

**DEER/MOUNT JUDEA
2016-2017
STUDENT HANDBOOK**

**MISSION STATEMENT
STRIVING FOR ACADEMIC EXCELLENCE AND
DEPENDABLE AMERICAN CITIZENS**

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SECTION 1 GENERAL INFORMATION

WELCOME

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

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

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

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

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

STUDENT HANDBOOK

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

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

Principals and counselors shall also review Policies 4.4.--SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current ADE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal, and/or counselor shall notify the Superintendent and curriculum coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

EMERGENCY INFORMATION

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

EDUCATIONAL PHILOSOPHY

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

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

EQUAL EDUCATIONAL OPPORTUNITY

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

Inquiries on non-discrimination may be directed to the superintendent, who may be reached at 870-428-5433. For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area or call 1-800-421-3481.

PARENTAL INVOLVEMENT

Mount Judea Elementary School Parental Involvement Plan 2016-2017 Deer/Mt. Judea School District Grades K-6 Title I Schoolwide

Parent Involvement Coordinator: Rainey Yeager

Parental Involvement Committee Members: Jodi Moenning, Charity Richardson, Mary Campbell, Roxanna Holt

- I. Mount Judea Elementary School will use various communication strategies with parents: Mount Judea Elementary School will distribute a quarterly newsletter to parents that is developed with participation of the principal, teachers, and the Gifted and Talented staff. It includes school news, health tips, information about school activities and events, recognition of students, study and homework tips, and parenting tips. The school has a Website which includes the annual calendar, library resources, menus, and online safety tips. Parents may use email to communicate with the school staff and they can also check teacher home pages for schedules, homework assignments, and other information. The Counselor's Corner includes college and scholarship information, homework helpers and some book/Character Ed recommendations, District information per Act 1747, the ACSIP Plan, and the Parent Involvement Plan can be found on the website under Departments. The website is meant as a communication resource for students, parents, teachers and the community. Two parent/teacher conferences will be held to report student progress. The school will provide informational packets for parents that will include expectations, schedules, curriculum information, rules, and general information. Progress reports are sent to the parents the fifth week of each nine week grading period, allowing for parent intervention to help improve student performance. Parents may also log into the eSchool Home Access Center (HAC) to see assignments, grades, and attendance of their children. Open House will be held to supply information to parents about curriculum requirements, classroom expectations, student assessments, curricular goals for each discipline and encourage time for parents and teachers to visit.
- II. Proposed parent meetings for the 2016-2017 school year: Topics reflect parental interest surveys.
 - Meetings will include time for parents and staff to meet individually to discuss the needs of their students.
 - Meetings will be held at various times to accommodate parents per request of the parent survey
 - Meetings will be held to inform parents of the Title I program and to involve them in reviewing and revising our plan.
 - Meetings will be held to encourage parent participation and support for student learning
 - Meetings will be held to showcase student success

Open House August · Parent/Teacher Conferences September, February · Monthly Parent Involvement Meetings · September-October: School Spirit T-shirt fundraiser · November CakeWalk at the Fall Festival · Christmas Movie & Ornament Making (hand out developmental appropriate resources) · January Literacy Night The Parent Facilitator will be the contact person for all of these activities.

III. Mount Judea Elementary School will provide parents with volunteer opportunities. The school will survey parents about volunteer ideas and opportunities. The school will provide a list of volunteer opportunities on the school website and through the newsletter to parents. The school will provide instructions to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. (Staff Development) The district will provide state required professional development for staff designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

IV. Mount Judea Elementary School has a School-Parent-Student-Compact and will update it each spring with input from parents. The compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

V. Mount Judea Elementary School will provide opportunities for parents to be involved in the development, implementation and evaluation of the school improvement plan to engage them in the decision-making process.

- The school will ask parents to serve on review and planning committees.
- The school will hold a Title I meeting discussing with parents their concerns and asking them for their input concerning programs, funding, academic progress and kinds of assessments used.
- The school will engage parents in decision making about the allocation of its Title I funds for parental involvement.
- The school shall enable the formation of a Parent-Teacher Partnership Organization that will foster parental and community involvement within the school
- To take advantage of community resources, the school shall attempt to recruit alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement
- Coordinate and integrate parental involvement strategies with parental involvement strategies under other programs.

VI. Mount Judea Elementary School will provide resources for parents: Resources for parents can be found in the Parent Resource Center in high school and elementary. The Parent Center in Elementary is located in a room in Upper Elementary. Operating hours are during school and any other time by appointment. Parents are encouraged to use the parent computer to view the school website or research web sites. Books and pamphlets concerning parenting, college scholarships, and health information are also available. The school will distribute informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mails...). To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. Include in the school's policy handbook the

school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. The principal of each school shall designate (1) certified staff member who is willing to serve as a parent facilitator.

