- a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
- b. The mailing address and telephone number of the home school;
- c. The name of the parent or legal guardian providing the home school;
- d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
- e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
- f. A statement if the home-school student plans to seek a driver's license during the current school year;
- g. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to homeschool; and
- h. A signature of the parent or legal guardian, which must be notarized if the home-schooled student plans to seek a driver's license during the school year.

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

Enrollment or Re-Enrollment in Public School

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

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

- o Other indicators of the home-schooled student's academic progress.

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

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

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

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

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

4.7-ATTENDANCE K-12

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

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school is essential to their 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 digital courses shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District's truancy policy.

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of four (4) 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; or
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences 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.

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent; legal guardian, person having lawful control of the student; or personal standing in loco parentis, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with nine (9) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has four (4) unexcused absences, his/her parents, legal guardians, persons with lawful control of the students, 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 nine (9) 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 four (4) 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.

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a

driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record.

4.8-MAKE-UP WORK

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

1. Teachers are responsible for providing the missed assignments to the student.
 2. 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.
 3. Students shall have two class days to make up their work for each class day they are absent unless assignment was scheduled prior to absence or at teacher's discretion.
 4. Students are responsible for turning in their make-up work.
 5. Students who are absent on the day their make-up work is due must turn in their work the day they return to school.
 6. 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.
 7. The principal may adjust the make-up work or period of time based upon the students' age and circumstances.
- In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set for in Policy 4.57 – IMMUNIZATIONS.

4.9-TARDIES

District policy concerning tardies will be followed as prescribed in student handbooks at each campus as approved by the board.

4.10-CLOSED CAMPUS

The Fouke School campus is closed from the time a student arrives in the morning until the completion of the school day. As soon as students get off the bus or arrive on campus, they are to come to the campus area, the courtyard or hall areas.

The school lunch Director will provide a medically prescribed diet with verification from a physician as needed.

Students will not be allowed to order food or have it delivered to school. Students will only be allowed to leave at lunch if a parent/guardian personally picks up the student and returns them to school. This is not an encouraged practice due to the time restraints of the school day but shall be limited to special occasions and/or events.

Examples:

- Birthday
- Sibling departure
- Other as approved by the principal or his/her designee

4.11-EQUAL EDUCATIONAL OPPORTUNITY

No student in the Fouke School District shall, on the grounds of race, color, religion, national origin, sex, age, sexual orientation, gender identity, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non discrimination may be directed to superintendent, who may be reached at 200 North Davis, Fouke, AR 71837 or call 870-653-4311.

For further information on notice of non-discrimination or to file a complaint, visit <http://wdrobcolp01.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.

4.12-STUDENT ORGANIZATIONS/Equal Access

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

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

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

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

4.13-PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION

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

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

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

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

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

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without

getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

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

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

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

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

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

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

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

authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user,

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

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

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

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

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

4.14-STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

Student Media

All student media that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored media. School-sponsored media does not provide a forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial ~~control~~ review of the District's administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

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

Student Media on School Web Pages

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

1. Not contain any non-educational advertisements;
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 (Privacy of student Records) including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over 18;

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

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

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

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

The regulations shall:

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

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

4.15-CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

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

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

order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

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

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

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

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

Contact by Professional Licensure Standards Board Investigators

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

4.16-STUDENT VISITORS

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

Lunch visitors, other than parents or guardians who have checked into the office, will not be allowed unless receiving prior approval from the administration.

4.17-STUDENT DISCIPLINE

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

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

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

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

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

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

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

It is required by law that the principal or the person in charge, report to the policy any incidents where a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision.

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.

4.18-PROHIBITED CONDUCT

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

All students of Fouke Public Schools shall be subject to the disciplinary procedures outlined in school policies, handbooks, school rules, and class rules. Parents may annually request in writing that corporal punishment not be administered to their child, but in lieu thereof, the student shall be subject to in-school suspension or suspension.

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. Insubordinate-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, teacher, or student property;

7. Use 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.

DISCIPLINE FOR SPECIAL NEEDS STUDENTS

The Fouke Public School District will determine discipline of students with special needs contingent upon existing federal and state laws, rules, and regulations.

Under the Individuals with Disabilities Education Act (IDEA) Public Law 94-142, Revised and 504 of the Rehabilitation Act of 1973 handicapped students are to follow all school rules and are subject to regular school rules and are subject to regular school disciplinary procedures as long as there is no denial of Free Appropriate Public Education (FAPE).

Special Education Due process procedures will be utilized in the suspension and/or expulsion of handicapped students.

4.19-CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

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

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

Student eligibility is outlined in policy #3200.

DO'S AND DON'T ON THE SCHOOL BUS

1. Be at the bus stop on time.
2. While loading or unloading, enter or leave bus orderly.
3. While riding the bus, students are under the supervision of the driver and must obey the driver at all times.
4. Students are expected to conduct themselves in such a manner that they will not distract their driver or disturb other riders on the bus.
5. Glass containers are prohibited.
6. Sit facing the front of the bus; bus riders are not to run around, so as to have their sides or back to the front of the bus. Pupils must keep seated while the bus is in motion.
7. Do not tamper with any of the safety devices such as door latches, fire extinguishers, etc. 8. Students are not to deface the bus or any school property.
9. Students are not to ask the driver to be let off the bus except at the students regular stop unless special permission has been granted.
10. If you must cross the road or highway to enter the bus, try always to be on the right side of the road waiting on the bus.
11. Pupils who cross the road after leaving the bus in the afternoon, must go to a point on the shoulder of the road ten feet in front of the bus. Cross the road only after the driver has signaled for you to cross.
12. Pupils cannot ride any bus except their own. Visitors are allowed only with special permission from the driver or except in the case of an emergency.
13. All students must stay seated on the bus until bus stops to let them off at their stop. No hands or arms may be extended out the windows or articles thrown from the window.
14. Radios and other audio devices are not allowed at school or on the bus.
15. Any conduct that would present a safety hazard while riding the bus.

RIDING THE BUS IS A PRIVILEGE

4.20-DISRUPTION OF SCHOOL

No student shall by the use of violence, force, 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.

4.21-STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to : a) cause a breach of the peace; b) materially and substantially interfere

with the operation of the school; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

4.22-WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

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

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

“Weapon” means any:

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

No student, except for Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon 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 not less than one 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.

4.23-TOBACCO AND TOBACCO PRODUCTS

Smoking, use or possession of tobacco or products containing tobacco in any form (including, but not limited to, e-cigs, 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.

·	1st offense	3 days in school suspension
·	2nd offense	6 days in school suspension
·	3rd offense	10 days in school suspension
·	4 th offense	Recommended for expulsion

With the exception of recognized tobacco cessation products, the 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-pips, or under any other name or descriptor.

The Superintendent shall have discretion to recommend to the board modification of such expulsion requirement on a case-by-case basis.

4.24-DRUGS AND ALCOHOL

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

Therefore, no student in the Fouke School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy. This policy applies to any student who; is on or about school property; is in attendance at school or any school sponsored activity; has left the school campus for any reason and returns to the campus is en route to or from school or any school sponsored activity. Students participating in any extra curricular activity and who park vehicles at school will be subject to random drug screening according to the testing/screening program policy.

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.

Any student engaging in any of the activities with any of the prohibitive substances listed above shall be suspended from school immediately for ten (10) days. During the suspension period, the principal will make a report in writing to the superintendent of schools, who will then determine what further action is to be taken or to continue the suspension until the school board can take final action or hold a hearing. Recommendations of expulsion for the current and following semester may be made. The second offense will result in recommended expulsion.

4.25-STUDENT DRESS AND GROOMING

The school recognized that among those rights retained by the people under our constitutional form of government is the freedom to govern one's personal appearance. However, when dress and grooming substantially disrupt the learning process for the individual student, other students or the learning climate of the school, it becomes a matter subject to disciplinary action. Student dress, grooming and appearance should be the responsibility of the individual and his or her parents under the following guidelines.

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female.

1. Dress and grooming should be clean and in keeping with health and sanitary practices.
2. Students may not wear clothing or hairstyles that can be hazardous to them in their educational activities such as shop, lab work, physical education, art, or on the job training.
3. Dress and grooming should not substantially disrupt the educational process.
4. It is the responsibility of each principal to see that student dress is not extreme to the point of creating a disturbance of the educational atmosphere. The principal shall have the right to use his own discretion in case of extreme dress. Generally speaking, student should adhere to the following:
 1. **Shorts**-Shorts are allowed 3 inches above the knee.
 2. **Pants**-No sagging pants; belts may be required if pants fit inappropriately; jeans and slacks with no holes or cut-outs above the knee.
 3. **Tops**-Students will not wear the following: spaghetti straps, tank tops, halter tops, bare midriffs, see-through blouses or shirts, and no sleeveless or muscle shirts. Girl's shirts must come below the belt line. The length should be such that it could be tucked in if necessary but not excessively long.
 4. **Skirts**-In grades 5-12 skirts should be long enough to visibly meet the top of the knee; if the skirt has a slit, the top of the slit should be at the top of the kneecaps.
 5. **T-shirts**-Nothing with suggestive messages or emblems that reflect or apply to alcohol, drugs, sex, obscenities, violence, or racial discrimination in grades K-12; **and shirt** sold or purchased through the school district must be pre-approved by the Administration.
 6. **Pajamas**-House slippers, and flannel pajama type pants, other pajamas are not allowed.
 7. **Headwear**-No caps, visors, bandanas, or headwear of any kind inside the building; no sunglasses.
 8. **“Heelys”**(shoes with wheels are not allowed in use or exposed in the school building or outside the school building during school hours.

Consequences are to range from a minimum of a verbal warning to a maximum of suspension or expulsion if the student refuses to follow the dress code policy.

Penalties may be assessed by the building principal according to the student handbook.

Any questionable dress will be at the final discretion of the principal.

Continued abuse of the above privileges will result in a temporary loss of privileges for all students.

4.26-GANGS AND GANG ACTIVITY

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

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

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative, of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a

- member of any gang, and/or;
4. Extorting payment from any individual in return for protection from harm from any gang.

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

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

4.27-STUDENT SEXUAL HARASSMENT

The Fouke 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 grievance procedures for complaints 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 redress that is available to the victim of sexual harassment; and the potential discipline for perpetrating sexual harassment.

“Sexual harassment” means conduct that is:

1. Of a sexual nature, including, but not limited to:
 - a. Sexual advances;
 - b. Requests for sexual favors;
 - c. Sexual violence; or
 - d. Other personally offensive verbal, visual, or physical conduct of a sexual nature;
2. Unwelcome; and
3. denies or limits a student's ability to participate in or benefit from any of the District's educational programs or activities through any or all of the following methods:
 - a. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's Education;
 - b. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
 - c. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

The terms “intimidating,” “hostile,” and “offensive” include conduct of a sexual nature that has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

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 emails or Websites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will provide assistance on the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

Complaints will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to: individuals who are responsible for handling the District's investigation to the extent necessary to complete a thorough investigation; the extent necessary to submit a report to the child maltreatment hotline; the Professional Licensure Standards Board for complaints alleging sexual harassment by an employee towards a student; or the extent necessary to provide the individual accused in the complaint due process during the investigation and disciplinary processes. Individuals who file a complaint have the right to request that the individual accused of sexual harassment not be informed of the name of the accuser; however, individuals should be aware that making such a request may substantially limit the District's ability to investigate the complaint and may make it impossible for the District to discipline the accused.

Students, or the parents/legal guardians/ other responsible adult of a student, who file a complaint of sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats, intimidation, coercion, or discrimination. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who filed the complaint:

- The final determination of the investigation;
- Remedies the District will make available to the student; and
- The sanctions, if any, imposed on the alleged harasser relevant to the student.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who was accused of sexual harassment in the complaint:

- The final determination of the investigation; and
- The sanctions, if any, the District intends to impose on the student.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following an investigation, 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.

Students who knowingly fabricate allegations of sexual harassment shall be subject to disciplinary action up to and including expulsion.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of sexual harassment shall be subject to disciplinary action up to and including expulsion.

4.28-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; en route to or from school or any school sponsored activity; off the school grounds at any school bus stop or at any school sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

4.29-INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

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.

4.30-SUSPENSION FROM SCHOOL

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

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

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

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

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

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

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

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

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

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

Generally, notice and hearing should precede the student's removal from school, but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic

process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable.

It is the responsibility of a student's parents², or legal guardians², person having lawful control of the student, or person standing in loco parentis responsibility to provide current contact information to the district, which the school shall use to immediately notify the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:

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

The district shall keep a log of contacts attempted and made to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of OSS. During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program. During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension. Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board.

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

4.31-EXPULSION

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

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

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

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

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

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

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

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

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

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

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

4.32-SEARCH AND SEIZURE AND INTERROGATIONS

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

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

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

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Other questioning of students by non-school

personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

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

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

4.33-STUDENTS' VEHICLES

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

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

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

Fouke High School
Rules and Regulations
\$10.00 Permit Fee

- I understand driving on campus is a privilege and not a right.
- I understand this privilege will be revoked, suspended, or citation issued for improper use of any vehicle on school campus.
- I will drive safely and responsibly at all times on campus.
- After parking in my assigned spot, I will promptly exit my vehicle and immediately go the gym or pit. I WILL NOT return to my vehicle for ANY REASON without authorization. I understand that I am not allowed to leave in my vehicle after I arrive to school. I understand if I use my vehicle during school hours I must be checked out of school and must leave the school campus. Violation of this will result in disciplinary action and the mandatory loss of parking permit.
- I understand parking in any other parking spot on school campus that isn't assigned to me will result in a citation and/or driving privilege revoked or suspended.
- All pedestrians have the right-of-way at all times.
- I understand it is my responsibility to display my permit sticker or hanger on the vehicles listed on the parking application. I understand it is my responsibility to keep my parking application updated. Ex. "New or different car of new insurance card".

- I understand school officials have the right to search my vehicle when there is a probable cause. School officials have the right to revoke or suspend my on campus driving privileges for not following rules and regulations.