VII. Mount Judea Elementary School will engage parents in the annual evaluation of the Title I Program's parental involvement efforts: Through a parent/staff evaluation using a comprehensive needs assessment, school staff and parents will meet to evaluate the effectiveness of the plan and suggest necessary changes. The evaluation process will include (1) growth in number of parents participating in meeting; (2) specific needs of parents (3) effectiveness of specific strategies, and (4) engagement of parents in activities to support student academic growth. The Parental Involvement Committee will update the parental involvement plan for the upcoming year. The meeting will include a sign-in sheet, agenda and minutes of the meeting. The annually updated plan will be approved by the school board. The approved plan will be posted on the district website and included in the student handbook.

VIII. Mount Judea Elementary School will use the parent interest survey to select, plan, and implement parental involvement activities: The school will ask parents to fill out a parent interest survey at the end of each school year to gain information from parents. The school will evaluate the results as part of the annual parental involvement plan evaluation and use the results of the parent survey to plan parental involvement for the following year. The school's counselor will host a parent/student seminar to inform the parents of high school students about home to be involved in their decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

IX. Mount Judea Elementary School will conduct an Annual Public Title I Meeting in October. The Title I meeting will be separate from any other meeting to ensure that there is ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. The Annual Title I Meeting will include a sign-in sheet, agenda and minutes of the meeting.

Mount Judea Parent Involvement Summary

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

- Will provide programs, activities, and procedures for the involvement of parents and welcomes parents to help plan, offer ideas, and help make decisions about parental involvement activities.
- Requires school-parent compacts and wants parents to be a partner in their child's education
- Will strive to provide information and school reports in the parent's preferred language
- Is committed to inviting parents to participate
- Encourages parents to communicate their satisfaction or dissatisfaction of the Parent Involvement Plan by responding to surveys, contacting coordinator through phone, email, and/or
- Person.

Deer Elementary School Parental Involvement Plan 2016-17

Deer Mt. Judea District Grades K-6

Parent Involvement Coordinator: Joei Phillips

Parental Involvement Committee Members: Sheryl Breedlove, Candy Reynolds, Darlene Craig, Miranda Tennison, Liz Dotson, Barb Gage, Cindy Keenom

Deer Elementary School will use various communication strategies with parent: Deer Elementary School will distribute a quarterly newsletter to parents that is developed with the participation of the principal, teachers, and the Gifted and Talented Coordinator. It includes school news, health tips, information about school activities and events, recognition of students, study and homework tips, and parenting tips. This year our district will implement the Home Access Center with Eschool to better inform parents of their child's progress in the classroom. The school has a Web site which includes the annual calendar, library resources, menus, and online safety tips. Parents may use email to communicate with the school staff and they can also check teacher homepages for schedules, homework assignments, and other information. The Counselor's Corner includes college and scholarship information, homework helpers and Character Ed recommendations. Other information on the website is District information per Act 1747, the ACSIP Plan, and the Parent Involvement Plan can be found on the web site under Departments. The website is meant as a communication resource for students, parents, teachers and the community. Parent/teacher conferences will be held to report student progress. The school will provide informational packets for parents that will include expectations, schedules, curriculum information, rules, and general information. Progress reports are sent to the parents the fifth week of each nine week grading period, allowing for parent intervention to help improve student performance. Open House will supply information to parents about curriculum requirements, classroom expectations, student assessments, curricular goals for each discipline and encourage time for parents and teachers to visit.

Proposed parent meetings for the 2016-2017 school years: Topics reflect parent involvement surveys.

- Meetings will include time for parents and staff to meet individually to discuss the needs of their students.
- Meetings will be held at various times to accommodate parents.
- Meetings will be held to encourage parent participation and support for student learning.
- Meetings will be held to showcase student success.

Open House will be held in August, Parent/Teacher Conferences September and February, a Parent Involvement Night (K-12) is set for December, this night will provide Literacy stations review the Home Access Center (HAC) and work on holiday ornaments with families. February ___ is the date for our annual CAPS and Kuder Career training centers for 6th-12th grades. By committee request, a Parent Involvement facebook page will be developed to further connect with parents about upcoming events or suggestions. In April, another parent involvement opportunity will be scheduled for Poetry Out loud Evening (K-12) with Mrs. Windel. For more information contact Joei Phillips, Parent Facilitator.

Deer Elementary School will provide parents with volunteer opportunities: The school will survey parents about volunteer ideas and opportunities. The school will provide a list of volunteer opportunities on the school website and through the newsletter to parents. An updated volunteer resource book will be in the parent center. The school will provide instruction to a parent on how to incorporate developmentally

appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. (Staff Development) The State Board of Education's Standards for Accreditation of Arkansas public Schools and School Districts shall require professional development for teachers and administrators designed to enhance the understanding of effective parental involvement strategies. This was designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

Deer Elementary School will create a School-Parent-Student-Compact with the Involvement of our parent group, Parents In Action. The Deer School District and parents of the students will participate in activities, services, and programs funded by Title I and volunteer funds. The compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high Standards.