Parking privileges may be suspended for a period of time or revoked for violation of any of these regulations. Suspended or revoked parking privileges will not result in any refund of fees paid.

If this application is approved, I understand that I am subject to all School Board and Fouke School District rules involving the use of automobiles. I understand that any violation on my part will result in my privileges being revoked. It is further understood that neither the Fouke School District nor the School Board shall be held responsible for damages incurred while on school grounds or property leased by the school. This permit is non-refundable.

4.34-COMMUNICABLE DISEASES AND PARASITES

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

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

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

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

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

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

4.35-STUDENT MEDICATIONS

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written

parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer or otherwise authorized by this policy, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other perceived health remedy not regulated by the 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 and type of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student the quantity of the medication(s). Each person present shall sign a form verifying the quantity and type of the medication(s).

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering health care provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, 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

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

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

Self-Administration of Medication

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

- 1) Self-administer either a rescue inhaler or auto-injectable epinephrine;
- 2) Perform his/her own blood glucose checks;
- 3) Administer insulin through the insulin delivery system the student uses;
- 4) Treat the student's own hypoglycemia and hyperglycemia; or
- 5) Possess on his or her person:
 - 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 have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

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

Emergency Administration of Epinephrine

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

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

Students with an order from a licensed health care provider to self-administer auto-injectable epinephrine and who have written permission from their parent or guardian shall provide the school nurse an epinephrine auto-injector. This epinephrine will be used in the event the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic

reaction and the student is either not self-carrying his/her /epinephrine auto-injector or the nurse is unable to locate it.

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

Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ 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 trained⁶ 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.

4.36-STUDENT ILLNESS/ACCIDENT

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

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

4.37-EMERGENCY DRILLS

All school in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than four (4) times per year with at least one each in the month of September, January, and February. Students who ride school buses shall also participate in emergency evacuation drills at least twice each school year.

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

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

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

4.38-PERMANENT RECORDS

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

4.39-CORPORAL PUNISHMENT

The Fouke 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 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.

4.40-HOMELESS STUDENTS

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

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

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

Notwithstanding Policy 4.1 (Residence Requirements), homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy 4.1 or 4.2 (Entrance Requirements), the child shall be immediately admitted to the school in which enrollment is sought pending

resolution of the dispute, including all appeals. It is the responsibility of the District's LEA liaison for homeless children and youth to carry out the dispute resolution process.

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

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

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

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

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

o Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;

o Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

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

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

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

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

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

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

4.41-PHYSICAL EXAMINATIONS OR SCREENINGS

The Fouke School District may provide from time to time for the administration of physical exams or screenings of its students. The intent of the exams or screenings shall be to detect contagious or infectious diseases or defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to their full potential.

The district shall notify parents, at least annually, of the specific or approximate dates of any non-emergency invasive physical examination or screening that is:

1. Required as a condition of attendance;
2. Administered by the school and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student, or of other students.

For the purposes of this policy, "Invasive Physical Examination" is defined as any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

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.

A student may be required to pass a physical exam before being allowed to participate in certain extracurricular activities to help ensure they are physically capable of withstanding the rigors of the activity. It is understood that students who refuse to take such an exam will not be allowed to participate in the desired activity.

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

4.42-STUDENT HANDBOOK

It shall be the policy of the Fouke 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.

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

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

4.43-BULLYING

Definitions

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

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or

physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

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

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

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

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

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

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

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- g. Signing up a school employee for a pornographic Internet site; or
- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

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

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

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

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

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

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

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

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (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.

4.45-SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2020

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, 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 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 forms.

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

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

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

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

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

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

SMART CORE: Sixteen (16) units

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

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

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (1/2) unit

Physical Education: one-half (1/2) unit

Note: While one-half (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 (1/2) unit

Economics – one half (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 (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 serve agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (1/2) unit

Physical Education: one-half (1/2) unit

Note: While one-half (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 (1/2) unit

Economics – one half (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 (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 serve agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Other Graduation Requirements:

Must have approved and documentation of the satisfactory completion of twelve (12) service learning hours.

Further recommendations:

- a. Should take the PLAN test as a sophomore and the ACT as a junior.
- b. Should score 19 or above on each of the mathematics, English, and reading sections of the enhanced ACT or achieve comparable score on the SAT, ASSET, or other college entrance test accepted by the colleges of Arkansas.

Honor Seal:

Students who complete either the Smart Core or Core curriculum and maintain a 2.75 GPA will qualify for the Honor Seal.

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

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, 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 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 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. 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 (½) unit

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

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

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

Natural Science: three (3) units

a. DESE approved biology – 1 credit;

b. DESE approved physical science – 1 credit; and

c. A third unit that is either:

o An additional science credit approved by DESE; or

o A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) 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 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:
 - o An additional science credit approved by DESE; or
 - o A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

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

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

Other Graduation Requirements:

Must have approved and documentation of the satisfactory completion of twelve (12) service learning hours.

Further recommendations:

- a. Should take the PLAN test as a sophomore and the ACT as a junior.
- b. Should score 19 or above on each of the mathematics, English, and reading sections of the enhanced ACT or achieve comparable score on the SAT, ASSET, or other college entrance test accepted by the colleges of Arkansas.

Honor Seal:

Students who complete either the Smart Core or Core curriculum and maintain a 2.75 GPA will qualify for the Honor Seal.

4.46-PLEDGE OF ALLEGIANCE

The Pledge of Allegiance shall be recited during the first class period of each school day. Those students choosing to participate shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall be quiet while either standing or sitting at their desks.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge.

Students choosing not to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

4.47-POSSESSION AND USE OF CELL PHONES, AND OTHER ELECTRONIC DEVICES

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

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

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 cell phones, cameras, and other electronic devices are 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.

Students using or possessing cell phones or other portable music devices during unauthorized times as determined by each campus shall have them confiscated. Confiscated cell phones and other electronic communication devices may be picked up at the school's administration office by the student's parents or guardians as stated in the handbook. Students have no right of privacy as to the content contained on any cell phones and other electronic communication 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 a school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

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

4.48-VIDEO SURVEILLANCE & OTHER STUDENT MONITORING

The board has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras. The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the expectation of places such as restrooms or dressing areas where an expectation of privacy is reasonable and customary.

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

The district shall retain copies of video recordings for a minimum of two (2) weeks before they are erased which may be accomplished by either deletion or copying over with a new recording.

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

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

4.49 - SPECIAL EDUCATION

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

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

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

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

4.50 - SCHOOL MEAL MODIFICATIONS

The district only provides modified 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:
 - o The Arkansas State Medical Board;
 - o The Arkansas State Board of Chiropractic Examiners (Chiropractors);
 - o The Arkansas State Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNS in family or pediatric practice with prescriptive authority);
- Physician Assistants (PSs 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.

4.51 - FOOD SERVICE PREPAYMENT

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 cafeteria;
- Depositing funds through the District's online service;

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance by phone call, email, or elementary Monday folders.

Unpaid Meal Access

In accordance with the Arkansas law, the District allows to 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 parents:

- 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 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 substitution for an unpaid meal.

A copy of this policy must be communicated in writing at least once to all households at the start of each school year and to households of students who transfer to the school during the school year. Some suggestions on communication methods are to include a copy of the policy in:

- Student enrollment materials;
- Print versions of student handbooks; or
- Notification methods on applying for free or reduced price meals.

The United States Department of Agriculture (USDA) does not consider providing a copy of this policy only in electronic format to satisfy the communication requirement.

A written copy of this policy must be provided to all staff responsible for policy enforcement. This includes:

- A. School food service professionals;
- B. Staff involved in notifying families of low prepaid account balances;

- C. School social workers;
- D. School nurses; and
- E. The LEA homeless student liaison.

4.52-STUDENTS WHO ARE FOSTER CHILDREN

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

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

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

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

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

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

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

Foster Child School Choice

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

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

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

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

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

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

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

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

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

4.53-PLACEMENT OF MULTIPLE BIRTH SIBLINGS

The parent, guardian or other person having charge or custody of multiple birth siblings in grades pre-K through 6 may request that the multiple birth siblings are placed in either the same or separate classrooms. The request shall be in writing not later than the 14th calendar day prior to the first day of classes at the beginning of the academic year. The school shall honor the request unless it would require the school to add an additional class to the sibling's grade level. If one parent of multiple birth siblings requests a placement that differs from that of the other parent of the same multiple birth siblings, the school shall determine the appropriate placement of the siblings.

The school may change the classroom placement of one or more of the multiple birth siblings if:

- There have been a minimum of 30 instructional days since the start of the school year; and
 - After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:
 - Detrimental to the educational achievement of one or more of the siblings;
 - Disruptive to the siblings' assigned classroom learning environment; or
 - Disruptive to the school's educational or disciplinary environment.

If a parent believes the school has not followed the requirements of this policy, the parent may appeal the multiple birth siblings' classroom placement to the Superintendent. The Superintendent's decision regarding the appeal shall be final.

4.54-STUDENT ACCELERATION

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the districts Gifted and Talented Program Coordinator who shall convene the individuals necessary to make an informed decision which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year. The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing, to the District's GT Coordinator. The District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

4.55-STUDENT PROMOTION AND RETENTION

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if eighteen (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 criteria specified below. 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.

Criteria for Promotion/Retention K-3

Students in kindergarten through third grade (K-3) not performing at grade level in math and literacy shall participate in and successfully complete a remediation program during the school year. Criteria used to determine promotion or retention will include a passing grade of 60% or above in math and literacy as determined by yearly average.

4-6

Students in grades four through six (4-6) **must** pass all of the core curriculum courses (Language Arts, math, science, and social studies) with 60% or above as determined by the year average, to be promoted to the next grade level.

7-8

Students in grades seven through eight (7-8) **must** pass all of the four core curriculum courses (Language Arts, math, science, and social studies) with 60% or above as determined by the year average, to be promoted to the next grade level.

9-12

A student may be required to retake a course if he/she does not pass with a 60% or above.

Classification for the entire school year will be determined on the first day of school. Students must earn the amount of credit listed below for the classification indicated. Students with insufficient credits may be reclassified. This classification is in accordance with ESSA (Every Student Succeeds Act) U.S. Department of Education.

Grade 9 Completed ~ Freshmen

≥5.5 units of credit earned

Grade 10 Completed ~ Sophomore

≥11 units of credit earned

Grade 11 Completed ~ Junior

≥16.5 units of credit earned

Grade 12 Completed ~ Senior

≥22 units of credit earned

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/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP or completion of the Alternate Pathway to Graduation when applicable.

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

4.56-EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary (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. 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.

ACADEMIC REQUIREMENTS: Junior High

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

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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Intrascholastic Activities AAA Governed Activities

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

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).

4.56.2 - EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

Home-schooled student means a student legally enrolled in an Arkansas home school and who meet or have met the criteria for being a home-schooled student, as established by A.C.A. 6-15-503.

Interscholastic activity means an activity between schools subject to regulations of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

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

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if the superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District.

Although not guaranteed participation in an interscholastic activity home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of his or her enrollment in a home school.

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

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the

Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course in the District's school where the student is intending to participate in an interscholastic activity.

The student shall regularly attend the class in which the student is enrolled beginning no later than the eleventh (11) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

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

A home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

A home-schooled student who is not a resident of the District may begin participating in interscholastic activities:

- a. Immediately upon being approved for participation for all interscholastic activities other than athletic activities; and
- b. One (1) calendar year after being approved to participate in interscholastic activities that are athletic activities unless the approval is prior to July 1 of the school year the student would have been enrolled in seventh (7th) grade if the student were enrolled in public school.

A home-schooled student who is not a resident of the District and is prohibited under this policy from participating in an interscholastic activity that is an athletic activity for one (1) calendar year may immediately participate in rehearsals, tryouts, practices, auditions, classes, or other endeavors associated with the interscholastic activity.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from interscholastic activities on the same basis as other students are transported.

A student who withdraws from an Arkansas Activities Association member school to be home-schooled shall not participate in an interscholastic activity in the resident school district for a minimum of three hundred sixty-five days after the student withdraws from the member school.

ARKANSAS ACTIVITIES ASSOCIATION

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

4.57-IMMUNIZATIONS

Definitions

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

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

General Requirements

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

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

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

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

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

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

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

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

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

Temporary Admittance

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

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

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

Exclusion From School

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

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

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

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

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

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

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

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

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

4.58-FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

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. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:

- Raw whole fruit traditionally eaten without the peel (e.g. bananas and oranges);
- Raw whole fruit traditionally eaten with the peel provided the fruit is wrapped to prevent contamination (e.g. apples and grapes);
- Raw whole vegetables provided the vegetable is wrapped to prevent contamination (e.g. carrot sticks);
- Milk; and

- Juice.

Fruit and vegetables to be shared are to be placed into a designated container on the table. Milk and juice to be shared are to be placed in an ice-filled cooler. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the table to place an item for sharing after the student has left the service line.

At all times, the sharing table will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no item may remain on the table for longer than four (4) hours.

Removing Food Items From the Food Service Area

At the end of the meal period, a student may leave the cafeteria with up to two (2) school provided whole fruit or whole vegetable food items. Students may not remove from the cafeteria milk, juice, or any other item requiring a temperature controlled environment.

Except for food service workers as required by their job duties, District employees may only remove school provided food items from the food service area when required by a 504 plan or a student's IEP.

4.59-ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

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

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

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

- a. August 1 for Fall semester courses; or
- b. December 1 for Spring semester courses.

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

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

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

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

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

- o Indicate the course(s) the private school or home schooled student is interested in attending;

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

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

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

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

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

5002 - YEARBOOK POLICY FOR SELLING PERSONAL AND BUSINESS ADS

Yearbook staff members that sell over \$400 of business ads each year may use the extra money towards their personal ad when they are a senior. Documentation is required to receive a free ad and will be printed out at the end of each school year showing how much the staff member sold that year.

5003-FOUKE SCHOOL DISTRICT STUDENT DRUG TESTING POLICY

DRUG TEST POLICY: Students desiring to either try out for or participate in any extracurricular activity and/or operate a motor vehicle on school campus must sign a consent form agreeing to comply with the provisions of the District's drug testing program. The consent form must also be signed by the student's parents or legal guardians prior to any participation. Students who fail to submit the required form will not be allowed to try out for or participate in the above-mentioned activities, nor will they be permitted to drive to school.

At or near the time of the physical examination and/or prior to either trying-out for or participation in any extracurricular activity, or registering their motor vehicle with the school resource officer, the student must undergo an initial mandatory drug test (at a time and location designated by the high school principal or designee). Students who participate in more than one activity covered by this shall undergo only one initial mandatory drug test per academic year (at the time of the first activity). All above-mentioned students will be subject to random testing throughout their participation. All costs for the initial drug test will be paid by the Fouke School District.

DRUG TESTING POLICY/ EXTRACURRICULAR ACTIVITY ELIGIBILITY PURPOSE

The Fouke School District recognized the increasing incidence of drug use among the youth of our society and has determined that it has a compelling interest in the protection and safety of its students who are involved in extracurricular activities. The Board recognizes that adolescence is a time when the physical, psychological, and addictive effects of drugs are most severe and their use can lead to immediate physical harm or injury of a student or others engaged in extracurricular activities. The Board further acknowledges that these activities play an important part in the lives of many students and are significant events in creating the culture and climate of the school district. The positive lessons learned in these activities are beneficial to students. These activities provide students with special opportunities to develop skills and attitudes and to be recognized for their accomplishments. Participants in such activities are considered role models by their peers and younger students in the community. This Policy establishes guidelines and procedures of the Fouke School District governing alcohol or drug testing of students

participating in extracurricular activities. As a further measure of creating a safe environment for all students, the drug and alcohol testing policy also applies to students wishing to operate a motor vehicle on school campus.

POLICY

Because extracurricular activities are elective opportunities and driving to school is a privilege, and because of the potential risk of physical harm to students engaged in alcohol and drug use, and because those who choose to become involved in extracurricular activities are visible representatives of the school district as well as role models, the Fouke Board of Directors adopts a policy that requires all students who participate in extracurricular activities and those who wish to operate a motor vehicle on campus be alcohol and drug free and subject to drug testing.

OBJECTIVES

The Fouke Board of Directors feels it necessary to adopt a drug free policy for all students involved in extracurricular activities with the following objectives in mind:

1. To allow students involved in extracurricular activities representing the Fouke Schools to know that we are concerned about their total well being.
2. Emphasize concerns for the health of students in areas of safety while participating in extracurricular activities and the long-term physical and emotional effects of drug use on their health.
3. Assist students representing Fouke Schools who desire to resist peer pressure that directs them toward the drug abuse.
4. Establish standards of conduct for students representing Fouke Schools who are considered leaders among their peers.
5. Deter drug abuse by all students involved in extracurricular activities through the use of random drug testing.
6. Work with parents and the community in the fight to keep our children free from drugs.
7. Create a safe environment for school and community by ensuring students permitted to drive to school are drug free.

CONFIDENTIALITY OF TEST RESULTS

The District will make every effort to protect the privacy of the students and to insure the confidentiality of drug test results.

CONSENT FORM

Students desiring to either try out for or participate in any extracurricular activity as described in Section V must sign a consent form agreeing to comply with the provisions of the District's drug testing program. The consent form must also be signed by the student's parents or legal guardians prior to any participation. Students who fail to submit the required form will not be allowed to try out for or participate in the above mentioned activities.

DEFINITIONS

1. Controlled Substance: A drug, substance, or immediate precursor in Schedules I through VI as listed in Arkansas code Annotated 5-64- 101 et seq.
2. Illegal Drug: Any substance for which sale, distribution, manufacture, possession, or use is prohibited by law.
3. Prescription Drug: Any controlled substance for which possession and use is legal when prescribed by licensed medical personnel.
4. Non-Prescription Drug: Any substance which is not legally controlled and is available without a medical prescription, but which, when improperly or inappropriately used, may impair judgment, alertness, or any other physical, emotional, or mental capacities.
5. Drug Abuse: The use of any illegal drug or any illegally obtained drug.
6. Drug Misuse: The overuse or inappropriate use of legally obtained prescription or non-prescription drug.
7. Drug Test. An urinalysis test, consisting of both a drug "screen" test and a confirmatory test (to be used in the event drug screen test results are positive), administered under approved, preestablished conditions and procedures for the purpose of detecting the use of illegal drugs or the misuse of prescription or non-prescription drugs.
8. Alcohol Test: Any test authorized by the Arkansas Department of Health for use in determining the alcohol content of a person's blood, breath, or urine.

9. Reasonable Suspicion: Suspicion based upon specific, objective, and articulable facts and any rational inferences from those facts that would lead a reasonable person to suspect a student is under the influence of, or using alcohol or drugs. a. Reasonable suspicion for alcohol or drug abuse or misuse is based upon behavioral and performance factors which include, but are not limited to, decreased performance, misconduct, excessive absenteeism and tardiness, and other documented facts.

10. Under the Influence: A student's reactions, motor skills, judgment, or other physical, emotional, or mental capacities are altered or impaired in such a manner and to such a degree that proper and efficient performance is jeopardized. a. Students with a blood alcohol level of .02% or higher shall be presumed under the influence for purposes of this policy.

11. Review Officer: A designated person who reviews all positive drug test results to determine whether or not such results were due to the tested student's proper use of prescription medication.

12. Drug Testing Officer: A person properly trained to accomplish the requirements of this Policy.

DISTRICT ACTION FOR A POSITIVE DRUG SCREEN

The Superintendent or his or her designee shall be notified immediately after the Review Officer has verified a positive test result. The student and the student's parents or guardians shall be notified and a conference scheduled.

A. Counseling for the student will be strongly recommended at the student's expense.

B. The student shall be placed on probation for a period of thirty (30) days.

C. While remaining a part of the extracurricular team, the student will not be allowed to practice, travel, play or drive to school for that period.

D. After thirty-one (31) days, the student will be tested again at the student's own expense and a written copy of the results will be submitted to the Superintendent or his or her designee.

E. If the second test results are negative, the student will be taken off probation and will resume all participation in practices, travel, and play.

*Exception: Steroids or similar chemicals that could take more than thirty days to leave a student's system. In this case a doctor's written opinion is necessary and will be obtained at the student's expense.

PROHIBITED DRUGS

The Fouke Public School District Extracurricular Activity Drug Testing Program will screen for the following classes of illegal substances: Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Marijuana, Methadone, Opiates, Oxycodone, PCP, Propoxyphene, Synthetic Marijuana, and Bath Salts

POSITIVE DRUG SCREEN RESULT REPORTED

All test results will be received by and documented by the Review Officer. A positive test result shall only be reported when both the initial and confirmatory test have been completed. The Review Officer will consult the student and the student's parents or guardians to determine if the positive result can be contributed to medication that has been prescribed by a physician for the student. If the positive result can not be attributed to prescribed medical treatment the Review Officer will notify the Superintendent or his or her designee and the school response will be initiated.

RANDOM DRUG TESTING

All students participating in extracurricular activities and operating a motor vehicle on campus will be subject to random drug testing throughout their participation.

A. Test Groups: Each secondary school will be grouped separately. Each school's test group will consist of all students participating in extracurricular activities and/or driving to school.

B. Number of Students to be Random Tested: Fouke School Administration will determine the number of students tested each month.

C. Frequency of Random Drug Test: Random tests will be done at anytime during the school year, at various times of the school day. The drug-testing officer will make this decision and test dates will not be announced in advance.

D. Selection of Students to be Tested: Students will be selected for testing by the use of a random number selection. Those numbers picked will be called for testing. If, on the day of testing, a student is absent, an additional random number will be requested and that student called.

E. Administration of the Random Drug Test: After the selection process is completed the school will call the selected students from class and deliver them to a site selected and prepared by the Drug Testing Officer. The Drug Testing Officer will supervise the urine collection and assure a legal "chain of custody" of the sample. The students will then return to class.

F. Refusal to Participate in Random Drug Testing: Any student who refuses to participate in the random drug testing will not be allowed to participate in any extracurricular activity for the remainder of the school year.

G. Cost of Random Drug Test: All random drug testing cost will be paid by the Fouke School District.

REASONABLE SUSPICION TESTING

A drug or alcohol test based upon reasonable suspicion will be conducted when:

1. A reasonable suspicion exist that a student is under the influence of or is abusing or misusing any drug or alcohol; and
2. The principal or his or her designee, after reviewing the facts, which form the basis for the reasonable suspicion, orders a drug or alcohol test be given.

A. Administration of the Reasonable Suspicion Test: When it has been determined by the principal or his or her designee that reasonable suspicion exists that the student is under the influence of or is abusing or misusing any drug or alcohol, the following procedure will be used for a Reasonable Suspension Test:

1. Call Drug Testing Officer
2. Call Resource Officer
3. Principal will be notified
4. Test will be administered (Portable Breath Test/Urine Test)
5. Call Parents

B. Action Based on a Positive Result of Test: After the appropriate test has been given to the student, and it is determined that the student is indeed under the influence of any drug or alcohol the student will be immediately subject to all discipline actions covered under this policy as well as all discipline actions covered in the Alcohol and Drug Use Policy governing all students of the district.

C. Action Based on a Negative Result of Test: After the appropriate test has been given to the student, and it is determined that the student is not under the influence of any drug or alcohol the student will be returned to class.

D. Refusal to Submit to a Reasonable Suspicion Test: Any student who refuses to submit to a drug or alcohol test based on reasonable suspicion and ordered to do so by the Principal or his designee will not be allowed to participate in any extracurricular activity for the remainder of the school year.

E. Cost of Reasonable Suspicion Test: All test cost will be paid for by the District.

STUDENTS SUBJECT TO DRUG AND/OR ALCOHOL TESTING

This policy applies to all students in grades 7-12 (male or female) who tries out for or participates in any extracurricular activity (football, basketball, baseball, track, golf, softball, cheerleading, band, choir, quizbowl, or any other AAA governed activity). Any student who participates in an activity requiring a physical exam will be included in this policy. Any student operating a motor vehicle on campus will be included in this policy.

SUBSEQUENT VIOLATION OF THE DRUG FREE REQUIREMENTS

Once a student has received an initial positive test result any subsequent violations of this policy shall result in the student being denied the privilege of participating in any extracurricular activities for the remainder of the school year.

A. A student who tests positive will also undergo a drug test on every day of testing that year. (Left up to the discretion of the drug-testing officer.)

B. A student will be subject to a retest if the drug-testing officer suspects any tampering of a sample.

5004-Fouke Public School District Victims' Rights Policy

Under Arkansas State Law, victims of sex offenses are afforded specific rights during the criminal proceedings of the alleged offender and spanning beyond the conviction of their offender. In the spirit of this law, the Fouke School District extends the rights of the victim of a sex crime to the public school setting. At no time shall Fouke School District create a situation in which the victim of a sex offense be required to face the fear of encountering their convicted offender anywhere on our Pre-K through 12th grade campuses.

Any student enrolled in the Fouke School District who has been adjudicated as committing a sex offense against another student shall be immediately suspended for ten days from school with the recommendation for expulsion being made to the Board of Education by the Superintendent.

The recommendation for expulsion may be made by the Superintendent to the Board of Education for as long as is necessary to prevent the victim of the sex offense from encountering their offender anywhere on the Pre-K through 12th grade campus.

All further district policies governing the expulsion process will remain in effect.

"Sex offense" means:

- (A) Rape, § 5-14-103;
- (B) Sexual indecency with a child, § 5-14-110;
- (C) Sexual assault in the first degree, § 5-14-124;
- (D) Sexual assault in the second degree, § 5-14-125;
- (E) Sexual assault in the third degree, § 5-14-126;
- (F) Sexual assault in the fourth degree, § 5-14-127;
- (G) Incest, § 5-26-202;
- (H) Engaging children in sexually explicit conduct for use in visual or print medium, §5-27-303;
- (I) Transportation of minors for prohibited sexual conduct, § 5-27-305;
- (J) Employing or consenting to use of child in sexual performance, § 5-27- 402;
- (K) Producing, directing, or promoting a sexual performance, § 5-27-403;
- (L) Promoting prostitution in the first degree, § 5-70-104;
- (M) Stalking, § 5-71-229;
- (N) An attempt, solicitation, or conspiracy to commit any of the offenses enumerated in this subdivision (6);
- (O) An adjudication of guilt for an offense of the law of another state, for a federal offense, or for a military offense, which is substantially equivalent to any of the offenses enumerated in this subdivision (6);
- (P) Computer child pornography, § 5-27-603;
- (Q) Computer exploitation of a child in the first degree, § 5-27-605(a); or
- (R) A violation of any former law of this state that is substantially equivalent to any of the offenses enumerated in this subdivision (6)

5012-BUILDING HOURS

Students should not arrive at school before twenty (20) minutes prior to the first bell at their school each day. Students should leave as quickly as possible when the last bell rings in the afternoon. Violation of this rule will result in a reprimand. Repeated violations will result in Principal/Parent Conference.

5029-ENROLLMENT OF EXPELLED STUDENTS

A person who has been expelled from any school district and is seeking to enroll in Fouke School District may ask for a hearing before the Fouke School Board. The Board may accept the enrollment on a probationary basis or decline the enrollment until the time the person's expulsion has expired.

5033-HOMEBOUND STUDENTS

Homebound Education is available to students in the district due to severe health related issues which preclude them from attending school. In order to qualify for Homebound services a written request should be submitted to the child's building level principal. The principal will then give the parent a homebound application to be filled out by the child's physician. The principal and LEA Supervisor will then determine the child's eligibility status as approved or not.

The school will provide textbooks, assignments, and evaluations from the child's assigned teachers. A Homebound teacher is assigned to provide tutoring in the home in an effort to help students keep up with their schoolwork during their illness. The student will maintain their regular load (unless otherwise noted in the application), while on homebound services. Each request is reviewed minimally every three months.