Deer Elementary School will provide opportunities for parents to be involved in the development, implementation and evaluation of the school improvement plan to engage them in the decision-making process: • The school will ask parents to serve on review and planning committees. • The school will hold a Title I meeting, discussing with parents their concerns and asking them for their input concerning programs, funding, academic progress and kinds of assessments used. • The school will engage parents in decision making about the allocation of its Title I funds for parental involvement. • The school has enabled the formation of a parent group called; Parents In Action, this organization will foster parental and community involvement within the school. • To take advantage of community resources, the school shall attempt to recruit alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. • Coordinate and integrate parental involvement strategies with other programs.

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

Deer Elementary School will engage parents in the annual evaluation of the Title I Program's parental involvement efforts: Through a parent/staff evaluation using a comprehensive needs assessment, school staff and parents will meet to evaluate the effectiveness of the plan and suggest necessary changes. The evaluation process will include (1) growth in number of parents participating in meetings; (2) specific needs of parents (3) effectiveness of specific strategies, and (4) engagement of parents in activities to support student academic growth. The Parental Involvement Committee will update the parental involvement plan for the upcoming year. The meeting will include a sign-in sheet, agenda and minutes of the meeting. The annually updated plan will be posted on the school website and included in the student handbook after school board approval.

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

Deer Elementary School will conduct an Annual Title I Meeting in October. The Title I meeting will be separate from any other meeting to ensure that there is ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. The Annual Title I Meeting will include a sign-in sheet, agenda and minutes of the meeting.

Deer Parent Involvement Summary

The faculty of Deer School believes that Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. This includes ensuring that parents play an integral role in assisting their children's learning. We encourage parents or caretakers to become actively involved in their child's education and we believe they are full partners and when appropriate should become involved in the decision making and a part of any advisory committee's to work together. We accept the challenge of creating different opportunities strategically scheduled to allow the most parental participation. Two parent facilitators work together and then separate with their school representatives (parents and staff) in planning school activities and new ideas to improve from past years program. Parent Involvement surveys are given at the beginning of the year for the purpose of gathering new ideas. A program evaluation follows in the Spring to allow the parent involvement facilitators to reflect and make changes. Joei Phillips, Parent Involvement Coordinator

Parent Involvement Coordinator: Rainey Yeager

Parental Involvement Committee Members: Renee McCutcheon, Charity Richardson, Quinnel Land, Roxanna Holt

- I. Mount Judea High School will use various communication strategies with parents: Mount Judea High School will distribute a quarterly newsletter to parents that is developed with participation of the principal, teachers, and the Gifted and Talented staff. It includes school news, health tips, information about school activities and events, recognition of students, study and homework tips, and parenting tips. The school has a Web site which includes the annual calendar, library resources, menus, and online safety tips. Parents may use email to communicate with the school staff and they can also check teacher homepages for schedules, homework assignments, and other information. They may also log into eSchool's Home Access Center (HAC) to access their children's grades, assignments, and attendance. The Counselor's Corner includes college and scholarship information as well as homework helpers and book/Character Ed recommendations. District information per Act 1747, the ACSIP Plan, and the Parent Involvement Plan can be found on the web site under Departments. The website is meant as a communication resource for students, parents, teachers and the community. Two parent/teacher conferences will be held to report student progress. CAPS Night will involve parents in the decision making process of their students in registering for the coming school year. The school will provide informational packets for parents that will include expectations, schedules, curriculum information, rules, and general information. Progress reports are sent to the parents the fifth week of each nine week grading period, allowing for parent intervention to help improve student performance. Open House will be held to supply information to parents about curriculum requirements, classroom expectations, student assessments, curricular goals for each discipline and encourage time for parents and teachers to visit.
- II. Proposed parent meetings for the 2016-2017 school year: Topics reflect parental interest surveys.
 - Meetings will include time for parents and staff to meet individually to discuss the needs of their students.
 - Meetings will be held at various times to accommodate parents as requested from parent involvement surveys
 - Meetings will be held to encourage parent participation and support for student learning
 - Meetings will be held to showcase student success

Open House August · Parent/Teacher Conferences September , February · CAPS May · Monthly Parent Involvement Meetings. Other events: October T-shirt Fundraiser · November Cake Walk in the Fall Festival · December homecoming Dance (hand out alcohol and drug safety info) · Christmas Movie & Ornament Making (hand out developmental appropriate resources) · January Literacy Night · The Parent Facilitator will be the contact person for the activities.