5047-ADMINISTRATIVE PROCEDURES FOR PUPIL RECORDS

A. Access to Records

1. Employees of the Fouke Public Schools who have legitimate educational interest in a student may have access to the records of the student. Employees meeting this qualification include certified personnel who are directly involved in the education of the student and other personnel whose assigned duties are to maintain pupil records. No student will have access to records of another student.
2. Parents or legal guardian of a student will have access to the student's records except that if the student is eighteen (18) years of age or older, only that student has the right to determine who, outside the school system, has access to his/her records. It will be presumed that divorced or legally separated parents maintain these rights unless legal documents to the contrary are provided the school.
3. A parent, legal guardian or eligible student will, upon written request to the principal maintaining the student's records have the opportunity to inspect and review the records. The request must include a specification of the exact information being sought. Compliance with the request shall be done as quickly as administratively feasible, but in no case should the time exceed forty-five (45) calendar days after the request has been made.
4. The person making the request is also entitled to the opportunity to receive an interpretation of the records, the right to question these dates, and if a difference of opinion is noted, shall be permitted to file a letter in the records stating his/her opinion. If further challenge is made to the records, the normal appeal procedures established by the school policy will be followed.

A reasonable charge may be made for furnish copies of records.

B. Release of Records

1. When a request is received for the records of an elementary pupil who is transferring to another school system, a copy of the Cumulative Record and the original of all other information shall be sent to the receiving school.
2. When a request is received for the records of a high school student who is transferring to another school, a copy of the student's High School Permanent Record Form (also called transcript) will be sent to the receiving. The original records remain in the senior high school. Permanent records for drop-out students shall be kept in individual schools. Health records will be included.
3. Official student records may be released to the State Department of Education and other government agencies only if the names and all identifying markings are removed to prevent the identification of the individuals.
4. For release of student records to other persons or non-educational agencies, written consent shall be given by the parent, legal guardian, or the student if he/she is eighteen (18) years of age or older. The consent form will state which records shall be released and to whom they shall be released. A copy of the student record being sent will be made available to the person signing the release forms if he/she so desires.

5. Student records will be furnished in compliance with judicial orders, or pursuant to any lawfully issued subpoena, School Board action, or decree.
6. In order to assure full cooperation and trust between parents, students, and the school and to comply with laws and regulations, Fouke School will provide a written record of all persons, groups, or institutions who have given access to records according to the above procedures.

5048-GUIDELINES FOR DISCLOSURE OF MEAL ELIGIBILITY INFORMATION

Names and eligibility status of students participating in the free/reduced meal program may be disclosed (without consent) to only those persons **directly connected** with the administration and/or enforcement of particular programs proven to benefit the individual student(s). Applications are submitted to the building administrator who in turn protects confidential delivery to an authorized school official who reviews and verifies any necessary information for eligibility. Aggregate information about eligible students may be used for planning educational programs/activities, but a waiver of confidentiality must be signed by the student(s) guardian/parent for the release of names and other information. All guidelines will be strictly adhered to regarding access and waivers of confidentiality.

Access: The eligibility status of individual students for free and reduced meal prices may be indicated on the Statewide Information System if adequate security has been provided. The school district systems administrator is responsible for security of this information. No reports will include the student's name and eligibility except for planning educational benefits for student and all other information on the application will be confidential unless household has authorized a waiver.

Waiver of Confidentiality: The school district may provide the eligibility status of students to another agency or program when households waive their rights to confidentiality. The waiver must include: 1)a statement of purpose of the waiver, 2)authorization of the release of the eligibility status, 3)an explanation of who and how the information will be used, 4)notification to household (prior to release) of those specific agencies/programs requesting information and 5)a statement that allows parent/guardian to limit consent to only those programs with which he/she wishes to share information.

The school district may share eligibility information obtained on the application without consent to: Child and Adult Care Food Programs, Summer Food Service Programs, Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the Comptroller General of the United States for the purposes of audit and examination, and Federal, State, and local law enforcement officials investigating alleged violations. The school district will communicate the penalties involved for improper disclosure. Any person should report to a district(s) administrator if there is cause to believe that the protection of student identity

5103-SPONSORS

All school sponsored trips shall have an adult sponsor employed by the school district.

5113-SENIOR CLASS FUND

Money left in the 12th grade class fund is to be used for a scholarship or to the next senior class. The senior class is to submit a budget of all receipts and expenditures to the school board in thirty (30) days after the final term of school. After thirty (30) days from the end of the school year any money remaining in the account will fall under the provisions outlined in policy number 7.6.

5114-FUNDRAISING-SOLICITATION

All fund raising activities must be approved by the school principal and placed on district calendar. Occasionally the Elementary School teams up with charitable organizations for the purpose of fundraising. All participation on the part of the students is strictly voluntary and parents reserve the right to veto their child's participation. The school will not participate in any fundraising activities unless the school is benefited either educationally, financially, or culturally.

Solicitation by outsiders or by student for their own benefit or by students working for outside organizations will not be permitted on school property during school hours. Violation of this will result in student/principal conference for

first offense and detention for second offense. All funds raised by school approved activities must be spent for school purposes. No fundraising activity will begin unless students and parents receive advance notice as to what the monies will be used for. Funds remaining after money is spent for stated purpose may be used at the discretion of the school board.

There shall be no door-to-door fundraising by elementary students.

5152-FOUKE SCHOOL ATHLETIC REGULATIONS

It should be understood that athletics is not considered to be a right but a *privilege*. Athletes must realize that they will have to meet standards that are *higher* than those met for other students or they may be denied the privilege of further participation. They must be aware of the rules and be willing to accept them without reservation. They will need to make their parents aware of the rules and seek their help in living up to the *higher standards*.

Coaches shall be expected to know and support all portions of the athletic rules and regulations. They are expected to enforce all aspects of the rules and regulations in a professional manner, and be fair and consistent in dealing with all athletes.

Athletes represent *Fouke Schools* in a public manner and should be good examples of and to the student body. Therefore, it is important they do nothing that would display a negative image to the school or team. This type of behavior will *not* be tolerated. All sports sponsored by the school are team sports and anything that precludes an individual from doing his/her best has an adverse effect on the whole team and will *not* be allowed.

A random drug testing policy has become a part of the athletic policy. **ALL** athletes will comply with the rules set forth in order to participate in any extracurricular activity.

The rules and regulations that follow are for all athletes. A copy of the rules and regulations shall be presented to each athlete every year and is to be signed by the parent/guardian and athlete. It will be placed on file in the athletic office before participation is allowed.

1) The Arkansas Activities Association provides the rules for eligibility and participation of all athletes in the state. Each must meet the requirements set forth (Bylaws-Article 3, Section 1, Rules 1-10), and will be reminded of the requirements throughout the year.

2) All athletes are required to complete an annual physical examination and permission form, drug policy consent form, insurance form, warning statement, and signed athletic policy before being allowed to participate in sports. The physicals are given in May free of charge. Anyone missing that date will have to get one at their own expense. (New students who enroll after the May date will be sent to Texarkana for a free physical when possible).

3) The school will provide an insurance policy that will be *secondary* to the parents' primary insurance. This coverage does not take the place of family insurance, nor will it pay 100% of the bill. It will take over after the primary insurance stops. If a family does not have insurance, this coverage will pay up to a certain amount and then the balance left becomes the responsibility of the parent/guardian. If injury occurs, the athlete needs to pick up a form from the school nurse and return it, completed, within 60 days or become liable for bill.

4) Each athlete will be issued proper equipment by their coach(es). It is the *athletes responsibility* to take proper care of his/her equipment. Failure to keep up with equipment will result in payment for replacement items. No athlete will compete without proper equipment.

5) Participation in games at the varsity level will be the coaches' decision. The *coaches* will determine which athletes will insure the greatest success in the game based on practice, ability, performance, and attitude. Varsity sports include Senior Football, Basketball, Baseball, Softball, Track, Golf, and Junior Football, Basketball, and Track. JV or "B" team and 7th grade competition will give all athletes comparable playing time if they show the ability to compete at that level.

6) Each athlete is expected to attend each and every practice. If it is completely impossible to attend practice due to illness or unforeseen circumstances, the athlete must contact the coach prior to the scheduled practice or it could be considered unexcused. Coaches shall set make-up work to be done for excused and unexcused missed practices and athletes will abide by the make-up work. Excessive absences can become a reason for dismissal from a team, but will at coaches' discretion.

7) Each athlete is expected to represent himself/herself, the team, and Fouke Schools in a positive manner at all times. Each athlete will think of the team first and act accordingly. All rules and policies of the school will apply. Any behavior unbecoming of a Fouke athlete could result in suspension from the team and athletic program.

8) Athletes shall maintain a neat personal appearance. Hair should not be so long as to interfere with their play. Male athletes shall not have hair longer than collar length and shall not have an unorthodox style of haircut. Facial hair shall be restricted to mustaches which shall be trimmed neatly. Any questionable appearances will be at the discretion of the individual coach.

9) There will be absolutely no use of tobacco products at any time (in season or out). 1st offense - One week make-up work. 2nd offense - One week make-up work and one game suspension. 3rd offense - Dismissal from team.

10) There will be absolutely no drinking of alcoholic beverages at any time (in season or out). 1st offense - One week make-up work and one game suspension. 2nd offense - Dismissal from the team.

11) There will be absolutely no drugs (without Doctor's permission), (in season or out). Punishment will follow the guidelines of the drug consent policy.

* If an offense happens and punishment cannot be completed during that sport, it will be completed the following year before participation in a game is allowed. Seniors will have to complete the punishment in their next sport to continue participation in athletics.

*** NOTE: Proof of rules being broken will be required before any disciplinary action will be taken. Proof may be by a coach witnessing the act, confession by athlete, failed drug test, or convicted in court of law. Athletes will practice while on one game suspensions and do all make-up work.

12) Each athlete will travel with the team on all road trips. After each contest an athlete may ride with his/her parent/guardian or pre-determined designee. Prior to the start of the athletic season a designated relative may be named to transport after each contest. The designee must be out of school and eighteen (18) years of age or older. The designee shall change not during a school year unless there are extreme circumstances as natural causes or emergencies. Athletes may leave with parent/guardian/designee **ONLY** if parent/guardian/designee is present at the contest and notifies appropriate officials. Notes and/or telephone calls **will not** be allowed as permission. Failure to comply will cause loss of riding privilege for remainder of school year and two (2) days of make-up work. Athletes will be responsible for having their equipment returned to previous point of departure. Extreme emergencies will be determined/cleared by the Athletic Director.

13) ALL athletes must go through off-season programs to participate in sports. An athletes' refusal to work out will be deemed unacceptable and shall be dismissed from the athletic program for a semester. Seniors (12th) will be excluded after their last participation in sports, but must continue to attend athletic period if assigned. Exceptions would be transfer students and discretion of coaches involved with athletics.

14) To quit a team is never good, but to be in good standing an athlete shall talk to the coach before quitting. After the athlete quits a sport, he/she will not be allowed to start another sport, including practice, until the previous one has ended and must finish any makeups due. An athlete that quits more than one sport in a school year may not participate in another sport for the remainder of the year. Off-season work would be only option and would be left

up to discretion of coach(es). If quitting becomes a every year habit, athlete will be removed from the athletic program.

15) To letter in **Senior High** varsity athletics, athletes must finish the season (until the last game is played) in good standing and complete the following:

PLAY in 1/3 of the quarters of football games; in basketball play in 1/4 of the quarters; play in 1/4 of the innings of baseball and softball; average 2 points per meet or score in the district meet in track and cross country; and in golf athlete must be a medal winner or state qualifying golf member.

**** EACH year athletes that qualify will receive an 'F' (letter) with an insert symbol for the sport (s) in which they have earned the letter. If an athlete wishes to own a jacket, they will have to letter for 3 years in the same sport. These jackets will be free of charge. If an athlete wishes to own a jacket after their first year of lettering, they will have to pay 2/3 the cost of the jacket and athletics will pay of the remaining 1/3. If an athlete wishes to purchase a jacket after their second year of lettering, they will pay 1/3 of the jacket price and athletics will pay the remaining 2/3. You may only get 1 jacket during your high school career, whether buying or receiving free. Also, any athlete that participates and finishes (ex. -football) 3 years in the same sport but did not letter for all of the years can receive a jacket for 1/3 of the price.

16) To letter in **Junior High** athletics, athletes must follow the same guidelines as Senior High athletes, but the rewards are as follows:

1st year lettering - athletes will receive a medallion for sport (s) lettered.

2nd year lettering - athlete will receive a plaque for sport (s) lettered.

Any 3 year letter winners will receive a pullover.

** ALL 7th grade athletes who finish the 7th grade seasons will receive a Certificate of Participation.

17) Managers of a sport who finish the season in good standing at the Senior High level for a 3 year period will receive a jacket.

The athletic coaching staff feel that certain training and disciplinary rules and regulations are important for the success of our programs. The set of rules/regulations you have read are in effect for all of our athletes.

*No one is **FORCED** to sign this statement, for no one is forced to participate in athletics. However, since participation is a privilege, these requirements must be met.*

5170-JR. AND SR. PROM

The following guidelines for the Jr./Sr. Prom are:

Age limit	Dates must be no younger than 9th grade and not over 20 years old. Jr. and Sr. students may bring their spouse to the Jr./Sr. Banquet/Prom. All dates outside the Fouke Jr./Sr. Class must register with the Jr. Class Sponsor no later than two (2) weeks prior to the prom.
Teachers	May be invited as chaperones.
Other	All school rules of conduct apply. The prom may last no later than 12 o'clock midnight. The prom should be held on Saturday if the facility is available. Once a person leaves the prom he/she will not be permitted to return.

The Jr./Sr. Class will be polled as to the location for the annual banquet and/or prom with the school campus being a possibility.

5232-BUS TRIPS

The district will provide transportation when requested for field trips, athletic teams, school activity groups, and for senior trips. All use of school transportation should be requested at least twenty-four (24) hours in advance when possible. Trips should be within regular school hours when possible.

Students on field trips should have written permission from parents. When students will be asked to provide sack lunches or other expenses on a field trip, parents should be notified in advance. Students who go on bus trips will be subject to all school rules and must observe bus rules of safety.