III. Mount Judea High School will provide parents with volunteer opportunities. The school will survey parents about volunteer ideas and opportunities. The school will provide a list of volunteer opportunities on a school website and through the newsletter/monthly calendar to parents. The school will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitations: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. (Staff Development) The district will provide state required professional development for staff designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

IV. Mount Judea High School has a School-Parent-Student-Compact and will update it each spring with input from parents. The compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

V. Mount Judea High School will provide opportunities for parents to be involved in the development, implementation, and evaluation of the school improvement plan to engage them in the decision-making process.

- The school will ask parents to serve on review and planning committees
- The school will hold a Title I meeting, discussing with parents their concerns and asking them for their input concerning programs, funding, academic progress and kinds of assessments used.
- The school shall enable the formation of a Parent organization that will foster parental and community involvement within the school
- To take advantage of community resources, the school shall attempt to recruit alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
- Coordinate and integrate parental involvement strategies with parental involvement strategies under other programs.

VI. Mount Judea High School will provide resources for parents: Resources for parents can be found in the Parent Resource Center in high school and elementary. The Parent Center in the High School is located in the Counselor's Office. Operation hours are during school and by appointment after school hours. Parents are encouraged to use the parent computer to view the school website or research web sites. Books and pamphlets concerning parenting, college, scholarships, and health information are also available. The school will distribute informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone call, e-mail...). To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. The principal of each school will choose (1) certified staff member who is willing to serve as a parent facilitator.

VII. Mount Judea High School will engage parents in the annual evaluation of the parental involvement efforts. Through a parent/staff evaluation using a comprehensive needs assessment, school staff and parents will meet to evaluate the effectiveness of the plan and suggest necessary changes. The evaluation process will include (1) growth in number of parents participating in meetings ;(2) specific needs of parents (3) effectiveness of specific strategies, and (4) engagement of parents in activities to support student academic growth. The Parental Involvement Committee will update the parental involvement plans for the upcoming year. The meeting will include a sign-in sheet, agenda and minutes of the meeting. The annually updated plan will be approved by the school board. The approved plan will be posted on the district/school website and included in the student handbook.

VIII. Mount Judea High School will use the parent interest survey to select, plan, and implement parental involvement activities: The school will ask parents to fill out a parent interest survey at the end of each school year to gain information from parents. The school will evaluate the results as part of the annual Title I parental involvement plan evaluation and use the results of the parent survey to plan parental involvement for the following year. The school's counselor will host a parent/student seminar to inform about career planning, college prep, and scholarship opportunities. Sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

IX. Mount Judea High School will conduct Annual Public Title I Meeting in October. The Title I meeting will be separate from any other meeting to ensure that there is ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. The Annual Title I Meeting will include a sign-in sheet, agenda and minutes of the meeting.

Deer High School School Parental Involvement Plan 2016-17
Deer Mt Judea School District Grades K-6
Parent Involvement Coordinator: Joei Phillips

Parental Involvement Committee Members: Frankie Breedlove, Candy Reynolds, Darlene Craig, Miranda Tennison, and Liz Dotson, Cindy Keenom.

Deer HS will use various communication strategies with parents: Deer HS will distribute a quarterly newsletter to parents that is developed with the participation of the principal, teachers, and the Gifted and Talented Coordinator. It includes school news, health tips, information about school activities and events, recognition of students, study and homework tips, and parenting tips. This year our district will implement the Home Access Center with Eschool to better inform parents of their child's progress in the classroom. The school has a Web site which includes the annual calendar, library resources, menus, and online safety tips. Parents may use email to communicate with the school staff and they can also check teacher homepages for schedules, homework assignments, and other information. The Counselor's Corner includes college and scholarship information, homework helpers and Character Ed recommendations. Other information on the website is District information per Act 1747, the Acsip Plan, and the Parent Involvement Plan can be found on the web site under departments. The website is meant as a communication resource for students, parents, teachers and the community. Parent/teacher conferences will be held to report student progress. The school will provide Informational packets for parents that will include expectations, schedules, curriculum information, rules, and general information. Progress reports are sent to the parents the fifth week of each nine week grading period, allowing for parent intervention to help improve student performance. Open House will supply information to parents about curriculum requirements, classroom expectations, student assessments, curricular goals for each discipline and encourage time for parents and teachers to visit.

Proposed parent meetings for the 2016-2017 school years: Topics reflect parent involvement surveys.

- Meetings will include time for parents and staff to meet individually to discuss the needs of their students.
- Meetings will be held at various times to accommodate parents.
- Meetings will be held to encourage parent participation and support for student learning.
- Meetings will be held to showcase student success.

Open House will be held in August, Parent/Teacher Conferences September and February Parent Involvement Night is set for December this night will provide Literacy stations (k-12) review the Home Access Center (HAC) and work on holiday ornaments with families. In February our annual CAPS and Kuder Career training centers for 6th-12th grades. By committee request, a Parent Involvement Facebook Page will be created to facilitate communication about school events. In April, another Parent Involvement opportunity will be held with Poetry Out loud (K-12) with Mrs. Windel and the parent facilitator. For more information, contact Joei Phillips, Parent Facilitator.

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

Deer HS School will provide opportunities for parents to be involved in the development, implementation and evaluation of the school improvement plan to engage them in the decision-making process:

- The school will ask parents to serve on review and planning committees.

- The school will hold a Title I meeting, discussing with parents their concerns and asking them for their input concerning programs, funding, academic progress and kinds of assessments used.
- The school will engage parents in decision making about the allocation of its Title I funds for parental involvement.
- The school has enabled the formation of a parent group called; Parents In Action, this organization will foster parental and community involvement within the school.
- To take advantage of community resources, the school shall attempt to recruit alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.
- Coordinate and integrate parental involvement strategies with other programs.

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

Deer High School will engage parents in the annual evaluation of the parental involvement efforts: Through a parent/staff evaluation using a comprehensive needs assessment, school staff and parents will meet to evaluate the effectiveness of the plan and suggest necessary changes. The evaluation process will include (1) growth in number of parents participating in meetings; (2) specific needs of parents (3) effectiveness of specific strategies, and (4) engagement of parents in activities to support student academic growth. Deer HS will conduct a committee meeting to update the parent involvement plans for the upcoming year. It will include a sign in sheet, agenda and minutes of the meeting. The approved plan will be posted on the district website and the student handbook after school board approval. Deer High School will use the parent interest survey to select, plan, and implement parental involvement activities: The school will ask parents to fill out a parent interest survey at the end of each school year to gain information from parents. The school will evaluate the results as part of the annual parental involvement plan evaluation and use the results of the parent survey to plan parental involvement for the following year. The school’s counselor will host a parent/student seminar to inform them about career planning, college prep, and scholarship opportunities. Sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.

Deer Parent Involvement Summary

The faculty of Deer School believes that Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. This includes ensuring that parents play an integral role in assisting their children’s learning. We encourage parents or caretakers to become actively involved in their child’s education and we believe they are full partners and when appropriate should become involved in the decision making and a part of any advisory committee’s to work together. We accept the challenge of creating different opportunities strategically scheduled to allow the most parental participation. Two parent facilitators work together and then separate with their school representatives (parents and staff)in planning school activities and new ideas to improve from past years program. Parent Involvement surveys are given at the beginning of the year for the purpose of gathering new ideas. A program evaluation follows in the Spring to allow the parent involvement facilitators to reflect and make changes. Joei Phillips, Parent Involvement Coordinator

**DEER/MT. JUDEA SCHOOL DISTRICT
TITLE I SCHOOL-PARENT-STUDENT COMPACT**

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

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

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

Staff’s responsibilities:

1. To inform parents of national education goals.
2. To instruct students with the state content and student performance standards.
3. To inform parents of State Education Agency (SEA) technical assistance.
4. To inform parents of state and local assessments.

5. To inform parents of involvement requirements.
6. To inform parents of student progress.
7. To be available to work with parents as needed to improve their children's achievement.
8. To provide materials and training for parents as it becomes available and/or is requested to help improve their children's achievement.

Parents' responsibilities:

1. To monitor my child's attendance.
2. To insure my child completes their homework assignments.
3. To limit the amount of time my child watches television, spends on computer, and plays video games
4. To volunteer when possible in my child's classroom with extracurricular activities and school functions.
5. To encourage my child to read for pleasure and/or to read to them.
6. To attend parent-teacher conferences.
7. To attend parent training when available.
8. To attend school informative meetings (such as Annual Public Meeting, Open House and Parents Make a Difference Night).
9. To promptly read and appropriately respond to all notices from school.
10. To be involved in the planning and evaluation of our school's performance.

Students' responsibilities:

1. To attend school regularly.
2. To bring all necessary materials to class such as completed homework assignments, books, paper, pencils, etc.
3. To stay on task in class and during homework time.
4. To complete homework assignments successfully.
5. To give parents all notices received by me from my school.
6. To limit time spent watching television.
7. To control behavior.
8. To read books for pleasure.

CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her 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 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 school, 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 district's property on normal school days during normal hours of school operation. Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

LEGAL CUSTODY AND VISITATION

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

CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES OR BY COURT ORDER

State law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen (18) year 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, guardian, custodian, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Department 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, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee and leave both a day and an after-hours telephone number.

Contact by Professional Licensure Standards Board Investigators

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

VISITORS TO THE SCHOOL/CAMPUS

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

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

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

VOLUNTEERS

Enlisting the support of volunteers is a way 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 licensed personnel more time to devote to instruction.

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

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

- 1) Be at least twenty-two (22) years of age;
- 2) Not be a member of the board of directors of the District or the spouse of a member of the board of directors of the District; and
- 3) Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer on any athletics program for grades 7-12.