All students who ride the bus on school trips will be expected to return on the bus unless the parent personally provides a written note to the sponsor requesting that the student ride home with the parent.

5302-CHILD ABUSE AND NEGLECT

In compliance with The Arkansas Child Abuse and Neglect Reporting Act of 1975 and subsequent pertinent acts, any school employee who suspects that a child has been abused or neglected either physically or mentally shall report these concerns to the appropriate principal. The principal will contact Suspected Child Abuse Neglect (SCAN) so that an investigation of the suspected abuse or neglect may be conducted.

The principal shall document in writing all actions taken and report same to the superintendent.

5049-STUDENT PARTICIPATION IN SURVEYS

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or his family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent, or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section Two: No survey shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any U.S. Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before being distributed or administered by a school to a student. Parent/guardian shall have the right to deny permission for their child to participate in taking of the survey. The school shall not penalize students who parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluations shall be able to do so in the administrative office of the administering school where the survey shall be available for inspection for a period of ten (10) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered, how it will be utilized, and the persons or entities that will have access to the results of the complete survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a

student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following:

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;
 4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
 5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

5417-REPORTS

In addition to regular nine week grade reports, other reports are issued to parents concerning school progress. A progress report will be mailed home the middle of each nine week grading period to report students who are close to failing. Notice of retention, with the reasons for retention, will be communicated in a personal conference. If a parent or guardian can not attend a conference, a certified letter will be mailed to the parents. Other types of reports include daily papers and tests, phone calls, requests for parent conferences, and notes home to parents.

The purpose of the various reports is to continually motivate students to strive for their individual level of excellence.

Parents who are not satisfied with suggestions and solutions offered by teachers in regard to students' academic progress are encouraged to confer with the Principal.

Students who experience a sudden downturn in classroom performance should expect their teachers to be contacting parents as soon as possible.

Although teachers will be scheduling regular parent conferences, parents are encouraged to initiate conferences with the teacher(s) whenever they notice any problem

5421-CORRESPONDENCE COURSES

Students needing to take correspondence courses for credit or make-up, must have prior approval from the principal and counselor in order for the course to count toward graduation.

5430 - SEMESTER TEST AND FINAL EXAMS FOR GRADES 9-12

This policy is intended to reward and motivate academic achievement and cut down on absences, discipline problems, unpaid lunch accounts, and unpaid fines of any nature. The two required semester exams will ensure that students consistently prepare for and take the type of tests that they will have to prepare for and take in college.

Students in grades 9-12 will be required to take semester exams. Exemptions will apply to grades 9-12 based on the following criteria.

<u>Grade</u>	<u>Absences</u>
A	4 days
B	3 days
C	2 days

Test exemptions shall be granted on an individual class bases. Students are only exempted from the tests in the classes for which the criteria is met.

If a student is sick during the scheduled semester test days and misses school, he/she will receive a zero for any semester test missed until that test is made up. Make-up tests should be taken on the designated “make-up test day” scheduled by the administration. If this is not possible, the student must schedule the test with the campus principal.

For students who must remain on campus during a period when they are exempt from a test, the building principal will determine and inform students of where to go and what they are allowed to do.

Students must be free of all fines.

All lunch accounts must be paid.

There are no exemptions from college classes.

Students will not be exempt with any ISS or OSS charges.

Students must have an Exemption Permission Slip giving parent consent for them to leave/return to campus during testing.

Students are not permitted to leave a test period early during semester tests. Students must stay until the end of the class period.

Semester exams will account for 10% of the semester grade. Any student who qualifies for an exemption may opt to take the semester exam in any classes to improve their final semester grade. However, if the exam is taken and the test grade will lower the student’s semester grade, it will not count in the final semester average. This is done to encourage students to try to improve their grades without fear of hurting their final semester averages.

Semester exams should be cumulative and consist of a comprehensive final.

Students must get prior approval from the principal, at least a week in advance, to take a semester exam early.

5442-RELEASE OF STUDENTS

Second semester seniors who will complete all requirements for graduation on schedule may be released from class if they are enrolled in a post secondary school.

A student may graduate early if all requirements for graduation, as listed in the student handbook and district policy, have been completed.

5481-FEES

In an effort to supply beneficial supplementary material for the students in the Fouke Schools, a voluntary fee is often collected each school year by all or some grades. In order to collect the fee your teacher will itemize a list of materials to be purchased and send a note home to parents. If children have parents who choose not to pay the fee they should send a note to the teacher, or contact another school official during the first week of school. Students who choose not to pay the voluntary fee will not be penalized in grade or any other way by the school.

5505-IN SCHOOL SUSPENSION

In school suspension (ISS) may be used in lieu of most out of school suspension. The principal or dean of students shall make all assignments to ISS and shall notify the parent or guardian by mail that the student has been assigned to the program. Before starting the tour the principal and the student shall have a conference and/or complete a contract detailing the work and behavior required and the penalties for failure to comply. Penalties may include additional days in ISS or out of school suspension.

Students assigned to ISS shall not be permitted to participate in or attend assemblies, athletic contest, or any other school sponsored activity during the time assigned.

THE STUDENT SHALL:

1. Not be counted absent from regular classes
2. Be given credit for all work completed if satisfactory
3. Be allowed to take all tests
4. Obtain assignments from regular classroom teachers for the time assigned to ISS
5. Report to ISS on time

6. Bring only textbooks and other necessary materials to ISS
7. Not have gum, candy, etc. in his/her possession
8. Stay awake and keep head off desk at all times
9. Be permitted only necessary restroom and water breaks and those only at times other than between periods

If possible, students assigned to ISS shall have a period of PE and/or period of work on the campus each day. This would allow some physical activity and possibly some positive direction.

5510-CHEMICAL SCREEN/TEST

The Fouke School District recognizes that chemical abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. The Fouke Board of Education is determined to help students by providing another option for them to say "No". Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of legal drugs and medications.

Purpose of a Chemical Abuse Policy

1. To inform students of Fouke Schools that the school is concerned about their total well being. The School District is interested in helping students who may be having problems.
2. To emphasize concerns for the health of student in areas of safety while they are participating in activities as well as the long-term physical and emotional effects of chemical use on their health.
3. To confirm and support state laws which restrict the use of such mood-altering chemicals.
4. To assist students of Fouke Schools to resist the peer pressure that directs them toward the abuse or misuse of chemical substances.
5. To establish standards of conduct for students of Fouke Schools who are considered leaders among their peers.
6. To work cooperatively with parents by assisting them in keeping their children free from mood-altering chemicals.
7. To assist students by providing counseling and by giving parents information of other resources.
8. To deter chemical abuse or misuse by all students through the use of random drug testing.

Scope

The provisions of this policy apply to students in Fouke Schools in grades seven through twelve. No student will be allowed to participate in any school activity (*any activity outside the regular curriculum whether it is during the school day or out) or park on campus until the consent form has been signed by both student and custodial parent/legal guardian and returned to the principal or designee. Positive screening results are kept for a maximum of two years or as long as the student is enrolled in the District.

Definition

Illegal Drugs are defined as any substance, including alcohol, considered illegal by Arkansas Statutes or which is controlled by the Food and Drug Administration unless prescribed by a licensed physician.

**Examples of school activities:* club trips & meetings, pep rally participation, homecoming, dances, FFA & \$-H shows, cheerleading & sports games & after school practice.

Prescription Medication

The existence of lawfully prescribed medication in the student's sample is not a violation of this policy when taken in accordance with a physician's recommendation or prescription to a specific student. Some over-the-counter medications may have similarities to unlawful drugs when tested. Students who are taking prescription medication may provide a copy of the prescription or a doctor's verification in a sealed envelope to school personnel at the time the sample is collected. The specific name of over-the-counter medication should also be disclosed to the school official. Students who refuse to provide verification and test positive will be subject to the actions specified in this policy for "positive test".

Consent Form

Students and parents/guardians will be strongly encouraged to sign a consent form to the random testing. The form must be co-signed by the student's custodial parent/legal guardian. No student will be allowed to participate in any school activity (*any activity outside the regular curriculum whether it is during the school day or out) or park on campus until the consent form has been signed by both student and custodial parent/legal guardian and returned to the principal or designee. Consent forms for students participating in fall sports or extracurricular activities must be signed prior to physical examinations. All other students must sign the consent form during the first two weeks of school. Students moving into the district during the school year must sign the consent form during the first two weeks of enrollment. No student will be allowed to sign the consent form after these dates.

Selection Process

While students are in school, they will be subject to random selection and/or suspicion for testing. Particular days will be selected for testing. If a student is selected for testing but is absent on that day, he/she will be tested on the next test date. The number of names drawn will be no less than (2%) or greater than (15%) of the students in grades seven through twelve. A urinalysis will be the method utilized to test for the presence of chemicals in the body. All students selected must report to the designated testing site.

Testing Agency

The district will choose a qualified agency for the purpose of processing samples and maintaining privacy with respect to test results and related matters.

Cost

The cost of the test to be given during random selection will be paid by the district. Any test administered to a student to regain eligibility will be at the district's expense.

Refusal to Consent to Testing

Students not consenting to be tested (in the random pool) are allowed to join clubs or organizations but are not allowed to attend after school meetings, participate in any activities, or park on campus.

Refusal to Submit to Testing

Any participant who refused to submit to random drug testing and/or retesting is considered having tested positive.

Testing Procedure

All test results from the laboratory will be communicated to the Superintendent or designee. All urine specimens will be taken at a designated restroom. Any student who is requested to provide a urine specimen will be directed to the collection site where the student will complete the necessary forms. Students who test positive will be required to sign an additional consent form.

The following precautions will be taken, as appropriate, at the collection site:

1. The examinee will be positively identified.
2. The observer will ask the individual to remove any unnecessary outer garments (i.e., coat, jacket, etc.) that might conceal items or substances that could be used to tamper with or alter the urine specimen. All personal belongings (i.e., purse, backpack, etc.) must remain with the outer garments. The observer will note any unusual behavior or appearance.
3. The student will not be outside of the presence of the observer and not have access to faucets, soap dispensers, or cleaning agents until after the specimen has been provided and sealed.
4. The student will be allowed to provide the specimen in a stall or other partitioned area that allows for individual privacy. After the specimen has been provided, the student should leave the stall.
5. At the collection site, toilet bluing agents will be placed in the toilet tanks, whenever possible. No other source of water will be available in the enclosure where urination occurs.
6. If a student fails to provide the necessary amount of urine for a valid specimen, the student will be given reasonable amounts of water for drinking and extra time to produce an adequate sample. During this time, the student will remain in the vicinity of the collection area and under the observation of the district staff.
7. Immediately after collection, the observer will check the temperature of the specimen and inspect the specimen for color and signs of contaminants.

8. Both the observer and student being tested will keep the specimen in view at all times prior to its being sealed and labeled.

Analysis Process

Testing protocol involves on-site collection and testing of urine samples. If a sample initially tests positive for any substance, it is immediately sent to the district's contracted certified laboratory. Confirmation with results will be provided to the school in one to two days.

Results and Notification

Test results will be reported to the Superintendent or his/her designee and to the parties outlined in the consent form. All reports will be in writing. All specimens testing negative on the initial test or negative on the confirmation test will be reported as negative. Only specimens confirmed as positive will be reported as positive for a specific drug(s).

Records

All records concerning chemical abuse testing will be maintained by the Superintendent or his/her designee in a separate, locked file.

The records will not be kept in a student's regular file. Only the Superintendent or his/her designee will have access to the files. The files on each student will be destroyed upon graduation or two years after termination of enrollment. A student and the student's custodial parents/legal guardians may obtain a copy of his chemical abuse testing records upon written request.

First Positive Test

Upon receipt of a positive test result for any student, a custodial parent or legal guardian will be notified and a meeting will be scheduled with the superintendent or his designee, the student, the custodial parent or legal guardian, and the student's principal. The student will be assigned 10 days ISS and given school counseling services. If an administrator determines that additional counseling is needed, a referral/resource list will be made available to the student and parent/legal guardian. Any rehabilitation or special counseling services costs will be the responsibility of the student and/or parent.

The student will be placed on probation for thirty days. If there are not thirty days left in the school year, the thirty day period will carry forward to the following school year. During the probation time, the student will not be allowed to participate in any school activity (*any activity outside the regular curriculum whether it is during the school day or out) or park on campus. Students participating in a sport or activity that requires a physical must have doctor's approval to continue practicing during the probationary period. In order to regain eligibility after the thirty day probationary period, the student must be tested again at the district's expense and a written copy of the results will be given to the Superintendent or his designee. If the test is negative, the probation will be lifted. If the test is positive, the student will not be allowed to participate in or attend extracurricular activities or park on campus for one calendar year. A positive retest at the end of the thirty day probation period will be considered a second positive test. To regain eligibility for participation in activities, a student must have a negative Chemical Screening Test. This will be administered by the district's chemical screening company and at the district's expense.

Clarification

Exception: A student must be retested on day thirty-one to regain eligibility. However, certain chemicals that take more than thirty days to leave the student's system will be considered differently if a doctor's written opinion details said residual effects of that particular substance.

Second Positive Test

For the second positive test, the student will be suspended out of school for 10 days and will not be allowed to participate in any school activity (*any activity outside the regular curriculum whether it is during the school day or out) or park on campus for one calendar year. To regain eligibility for participation in activities, a student must have

a negative Chemical Screening Test. This will be administered by the district's chemical screening company and at the district's expense on conclusion of years ineligibility.

Third Positive Test

For the third positive result, the student will be recommended for expulsion from school for the remainder of the school year. Positive test result consequences will accumulate through 9-12 grades.

Nature of Policy

No student will be penalized academically for testing positive for illegal drugs. 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 from utilizing other disciplinary measures set forth in the student handbook and this policy does not preclude the district from taking disciplinary procedure and resulting action when founded upon reasonable belief and suspicion that a student has participated in drug-related activities.

5513-BOOKS AND MATERIALS

All students are expected to have books and materials prescribed for each class. Lack of interest or refusal to acquire the necessary material will result in the disciplinary action. The teacher must contact the parents after a reasonable effort has been made to correct this situation.