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

- Football;
- Basketball; and
- Track and field,

Background Checks for Volunteers

For the purpose of this policy, "clear background check" shall mean that a background check was performed, as authorized by A.C.A. §§12-12-1601 et seq., and that a potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§6-17-410, 6-17-411, or 6-16-414, as amended, with regard to both the Arkansas and national background checks, and whose name is not found on the Child Abuse Central Registry.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for 3 years; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe provided for in this policy.

The application for an initial background check may be made through the District administrative office. The District may charge the potential volunteer the same fee charged by the State of Arkansas for performing the check. For a volunteer who has passed his/her previous background check, the District will incur the fee charged by the State of Arkansas for performing a renewal background check. A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration the circumstance or circumstances under which the act or omission leading to conviction or Child Abuse Registry true finding, the age of the person at the time of the act or omission, the length of time that has passed without reoffending, and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may, by a majority vote adopt a resolution providing an exception to this policy's requirement for a time period not to exceed five years. The board

must consider this matter in open session, and may not confer or deliberate in closed or executive session. The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender.

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

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

The District shall maintain the following information on volunteers:

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

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

PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION

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

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

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

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

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

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

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

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

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

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

If there exists a court order which directs that a parent not have access to a student or his/her records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal

and the superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

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

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

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

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

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education (DOE) at
Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

CLASSROOM DISRUPTIONS

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

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

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

SPECIAL EDUCATION

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, 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.

ASBESTOS PUBLIC NOTICE

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

SECTION 2 --STUDENT POLICIES AND PROCEDURES

RESIDENCE REQUIREMENTS

Definitions:

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

“Resident” means a student whose parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside in the Deer/Mt. Judea School District.

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

“In Loco Parentis” means in place of parents.

The schools of the district shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty-one (21) years whose parents, legal guardians, or other persons having lawful control of the person under an order of a court reside within the Deer/Mt. Judea School District and to all persons between those ages who have been legally transferred to the Deer/Mt. Judea School District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parents or guardians 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 parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually 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.

ENTRANCE REQUIREMENTS

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

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

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

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

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

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

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

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

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

1. The parent, guardian, or other responsible person shall furnish the child's social security number, or they they request, the district will assign the child a nine (9) digit number designated by the Department of Education.
2. The parent, guardian, or other responsible person shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent or guardian;
 - f. United States military identification; or
 - g. Previous school records.
3. The parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another school to enroll as a student until the time of their expulsion has expired.
4. In accordance with Policy 4.57--IMMUNIZATIONS, the child shall be age appropriately Immunized or have an exemption issued by the Arkansas Department of Health.
5. Students must use his/her legal birth names for all official school documents. Name changes will only be accepted upon receipt of a court order.

ATTENDANCE

COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge 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 homeschooled 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, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational/technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. §6-18-201(b).

Attendance Requirements For Students In Grades 9-12

Students in grades nine through twelve (9-12) are required to schedule and attend at least 350 minutes of regularly scheduled class time daily. Part of this requirement may be met by students taking post-secondary courses. Eligible students' enrollment and attendance at a post-secondary institution shall count toward the required weekly time of school attendance. Each credit hour shall count as three (3) hours of attendance time. This means a three (3) hour course shall count as nine (9) hours of the weekly required time of attendance.

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 Arkansas Department of Education, (ADE), and individuals involved with each foster child to ensure that he/she is able to maintain his/her continuity of educational services to the fullest extent that is practical and reasonable.

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

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

Upon notification to the District's foster care liaison by a foster child's 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. Immediately 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.

HOMELESS STUDENTS

The District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local agency LEA liaison for homeless children and youth. For more information about homeless services, please contact the Superintendent's office.

STUDENT TRANSFERS

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

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

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

The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another district to enroll as a student until the time of the person's expulsion has expired.

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 parent to provide transportation to or from the District, or both.

SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan regarding the effects of past racial segregation in student assignment and has submitted the appropriate documentation to the Arkansas Department of Education (ADE). As a result of the desegregation order/desegregation plan, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act of 2004 (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption. The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

Definition

"Sibling" means each of two (2) or more children having a common 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 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. 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. 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 as they are received in the District's **Central Office**. It is the District's

responsibility to send a copy of the application that includes the date and time stamp to the student's resident district. Applications post-marked 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 dated and time stamp.

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, and 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 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 indicated 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 either fails to initially enroll under the timeline and provisions provided in this policy or who chooses to return to his/her resident district 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.

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 15** of the immediately preceding year. By **December 15** of each year, ADE shall determine and notify the District of the net number of allowable choice transfers. For the purpose of determining the three percent (3%) cap, siblings are counted as one student, and students are not counted if the student transfers from a school or district in:

- Academic Distress under either A.C.A. §6-15-430(c)(1) or A.C.A. §6-18-227; or
- Facilities Distress under A.C.A. §6-21-812.

If, prior to **July 1**, the District received 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 limitations 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 limitations cap and notify each district that was the recipient of an application to that effect.

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 distress;
- The student is not required to meet the **June 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 ADE Rules for the Standards of 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 who is enrolled in or assigned to a school classified by the ADE to be in academic distress is eligible to transfer to the school closest to the student's legal residence that is not in academic distress. The student's parent or guardian, or the student if over the age of eighteen (18), must successfully complete the necessary application process by **July 30** preceding the initial year of desired enrollment.

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 enrollment under Opportunity School Choice 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 or the District has been classified by the ADE as being in academic distress the District shall timely notify the parent, guardian, or student, if the student is over eighteen (18) years of age, as soon as practicable after the academic distress designation is made of all options available under Opportunity 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 enroll the student in any public school or school district that has not been classified by the ADE as a public school or school district in academic distress.

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 adjusting districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

ABSENCES

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

Absences for Digital Classes

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

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of ten (10) 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 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.**

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

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

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with ten (10) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has six (6) unexcused absences, his/her parents, guardians, or persons in loco parentis may 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 ten (10) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person 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 condition 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, guardian, or person 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.

TARDIES

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

Elementary Tardies

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

High School Tardies

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

ATTENDANCE WAIVERS (GRADES 9-12)

In rare instances, students may be granted waivers from the mandatory attendance requirement if they would experience proven financial hardships if required to attend a full day of school. For the purpose of this policy, proven financial hardships is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family. The superintendent shall have the authority to grant such a waiver, on a case-by-case basis, only when convinced the student meets the definition of proven financial hardships. A.C.A. 6-18-210, 211

ABSENTEEISM ON DAY OF ACTIVITY

No student will be allowed to participate in any school activity (i.e., athletic events, field trips, extracurricular activities, etc.) on a day when the student was absent from school without an excused absence, or administration approval. A student must be present at least one half day on the day of activity.

SCHOOL ARRIVAL

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

MAKE-UP WORK

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

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

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

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

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

CLOSED CAMPUS

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

DISCIPLINE

The 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 established 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;
- Going to and from school or a school activity.

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

The District'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 shall sign and return to the school an acknowledgement form documenting that they have received the policies.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or

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

PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco or e-cigarettes in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any paging device, beeper, MP3 players or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection; such as kissing, groping, sitting on laps, etc.
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying; A.C.A. 6-18-514
23. Operating a vehicle on school grounds while using a wireless communication device.

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

District Discipline Consequences

Minimum: Warning/Detention

Maximum: Recommended Expulsion

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

BEHAVIOR EXPECTATIONS AND DISCIPLINARY ACTIONS

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

Students are expected to:

- A. Be prompt and prepared; be in assigned area ready to work when class begins with paper, pencils books, and assignments.
- B. Respect authority; follow directions
- C. Respect rights of others; keep hands, feet, books, and objects to yourself
- D. Respect property of others
- E. Display a concern for learning
- F. Display appropriate social skills; no swearing, rude gestures, cruel teasing, or bullying
- G. Display appropriate character; do not engage in behavior that disrupts and interferes with the functioning of the classroom.
- H. Never commit or threaten to commit physical harm on another student or adult.
- I. Do not damage or destroy other students, teachers, or school property
- J. Never refuse to accept any consequences you are responsible for.
- K. Do not engage in any immorality, refractory conduct, or any other conduct that would tend to impair or harm the other pupils.
- L. Do not harass other pupils also known as bullying.

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

DISCIPLINARY ACTIONS (ELEMENTARY K-6)

Detention/Confinements/Suspensions/Long Term Suspension

Level One: Detention (loss of recess)

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

Level Two: Confinement (for up to one week)

- Third detention per week= One (1) week confinement and Parent/Teacher Conference

Level Three: Second Confinement (Parent/Teacher Conference)

- Required before student returns to school

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

- Up to 10 days and PT conference required.

Suspensions are very serious infractions:

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

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

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

Example of Level Four-OSS-Infractions:

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

Example of Level Five Infractions--Expulsion

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

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

Disciplinary actions (7-12)

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

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

- F. corporal punishment
- G. out-of-school suspension
- H. after- school detention
- I. any other combination of the above actions
- J. expulsion

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

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

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

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

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

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

Detention Hall Rules

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

Level Two: Confinements

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

BULLYING

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.

A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

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;

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act 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.

Cyberbullying of School Employees is expressly prohibited and 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; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- e. 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
- f. Signing up a school employee for a pornographic Internet site; or
- g. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

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

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 principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form. Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.¹

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, students, school volunteers, and employees shall be given copies of the notice.

For the purposes of this discipline policy, the following listing of bullying behaviors have been adopted with the resulting progressive consequences, which will be administered by the Principal or his designee.