Textbooks, provided by the state, shall be issued by the school. Students will have to pay for lost or abused books.

5514-DAMAGE, DESTRUCTION, THEFT, OR BREAKING/ENTERING OF SCHOOL PROPERTY

A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property or student property. The Fouke School District will recover damages from the student destroying school property.

- a. First offense: 5 days out of school suspension and parents will be liable for damages caused by said minor. Ten (10) days out of school suspension for damages over \$100.00 along with restitution. Damages over \$500 will be grounds for expulsion.
- b. Second offense: Student expulsion for semester (with board approval).
- c. First offense breaking/entering or an accessory with no damage: Five (5) days out of school suspension.
- d. Second offense breaking/entering or an accessory with no damage: Recommended for expulsion.

5521-EXPRESSION

Students have the right to free expression of ideas including personal opinion. Students have the responsibility to refrain from engaging in offensive obscenity and slander, to avoid speaking in such a way that disrupts the educational process, and the responsibility to avoid speaking solely for the purpose of infringing upon the rights of others. Students, have the responsibility to communicate in a courteous, non-hostile manner. Petitions for any cause may not be circulated at Fouke Public Schools without prior approval of the principal. Failure to comply will result in the appropriate Disciplinary Action previously stated.

5531-LOITERING ON SCHOOL CAMPUS BY UNAUTHORIZED PERSONS

All parent/guardians, former students, or any other person must report to the office before being allowed to enter the student classroom area or associate with students during free time. Violators will be warned and may be arrested and/or charged in accordance with Arkansas Law (Act 75 of 1971).

5539-SKIP DAYS

The Board of Education does not approve of skip days and students who participate in skip days are subject to disciplinary action.

5544-TRUANCY

A student shall not be absent from school without parent and or school authorities prior knowledge and consent. After arrival to campus, student absent from assigned station (classes) without permission from school authorities shall be considered as truant. Students cannot leave the campus for any reason except with parent/guardian and school authority permission and must sign out in the office before leaving. Consequences will be listed in each campus student handbook.

5545-WALKOUTS AND BOYCOTTS

A student shall not participate in a school walkout or boycott. Students violating this rule will be subject to expulsion. The principal may exercise discretionary authority in determining disciplinary action.

5549-GAMBLING

Students shall not be allowed to participate in any game of chance, engage in betting or any form of gambling for the purpose of winning money or any other thing of value. Consequences will be listed in student handbooks at each school.

5572-REPORTING OF FELONIES OR OTHER VIOLENT CRIMES

Whenever the principal or other person in charge of a school in the Fouke School district has direct knowledge or has received information leading to a reasonable belief that a student enrolled in Fouke Public Schools 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 student, the principal or the person in charge, shall immediately report the incident to the appropriate local law enforcement agency for investigation and to the superintendent for resolution of the matter.

5579-INTERNET SAFETY POLICY For Fouke Public Schools

Introduction

It is the policy of Fouke Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Filters in place currently include such as provided by the State of Arkansas Department of Information Services (DIS) as well as some local filtering as needed.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Fouke Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called hacking, and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Fouke Public Schools staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives.

Adoption

The Board of Fouke Public Schools adopted this Internet Safety Policy at a public meeting, following normal public notice, on November 14, 2011.

CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

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

SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

5870-PICTURES

Fouke School District reserves the right to take bids on photography services from private companies or persons and to select bids based on competitive price and quality service.

5.1-PHILOSOPHY OF FOUKE SCHOOL DISTRICT

The purpose of the Fouke Public Schools is to help the youth of the community to become responsible, knowledgeable, and useful individuals. The Board believes that the educational program should provide the finest degree of instruction for all youth of the community; prepare those who seek to further their education by providing an adequate foundation for it; provoke the basic fundamental skills for those who wish to enter vocational fields; instill a feeling of citizenship and appreciation for our democratic form of government; cultivate an appreciation for the fine arts; instill a realization of the importance of physical well being and an appreciation for leisure time activities; and develop a sense of responsibility to the home, family, and community.

The total education program provided should be broad in scope, yet specific enough in character that both the general and specific needs of all youth will be met.

5.2-PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district, in collaboration with administrators, teachers, other school staff, parents, the community, and students, shall develop a **school-level improvement plan (SLIP)** to:

- Establish goals or anticipated outcomes based on an analysis of students' needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and

- evaluate and modify a parent, family, and community engagement plan.

Some of the data that shall be considered when developing the **SLIP** includes, but is not limited to:

- Statewide assessment results;
- Interim assessment results;
- Similarly situated school's **SLIPs**; and
- Evaluation(s), including staff, student, and community feedback, of the existing **SLIP**.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval. The District will post the District's SLIP(s) to the District's website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP). The SDSP, in coordination with the District's SLIPs, shall

- Specify the support the District will provide to the District's schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District's schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance; and
- Establish, evaluate, and update a parent, family, and community engagement plan.

If the District's data reflects a disproportionality in equitable access to qualified and effective teachers and administrators, the District shall develop and implement strategies to provide equitable access as part of the SDSP.

The District shall post the District's SDSP to the District's website under State-Required Information, including any updates to the District's SDSP.

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

5.3-CURRICULUM DEVELOPMENT

Sequential curriculum shall be developed for each subject area. Curricula will be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas Academic Standards. Curricula should be in alignment with the District's vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

Each school shall review each curriculum area annually to address the continued relevance, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education. Each school's

administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.

5.5-SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

The use of instructional materials beyond those approved, as part of the curriculum/textbook program must be compatible with school and district's policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the schools principal prior to putting the materials into use.

All instructional materials used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student. For the purpose of this policy, instructional materials is defined as instructional content provided to the student regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6-CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

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

5.6-CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Instructional and supplemental materials are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials may do so by filling out a *Challenge to Instructional Material* from available to the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevance to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent.*

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting the individual the criteria used for the selection in support of the use of the material.

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

5.7-SELECTION OF INSTRUCTIONAL AND LIBRARY/MEDIA CENTER MATERIALS

The authority for the selection and retention of materials for the schools' media centers rests with the Fouke Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with the school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools' libraries/media center is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information on current and historical issues. In the selection of the materials and resources consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

Selection Criteria

The criteria used in the selection of media center materials shall be that the materials:

1. Support and enhance the curricular and educational goals of the district;
2. Are appropriate for the ages, learning styles, interests, and maturity of the school's students, or parents in the case of parenting literature;
3. Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
4. Help develop critical thinking skills;
5. Are factually and/or historically accurate, in the case of non-fiction works and/or serve an educational purpose;
6. Have literary merit as perceived by the educational community; and
7. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure appropriateness of the centers and to maintain the condition of the collection. Materials no longer meeting the selection criteria, or not used for a long period of time, or too worn to be economically repaired, shall be withdrawn and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three (3) years.

Gifts

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

Challenges:

The parent of a student affected by a media selection or a district employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged materials shall remain available throughout the challenge process.

Before any formal challenges can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified items shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the Request for Formal Reconsideration Form prior to the

conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged materials fit the criteria. The complainant shall explain his/her reason for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the Request for Formal Reconsideration Form and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoint expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after the committee members have adequately reviewed the contested material and the Request for Formal Reconsideration Form is submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant. If the decision is to not remove the materials, the complainant may appeal to the district's Board of Directors by filing a written appeal to the Superintendent within five (5) working days of the decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons plus a recommendation of the administration, if so desired, so the Board within fifteen (15) days of the committee's decision. The Board shall review the materials submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

5.8-USE OF COPYRIGHTED MATERIALS

Use of Copyrighted Work in Face-to-Face Classroom

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or his designee, will provide district personnel with information regarding the "fair use" doctrine of the U.S. Copyright Code as detailed in the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals" and "Guidelines for Educational Uses of Music".

Use of Copyrighted Works in Digital Transmissions

Definitions

“Class session” means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work's overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:

- The date set by the teacher for an assignment to be submitted; or
- The date on the school calendar for the end of classes.

“Course packs” are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.

"Mediated Instructional activities" includes textbooks, workbooks, and course packs.

“Transmission” is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational television channel, or in a digital format on a password protected secure webpage.

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required to use a copyrighted work in a

face-to-face classroom, Federal law places several additional requirements on the District's teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

The District shall make sure the server where materials are stored is secured, whether the server is located locally or remotely.

The District's Informational Technologies staff shall develop the proper protocols and train teachers on their use in order to ensure:

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;
 - Each student shall have a unique ID and password for accessing digital courses/materials; or
 - Each course shall have a unique password to access course materials; and
 - The password to access the course materials shall be changed immediately following the close of the course.
2. To prevent students from retaining or further disseminating the copyrighted work for more than one class session;
 - The print function will be disabled;
 - A transparency shall be placed over any literary work, sheet music, or photograph;
 - Audio and video transmissions will be set to be streamed; and
 - The link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes and policy 5.11—DIGITAL LEARNING COURSES as well as the following requirements in order to use a copyrighted work:

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
 - The entirety of a non dramatic literary or musical work may be used. A non dramatic literary work includes poems and short stories. A non dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
 - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
 - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
 - Works primarily produced or marketed for use in the digital education market may not be transmitted.
 - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
 - Mediated Instructional activities may not be transmitted.
- C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:
 - Course syllabus;
 - Home webpage for the course;
 - Webpage for the particular class session; and/or
 - webpage with the copyrighted work.

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:

- I. The amount converted is only the amount allowed by law; **and**

- II. The District has no digital copy of the copyrighted work available; **or**
- III. The District’s digital copy of the copyrighted work that is available has technological protections that prevent the use of the copyrighted work in the manner prescribed by law.

The District will not be responsible for any employee violations of the use of copyrighted materials.

5.10-RELIGION IN THE SCHOOLS

The First Amendment of the Constitution states that “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof...” As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203) the Amendment thus, “embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be.” Therefore, it is the Board’s policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student.

The need for neutrality does not diminish our school system’s educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District’s goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other’s religious or non-religious views.

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be such that they are objective and academically informational and do not advocate nor denigrate any particular form of religious practice.

The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate.

Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

5.11-DIGITAL LEARNING COURSES

Definitions

For the purposes of this policy

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

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

"Instructional Materials" means:

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

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

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

Digital Course Offerings

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

All digitally offered courses shall meet or exceed the State Board of Education's curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments.

Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

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

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

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

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

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

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

5.13-SUMMER SCHOOL

K-8

Students in Fouke School District (K-8) not meeting district promotion requirements during the regular school year will be offered participation in a summer school remediation program. Students must successfully pass the required program guidelines to be eligible to promote to the next grade.

Criteria used to determine successful completion of the summer program include:

- A passing grade of 70% or above, formal/informal testing, and daily performance grades.

9-12

Students enrolled at Fouke High School (9-12) who fail to pass a core curriculum class will be assigned to Edmentum Credit Recovery immediately during the school day.

A maximum of two (2) units of correspondence and/or summer school credit may be applied toward meeting the graduation requirements. Students desiring this means of earning credit must make arrangements with their counselor and have the approval of the principal.

Criteria used to determine successful completion of summer school includes:

- A passing grade of 70% or above in the course/courses enrolled
- 100% attendance (except by permission of the principal only)
- Testing
- Daily performance grades

*Grade classification and promotion will be determined as outlined in the Student Handbook.

5.14-HOMEWORK

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

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

In cooperation with the school's teachers, each principal shall develop procedures for homework assignments that are appropriate for the class and the students. The procedures shall include the following:

1. A maximum and/or minimum amount of time for homework each night.
2. A method or methods of informing students about homework assignments.
3. A method or methods by which parents can monitor homework assignments.
4. Where practical, a provision for teachers to prepare homework assignments for an entire week to allow students to budget their time.
5. A method of giving credit for homework.

Teachers shall ensure that homework assignments are relevant to the material being studied. Provisions shall be made to show students examples of the work that is expected before it is assigned.

Parents should be encouraged to review their children's work and to provide the time, place, and resources necessary for completion of the assignments.

The policy and procedures shall be included in Student and Teacher Handbooks and shall be made available to parents, students, and faculty.

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

5.15-GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Teachers shall maintain a log to record student intervention plans, the plan's implementation progress, student/parent conferences, parent contacts, and differentiated instruction based on assessment analysis for students that are not mastering content in that teacher's classroom. Logs should be made accessible for administration and/or the parents at all times. Parents will only be able to view their child's information. 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.

Teachers should record no fewer than 2 class work/homework grades per week per subject. Grades shall be documented weekly.

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

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

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

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

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

The grading system for the Kindergarten Grade Level will be an Academic Performance and Skill Level Report Card instead of using the same Grading System as Grades 1-12

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 Concurrent Credit, Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall 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 $(0.25 \times 83) + (0.75 \times 75) = 77\%$.

The following due process steps must be completed before a special education student receives a failing grade ("F") on a report card:

- 1) When a student is at risk of failing at the first scheduled progress report, the teacher will submit a copy of the progress report to the counselor and special education teacher.
- 2) An in-house "ad hoc" committee consisting of the counselor, special education teacher, and regular education teacher will meet within ten days of notice to:
 - a) review IEP modifications and how they are being implemented in the classroom;
 - b) review samples of class work;
 - c) determine the reason for failure, and
 - d) recommend additional strategies and materials to be implemented.

- 3) The regular teacher(s) will implement the recommendations at the in-house meeting and will conference with the student to discuss progress.
- 4) At the first nine-weeks grading period, the special education teacher will obtain a copy of all special education students' report cards from the principal's office. If a student has an "F" in any class a Program Review Conference will be held and attended by the regular teacher, counselor, parent, and, if appropriate, the student. IEP modifications will be documented, progress will be reviewed, and a solution will be discussed.
- 5) The classroom teacher will continue to monitor the student's progress and implement the changes recommended during the Program Review Conference.
- 6) A copy of the student's second progress report will be submitted to the special education teacher by the student's classroom teacher before the end of the semester.
- 7) Another programming conference will be held if the student continues to fail, and the parents will be informed of the student's risk of failing.

5.16-COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Traditional Progression

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

Alternative Progression

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

- The student's grade point average;
- Recommendation from the student's teacher(s);
- Completion of computer science internships or independent studies;
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.

5.17-HONOR ROLL AND HONOR GRADUATES

HONOR ROLL

Students in grades K-5 who maintain all A's or have A's and B's for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor rolls at the end of each semester. These honor rolls will be published in a local newspaper.

Students in grades 6-12 who participate in the Smart core Curriculum and maintain a 3.0 GPA for the grading period will be recognized as an AB honor roll student. Semester grades will determine the honor roll at the end of each semester.

Students in grades 6-12 who participate in Smart Core Curriculum and maintain a 4.0 GPA for the grading period will be recognized as an A honor roll student for that grading period. Semester grades will determine the honor roll at the end of each semester.

HONOR GRADUATES

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative GPA of 3.25 will be designated as honor students. The GPA shall be derived from courses taken in public school in grades nine (9) through twelve (12).

VALEDICTORIAN AND SALUTATORIAN

The honor student with the highest weighted GPA and who has been enrolled in public school in grades 9 through 12 and in Fouke High School for his/her entire senior year shall serve as the valedictorian of his/her graduating class. Students who finished their 9th, 10th, or 11th grade year enrolled in a high school which has been closed due to consolidation/annexation with the Fouke District shall be selected valedictorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in Fouke High School. Their selection shall be separate from and in addition to selection of the valedictorian from non-consolidated/annexed students enrolled in Fouke High School.

The honor student with the second highest weighted GPA and who has been enrolled in public school in grades 9 through 12 and in Fouke High School his/her entire senior year shall serve as the salutatorian of his/her graduating class. Students who finished their 9th, 10th, or 11th grade year enrolled in a high school which has been closed due to consolidation/annexation with the Fouke District shall be selected salutatorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent to academic achievement in Fouke High School. Their selection shall be separate from and in addition to selection of the salutatorian from non-consolidated/annexed students enrolled in Fouke High School.

Fouke students must be participating in the Smart Core curriculum to be eligible for valedictorian and/or salutatorian.

In case of a tie, all students with the same weighted GPA will be the Valedictorian(s) and then the person with the next highest weighted GPA will be the Salutatorian.

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

5.20-DISTRICT WEBSITE

The Fouke School District shall maintain a web page to provide information about its school, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district web site by establishing guidelines for their construction and operation.

The Fouke School District website shall be used for educational purposes only. It shall not create either a public or limited public forum. Any link from any page on the District's site may only be to another educational site. The web site shall not use "cookies" to collect or retain identifying information about visitors to its web site nor shall such information be given to "third parties". Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitor.

Each school's web page shall be under the supervision of the school's Web Master and the District's website shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end the District and School Webmasters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

- 1) All pages on the District's web site may contain advertising and links only to educational sources.
- 2) The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.
- 3) Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).
- 4) The District's web service provider shall host the Fouke District's website.
- 5) No web page on the District web site may contain public message boards or chat rooms.
- 6) All web pages on the District web site shall be constructed to download in a reasonable length of time.

- 7) The District's home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.
- 8) With the exception of students and teachers who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by Fouke School District. All pages on the District site will adhere to copyright laws.
- 9) Included in the District's website shall be:
 - a. Local and state revenue sources;
 - b. Administrator and teacher salary and benefit expenditure data;
 - c. District balances, including legal balances and building fund balances;
 - d. Minutes of regular and special meetings of the school board;
 - e. The district's budget for the ensuing year;
 - f. A financial breakdown of monthly expenditures of the district;
 - g. The salary schedule for all employees including extended contract and supplementary pay amounts;
 - h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
 - i. The district's annual budget;
 - j. The annual statistical report of the district;
 - k. The district's personnel policies; and
 - l. The annual School Performance Report;
 - m. School-Level Improvement Plan;
 - n. The School District Support Plan;
 - o. The School District discipline policies;
 - p. Student services plan;
 - q. The District financial policies;
 - r. Student handbooks;
 - s. The Annual Report to the Public; and
 - t. The parent, family, and community engagement plan.

The information and data required for items A through K in 9 above shall be the actual data for the previous two (2) school-years and the projected data for the current school-year.

Before July 15 of each year, the District shall post on its website the following information:

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.

5.20.1-WEB SITE PRIVACY POLICY

Thank you for visiting the Fouke School District Web site and reviewing our privacy policy. The Fouke School District maintains a web page to provide information about its school, students, and activities to the community.

We do not collect personal information unless you voluntarily provide it by sending us email. If you send us email, the message will usually contain your return email address. If you include personally identifying information in your email because you want us to address issues specific to your situation, we may use that information in responding to your request. Please send only information necessary to help us process your request. Personal information submitted will not be transferred to any non-affiliated third parties.

Photographs of students, when associated with the student's name, shall not be displayed on any page of the district's website without the prior written consent of the parent (or the student if 18 or older).

Our site does not use "cookies" to collect or retain information about our visitors. We do track broad demographic information such as operating system, browser type, domain, date and time of visit, time zones, and number of visits. This tracking system does not record information about individuals. We use this information for statistical analysis to help us make our site more useful to visitors.

The Fouke School District Website provided links to other Websites. We are not responsible for the privacy policies of other Web sites, and our privacy policy does not apply when you visit these other sites. We encourage you to read the privacy statements of other Web sites you visit.

Any changes to this policy statement will be posted on our home page.

5.21-ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, AND HONORS COURSES

Students in grades 7-12 who take advanced placement courses and concurrent college courses for weighted credit by the Arkansas Board of Education shall be graded according to the following schedule.

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Weighted Grading Scale

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 points
F=0 points

For a student to eligible to receive weighted credit for an AP course, the student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training and documentation required by Arkansas statute and ADE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan.

Additionally, for students enrolled in AP or International Baccalaureate courses to receive weighted credit they must take the applicable AP or IB examination after completing the entire course and provide documentation of test results. 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 AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course.

"Honors Courses" are those courses that have been approved by a Department of Education Committee as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation, Arkansas Public Schools.

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, and honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

5.22-CONCURRENT CREDIT

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

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

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

- The student
- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution and 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 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, grade classification, or graduation.

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

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

5.23-EQUIVALENCE BETWEEN SCHOOLS

The Fouke School District is committed to providing a quality education for all students in each of the district's schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as whole are substantially comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of qualified personnel shall be equivalent between all schools in the district when compared on a school-by-school basis. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as:

1. Changes in enrollment after the start of the school year;
2. Varying costs associated with providing services to children with disabilities;
3. Unexpected changes in personnel assignments occurring after the beginning of the school year;
4. Expenditures on language instruction education programs and;
5. Other expenditures from supplemental State or local funds consistent with the intent of Title I.

5.24-STUDENT PARTICIPATION IN SURVEYS

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or his family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;

5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent, or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section Two: No survey shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any U.S. Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before being distributed or administered by a school to a student. Parent/guardian shall have the right to deny permission for their child to participate in taking of the survey. The school shall not penalize students who parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluations shall be able to do so in the administrative office of the administering school where the survey shall be available for inspection for a period of ten (10) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered, how it will be utilized, and the persons or entities that will have access to the results of the complete survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following:

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;
4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

5.25-MARKETING OF PERSONAL INFORMATION

The Fouke School District shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide information to others for that purpose.

Personal information is defined, **for the purpose of this policy only**, as individually identifiable information including:

1. A student or parent's first and last name;
2. A home or other physical address (including street name and the name of the city or town);
3. Telephone number; and
4. Social Security identification number.

The district may collect, disclose, or use personal information that is collected from student for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students educational institutional such as the following:

1. College or other post-secondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low cost literary products;
3. Curriculum and instructional materials used by elementary and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school related or education related activities; and
6. Student recognition programs.

5.26-ALTERNATIVE LEARNING ENVIRONMENTS

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent or legal guardian (if they choose to participate);
- o The District shall document its efforts to contact the student's parent or guardian to schedule a meeting or a phone call for a placement meeting at the parent or guardian's convenience, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

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

- a) Disruptive behavior;
- b) Dropping out from school;
- c) Personal or family problems or situations;
- d) Recurring absenteeism;

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

- e) Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- f) Abuse: physical, mental, or sexual;
- g) Frequent relocation of residency;
- h) Homelessness;
- i) Inadequate emotional support;
- j) Mental/physical health problems;
- k) Pregnancy; or
- l) Single parenting.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent or legal guardian (if they choose to participate), and the student, outlining the responsibility of the ALE, parent or legal guardian, and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the Arkansas Department of Education (ADE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules.

5.26.1-ALE PROGRAM EVALUATION

The ALE program shall be evaluated at least annually to determine its overall effectiveness. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

5.27-ENGLISH LANGUAGE LEARNERS

The district shall utilize the special needs funding it receives for identified English Language Learners on activities, and materials listed in the ADE Rules governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The expenditures of ELL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of ELL funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

5.28-NATIONAL SCHOOL LUNCH ACT FUNDING EXPENDITURES

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The district shall at least annually evaluate programs supported by NSLA funds to determine the effectiveness of the programs and to ensure they are providing intervention/prevention services designed to increase student achievement that are in alignment with the district's school district support plan.

5.29-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.

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Arkansas Department of Education (ADE), but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

Wellness Committee

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

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

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

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

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

School Health Coordinator

To assist the SNPAAC in ensuring that the District fulfills the requirements of this policy, a District level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

Goals

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

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
2. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
5. Not use food or beverages as rewards for academic, classroom, or sports performances;
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;

7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards;
9. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's (USDA) Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;
10. Restrict access to competitive foods as required by law and Rule;
11. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.
12. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
13. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

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

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

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

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

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

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

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

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

Advertising

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

§ Materials used for educational purposes in the classroom, including, but not limited to:

- o The use of advertisements as a media education tool; or
- o Designing and implementing the health or nutrition curriculum;

§ Clothing, apparel, or other personal items used by students and staff;

§ The packaging of products brought from home for personal consumption; and

§ Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing, and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

Community Engagement

The District will work with the SNPAAC to:

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

The District will annually inform the public:

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

Assessment of District's Wellness Policy

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

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

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

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

District Website

The District will place on its website:

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

6052-CLOSING THE ACHIEVEMENT GAP TASK FORCE

The district shall develop a task force inclusive of stakeholders representative of the community's demographics, race, ethnic, gender, and socioeconomic diversity whose purpose will be to work with the local board and administration on closing the academic achievement gap. This group shall develop a collaborative plan for achieving this goal. The superintendent shall name the chair(s) of the task force and provide the necessary resources for needed training of the leader(s) and members. The task force may establish subcommittees as needed. The goals of the task force will be congruent to the district's annual school improvement plan and representatives from these

groups will communicate and meet as deemed necessary. The task force will develop an implementation plan with benchmarks and an evaluation process.

The Fouke Administration team is committed to the improvement of education for all of its school population and accepts the responsibility for closing any achievement gap. The board, administration, and school employees believe that all children can learn. These also believe that by providing opportunities for the learner as an individual, the likelihood of each student becoming a contented and contributing member of the community will be enhanced.

6120-GIFTED AND TALENTED PROGRAM DEFINITION

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average:

1. Creativity
2. Task commitment and/or motivation
3. Academic ability

6121-GIFTED AND TALENTED PROGRAM PHILOSOPHY

The Fouke School District is committed to providing the best educational program possible for all of its students. We believe in equality of educational opportunities which are appropriate to the needs and capabilities of each child. This means that each student's talents, gifts, and abilities must be given full opportunity to develop and grow. It is essential that a full, comprehensive, diverse educational program be provided and maintained for all students, whatever their capabilities may be.

Gifted and talented students are those of high potential or ability whose learning characteristics and educational needs require quality programming and educational experiences and/or services that cannot be consistently provided in the traditional classroom. The school program, curriculum, and activities need to provide the opportunity for gifted and talented students to be challenged and developed to their fullest extent. Therefore, we feel that the needs of our gifted and talented students can be met by providing differentiated instruction, by offering opportunities for these students to interact with their peers during regular classroom, and extra schedule portions of the school week. These instructional opportunities may involve the cooperative efforts of many people and take place in numerous environments in addition to the classroom.

The discovery and nature of creative talent and the development of an inquiring mind do not just happen. These processes are dependent on how the school interprets its purpose, what resources it makes available, and how the educational program is designed. It is imperative that the school direct attention to the gifted students in whatever area giftedness and/or talent may exist. This is of paramount concern, not only because each student is entitled to the assistance of the school in development of his/her potentials, but because society profits from the full development of gifted and talented students.

6122-GIFTED AND TALENTED GOALS AND OBJECTIVES

To provide students with opportunities which will further develop, enhance, and use their exceptional talents for future roles in society.

To help students improve their higher level thinking skills and to motivate them to develop their potential abilities to the fullest.

To provide a learning environment and instructional assistance particularly suited to the needs of a gifted and talented student.

To provide activities which incorporate a wide variety of instructional alternatives.

6123-GIFTED AND TALENTED PROGRAM PROCEDURES

Entrance Procedures:

1. Referrals may be made by:
 - a. Students
 - b. School faculty and administrators
 - c. Parents
 - d. Others
2. Referrals and transfers:
 - a. Referrals
 1. Students may be nominated at any time.
 2. A referral form must be completed for each student and given to the G/T coordinator.
 3. All referrals will be taken through the Component Scale.
 4. Placement may be made after screening and identification, either in the fall or at semester.
 5. A letter including a Permission for Evaluation will be sent to the parent and/or guardian to be signed and returned.
 6. Referrals for fall placement will be due by the preceding first of May. Second semester placement referrals will be due by the preceding first of November.
 - b. Transfers

Transfers from other programs for the gifted and talented with equivalent identification criteria will be reviewed and will be assigned priority.

Review Time:

A review team composed of Arkansas certified personnel will be designated to examine and to evaluate existing data to identify candidates nominated.

The decision to consider students for further assessment shall be closely considered by the Review Team. The team will consider an interaction of above average creativity, task commitment and/or motivation, and academic ability. To consider students for further assessment shall be a team decision. The team shall request and identify additional type of information for review (including a case study).

Nominees will be closely considered by the Review Team.

Decisions will focus on how the students could benefit from special programming as well as whether or not he/she qualified on assessment measures determined by the district.

Screening Procedures:

1. Nominees will be notified of assessment and/or interview dates and places.
2. The screening of student for the Gifted and Talented program is based on multi-criteria with sufficient flexibility to assure that standardized testing procedures do not categorically exclude students from different cultural and socioeconomic backgrounds and environments nor does it automatically include them. (To insure the inclusion of all gifted and talented students, identification instruments and assessment measure will be sufficiently diverse and equable.)
3. Multi-criteria data includes such as the following:
 - Teacher information checklists
 - Grades and grade point average
 - Cumulative records
 - Parent inventories
 - Student interest inventories
 - Anecdotal records
 - Information from peers
 - Information from community sources
 - Student interviews

- Information from guidance counselors
 - Creativity measures
 - Group achievement and ability scores and/or
 - Individual achievement and ability scores
4. To insure fairness, names are omitted and only the objective data listed above are considered.

Placement procedure:

Candidates will be placed in the following areas:

1. Talent pool
2. Individual Educational Plan (I.E.P.) in regular classroom
3. Individual Educational Plan (I.E.P.) in special interest group
4. Seminar classroom

Remaining in the Program

1. Each student's regular classroom progress must be maintained. Compacting of assignments shall be employed when appropriate.
2. G/T student's progress will periodically be re-evaluated to determine if placement in the G/T program remains beneficial.

Exit Procedures:

If at any time an exit from the G/T program is being considered, a conference will be held including:

- Parents
- Appropriate faculty member(s)
- G/T teacher
- Counselor

Re-Entry procedures

In order to be re-instated in the G/T program the student must be re-evaluated and approved by the Review Team.

6.4 VOLUNTEERS

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

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

Fouke School District does not utilize volunteer coaches.

6.5-VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the individual 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 6.0.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses, special programs, and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval

and the teacher's knowledge. Student visitors must always report to the building principal prior to visiting any campus or classroom.

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

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

6.6-FUND RAISING

All fund raising activities held in the District or in the name of the District must be pre-approved in writing by the Superintendent and affected school principal. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fund raising. Fund raising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved.

Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fund raising activity shall:

- 1) Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
- 2) not influence or affect the student's grade.

Secondary Schools

Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fund raising proposal to the Superintendent.

Door to door fund raising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

Elementary Schools (K-5)

Fund raising in the elementary schools may only be done by the school or a school sponsored organization. There shall be no door to door fund raising activities by elementary students.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fund raising programs.

- 1) Student participation in fund raising programs is voluntary;
- 2) Students who do not participate will not forfeit any school privileges;
- 3) Students may not participate in fund raising programs without written parental permission returned to school authorities;
- 4) An elementary student who sells fund raising merchandise door to door must be accompanied by a parent or an adult; and
- 5) Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

Online Fundraisers

All school-affiliated online fundraisers must be approved by the superintendent, or the superintendent's designee. The superintendent, or the superintendent's designee, shall act as the point of contact for all school-affiliated online fundraisers. An employee may be disciplined, up to and including termination, if the employee establishes:

- a. A school-affiliated online fundraiser without the permission of the superintendent, or the superintendent's designee; or
- b. The employee as the point of contact for a school-affiliated fund raiser instead of the superintendent, or the superintendent's designee.

For purposes of this policy, a “school-affiliated online fundraiser” includes, but is not limited to, a fund raiser intended to raise funds for a particular teacher’s classroom, grade, student club or organization, or athletic team.

6.7-PUBLIC COMPLAINTS POLICY

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 of 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 along. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury in matters such as student suspension 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.

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Arkansas Department of Education and authorized in the 2002 reauthorization of the Elementary and Secondary Act may be taken directly from a patron or by referral from the Arkansas Department of Education (ADE). If taken directly from a patron, the complaint may be submitted by either a signed statement or be a certified, recorded deposition or statement in which the complainant is identified. The complaints shall be addressed in the following manner.

1. The complaint shall be referred to the federal programs director, who shall assemble a team of at least two people to investigate the complaint.
2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
3. The team will interview the complainant and others as necessary to enable the team to make a determination of the validity of the complaint. The team may consult with individuals with knowledge of expertise in the matter which is the subject of the complaint, including legal counsel.
4. The investigation of complaints referred by the ADE shall be completed within 30 work days of receipt of the complaint, unless a longer time period has been approved by the ADE.
5. The investigation of complaints made directly to the district shall be completed within 40 work days unless there are extenuating circumstances; in such case, a preliminary report shall be made within 40 days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain: a summary of the allegations of the complaint; a summary of the investigative actions taken by the team; a summary of the findings concerning each alleged violation or implied violation; a statement of corrective actions needed to resolve the issues involved in each allegation and finding of complaint.

6.10- SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

The Fouke School District shall work with area law enforcement in a manner consistent with applicable state law and Arkansas Department of Education Regulations to communicate the presence a sexual offender. When necessary, law enforcement may contact building principals to provide information concerning registered sex offenders. The decision regarding the school principals to be notified rests solely with law enforcement officials; law enforcement officials use a rating system to determine who needs to be notified, which is according to the sex offender's dangerousness to the community.

In turn, building principals should notify any employee who is regularly in a position to observe unauthorized persons on or near the school's property in the ordinary course of their employment. Employees notified could include any of the following: aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers' assistants, and teachers.

It is important that school personnel who receive sex offender notifications understand that they are receiving the sex offender notifications in their official capacity and are **not** to disseminate information about an offender anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, the organization should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified except at the specific discretion of area law enforcement officials include members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. District personnel may inform the press about procedures that have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

A parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity which is appropriate for a parent or guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances.

1. The offender is a student attending school in the district;
2. To attend a graduation or baccalaureate ceremony;
3. It is a non-student contact day according to the school calendar or no school sponsored event is taking place on campus;
4. The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;
5. The offender is a parent or guardian of a student and enters the school campus where the student is enrolled to attend a scheduled parent-teacher conference **and** the offender is escorted to and from the conference by a designated school official or employee.

A Level 3, but not a Level 4, sex offender may attend a school sponsored event for which an admission fee is charged or tickets are sold or distributed if the sex offender:

- Is the parent or guardian of or is related by blood or marriage within the fourth (4th) degree of consanguinity to a student enrolled in the public school; and
- Notifies the administration of the school in writing at least twenty-four (24) hours before the start of the event that he or she will be attending the event.

A Level 3 or Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

Copies of the notification from law enforcement will be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

6.11-PARENT, FAMILY, AND COMMUNITY ENGAGEMENT – DISTRICT

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

1. Involve parents, families, and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards, State and local student assessments and how the district's curriculum is aligned with the state's academic standards and assessments and how parents, families, and the community can work with the district to improve students' academic achievement;
5. Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents families, and community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
11. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

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

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

6.12-SCHOOL/FAMILY/COMMUNITY INVOLVEMENT-SCHOOL PLAN

Each School understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, each School shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community

engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the school shall work to

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

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

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

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

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

7.10 - PUBLIC USE OF SCHOOL BUILDINGS

It is the policy of the Board that District school buildings may be used by citizens of the District to conduct lawful meetings for social, civic, or recreational purposes provided such meetings do not interfere with the regular school work and proper protection is afforded the district against the potential costs of such use. The Superintendent shall be responsible, with Board approval, for establishing procedures governing such use of school buildings. The governing procedures shall be viewpoint neutral. Building principals shall be consulted to determine if there exists any conflict with planned school activities prior to other groups being allowed to use school facilities.

The District shall establish a fee schedule for the school facilities the District intends to make available for public use. The fee schedule shall be individualized for each school facility and shall be based on a formula that allows the District to reclaim the actual costs incurred by the District from the use of the facility.

School facilities that do not appear on the District's fee schedule shall not be available to the public.

The District shall also require **any** non-school related group using a district facility to provide proof of having purchased sufficient active and current general liability insurance to cover the damage to, or the cost to entirely replace the structure(s) and furnishing(s), if necessary due to the loss of, or damage to, District property.

Organizations using school facilities assume full and complete responsibility for the conduct of all persons, regardless of age, associated with their use of the facility while they are in or about the facility. Smoking or the use of tobacco or products containing tobacco in any form or the use of drugs or intoxicants is prohibited. Firearms of any kind are not allowed on school property unless the person carrying the firearm is permitted to do so by law as defined in A.C.A. § 5-73-120 or the individual has a valid conceal carry license and leaves the concealed handgun in the individual's locked vehicle.

**FOUKE SCHOOL DISTRICT - POLICY # AR 55
STUDENT AND ATHLETIC ACCIDENT PROGRAM 2019-2020**



**2019-2020
ARKANSAS K-12 INSURANCE
SCHEDULES OF BENEFITS**

Insurance coverage underwritten by Mutual of Omaha Insurance Company; 3300 Mutual of Omaha Plaza, Omaha, NE 68175

Coverage is provided for loss due to a covered injury up to a maximum per injury benefit amount of \$25,000 (\$500 for Motor Vehicle Injuries). Treatment of covered injuries must begin within 60 days of the accident date. Only eligible expenses incurred within 52 weeks from the date of the accident are covered. The maximum benefit amount per service/treatment is as shown below. Benefits will be paid only for such expense which is not recoverable from any other insurance policy, service contract or workers' compensation. Coverage also includes \$10,000 Accidental Death & Specific Loss.

INPATIENT:	ENHANCED MANDATORY PLAN	ALL SCHOOL MANDATORY PLAN
Room & Board/Hospital Miscellaneous	\$500 aggregate maximum/day	\$250 aggregate maximum/ day
Private Duty Nursing (Registered Nurse)	100% of Allowable Expense	100% of Allowable Expense
Family Travel (outside a 100 mile radius from home)	\$400 per day/5 days maximum	\$400 per day/5 days maximum
Physician's Nonsurgical Visits	Up to \$50/visit 1 st day; \$35/visit each subsequent day	Up to \$25/day
(Benefits are limited to one visit per day and do not apply when related to surgery or physiotherapy)		
OUTPATIENT:		
Hospital Outpatient Surgery – Facility Charge	Up to \$500/injury	Up to \$250/injury
Physician's Nonsurgical Visits (Non-Emergency Room)	Up to \$50/visit 1 st day; \$35/visit each subsequent day	Up to \$25/day
(Benefits are limited to one visit per day and do not apply when related to surgery or physiotherapy)		
Physiotherapy	100% of Allowable Expense; \$125 maximum/policy year (Benefits are limited to one visit per day)	\$25/visit maximum (Benefits are limited to one visit per day)
Emergency Room	Up to \$150/injury	Up to \$80/injury
(Use of room and supplies; treatment must be rendered within 72 hours from time of injury)		
X-Ray Services (includes charges for reading)	80% of Allowable Expense; \$500 maximum/policy year	Fracture: 80% of Allowable Expense; \$125 maximum Non-Fracture: 80% Allowable Expense; \$60 maximum
Diagnostic Imaging (Cat Scan/MRI Services, Bone Scan) (includes charges for reading)	80% of Allowable Expense; \$300 maximum	\$225 maximum
Laboratory	Up to \$25/injury	100% of Allowable Expense
Injections	Up to \$25/injury	Up to \$25/injury
Prescription Drugs	\$50 maximum/policy year	\$25 maximum/policy year
Orthopedic Braces and Appliances	\$75 maximum	\$25 maximum
INPATIENT AND/OR OUTPATIENT:		
Surgeon's Fees	\$175 coefficient value; \$2,000 maximum (No more than one procedure through the same incision will be paid)	\$130 coefficient value; \$800 maximum (No more than one procedure through the same incision will be paid)
Anesthetist	25% of surgeon's allowance	25% of surgeon's allowance
Ambulance	100% of Allowable Expense	100% of Allowable Expense, one trip to the nearest hospital by ground transportation
Treatment of Heat Exhaustion	100% of Allowable Expense	100% of Allowable Expense
Dental	Up to \$150/tooth (Benefits are paid on sound natural teeth only)	Up to \$100/tooth (Benefit are paid on sound natural teeth only)
Eyeglasses, Contact Lenses & Hearing Aids	100% of Allowable Expense for replacement if broken due to injury	100% of Allowable Expense for replacement if broken due to injury
Post Injury Concussion Management Testing	Up to \$20/ test; not to exceed three tests	Up to \$20/ test; not to exceed three tests
Concussion Benefit	\$100 in addition to other benefits	\$100 in addition to other benefits

**FOUKE PUBLIC SCHOOLS
SCHOOL PARENT-STUDENT COMPACT
& HANDBOOK ACKNOWLEDGEMENT
2019-2020**

Dear Parent or Guardian:

We appreciate your involvement in your child's education. Together we have the responsibility for assisting in your child's achievement of high academic and performance standards. The School-Parent-Student Compact clarifies our roles and serves as a guide to maintaining a partnership for supporting your child's learning.

SCHOOL STAFF'S RESPONSIBILITY;

- Provide high quality curriculum, instruction, materials, and equipment in an effective, caring, and safe learning environment.
- Provide opportunities for ongoing communication through:
 - Semi-annual parent/teacher conferences, including information on academic and performance standards, assessments, and related goals for improvement,
 - Frequent reports regarding your child's progress.

PARENT'S RESPONSIBILITY:

- Encourage my child to engage in positive school behavior,
- Provide a quiet place for homework completion; review my child's completed homework assignments,
- Volunteer in my child's school,
- Serve on advisory groups, and
- Attend parent/teacher conferences.

STUDENT'S RESPONSIBILITY:

- Contribute to a safe school environment by being a productive student through:
 - Attending school regularly, ready to learn,
 - Helping develop and follow school and class rules,
 - Completing and turning in my assignments, and
 - Respecting and assisting others in school.

Your suggestions for strengthening the implementation of the School-Parent-Student Compact are welcomed.

I agree with the school/parent/student compact and have received a copy of the Fouke District Handbook and the School Parent Involvement Plan Summary.

_____ Fouke School Principal's Signature

_____ Parent/Guardian's Signature

_____ Student's Signature

_____ Grade