Types of Behavior:

Level 1

Pushing, shoving, spitting, kicking, hitting, gossiping, embarrassing, setting up to look foolish, spreading rumors, mocking, name calling, dirty looks, taunting, teasing about clothing or possessions, threatening to reveal personal information, graffiti, publicly challenging to do something, playing a dirty trick, defacing property or clothing, stealing, physical acts that are demeaning and humiliating, but not bodily harmful. Locking in a closed or confined space, Ethnic slurs, setting up someone to take the blame, publicly humiliating, excluding from the group, social rejection, teasing about appearance, results of intimidating phone calls or emails, taking possessions, extortion

Consequences

Minimum: Warning/Detention

Maximum: Recommended Expulsion

Level 2

Physical violence against another person, inflicting bodily harm, maliciously excluding, manipulating social order to achieve rejection, spreading malicious rumors, threatening with total isolation from peer group, verbal threats of aggression against possessions or property, verbal threats of violence or inflicting bodily harm, threats of using coercion against another person, coercion, threatening with a weapon.

Consequences

Minimum: Warning/Detention

Maximum: Recommended Expulsion

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 principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

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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, students, school volunteers, and employees shall be given copies of the notice.

Copies of this policy shall be available upon request.

Notes: Different consequences are permitted depending on the age or grade of the bullying student.

Example: a student might be disciplined both for bullying and sexual harassment, in an appropriate situation, or bullying and assault.

CORPORAL PUNISHMENT

The Deer/Mt. Judea School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or his/her designated staff members who are required to have a state-issued license as a condition of their employment. Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

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

DISCIPLINE OF HANDICAPPED STUDENTS

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

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules. 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. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

SCHOOL BUS PASSENGER SAFETY AND CONDUCT

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

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

RULES FOR BUS PASSENGER MISCONDUCT

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

DISRUPTION OF SCHOOL

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

STUDENT ASSAULT OR BATTERY

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

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

WEAPONS AND DANGEROUS INSTRUMENTS

No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon 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. Military personnel, such as ROTC cadets, acting in the course of their official duties are exempted.

A weapon is defined as any firearm; knife; razor; ice pick; dirk; box cutter; numchucks; 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. For the purposes of this policy, "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, as defined in this policy, on the student's body or in an area under his/her control. 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 per-

son 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.

TOBACCO AND TOBACCO PRODUCTS

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

DRUGS AND ALCOHOL

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the deleterious effects of alcohol and drugs. Their use is illegal, disruptive to the educational environment, and diminishes the capacity of students to learn and function properly in our schools. Therefore, no student in the Deer/Mt. Judea School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy. This policy applies to any student who; is on or about school property; is in attendance at school or any school sponsored activity; has left the school campus for any reason and returns to the campus; is en route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any ingestible matter that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance. Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage is prohibited.

STUDENT DRESS AND GROOMING

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

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

Dress Guidelines and Appearance

- Students are expected to come to school properly attired and well groomed
- Hair conditions must be met as follows: eyes showing; kept combed; and clean
- Shorts and skirts must be no shorter than halfway point between the knee and mid thigh
- Crotch of trousers not excessively low. No excessively baggy clothing will be allowed.
- No narrow strapped tank tops, tube tops, tops with spaghetti straps, and see-through clothing
- Legging type pants/short must be covered by a top long enough to cover the buttocks while standing up.
- Shirts and blouses must be buttoned to at least mid sternum unless an undershirt is worn underneath. Shirts and blouses must meet waist and no midriffs showing at any time.
- Clothing, buttons, badges, or any other form of advertisement with profane, indecent or offensive language or scenes is prohibited

- Hats, caps, or other headgear will not be worn in any school building. Hats, caps, or other headgear must be worn in the traditional manner and immediately removed upon entering the building and left off until leaving building. **Headgear under this guideline means all headgear for both males/females that causes a distraction. Students in violation of this policy will be subject to detention/disciplinary action and the headgear shall be confiscated and returned to parents or legal guardians.**
- Any personal style or clothing that promotes violence, hate, sex, or other provocative themes, or that includes excessive visible body piercing or that distracts from the educational environment, or that poses a risk to the student or other students, will not be permitted.
- No pajamas
- No chains on clothing/wallet or bags. Chains can be used as a weapon
- No inappropriately torn, ripped, or frayed clothing. Holes in clothing may not reveal skin above mid thigh
- No undergarments showing
- Shoes must be worn at all times
- **Elementary students must wear appropriate shoes for PE and recess (no flip-flops)**

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

STUDENT SEXUAL HARASSMENT

The Deer/Mt. Judea School District is committed to having an academic environment in which all students are treated 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.

Believing that prevention is the best policy, the District will periodically inform students and employees about the nature of sexual harassment, the procedures for registering a complaint, and the possible redress that is available. The information will stress that the district does not tolerate sexual harassment and that students can report inappropriate behavior of a sexual nature without fear of adverse consequences. The information will take into account and be appropriate to the age of the students.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment as defined in this policy. Any student found, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion.

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, or other personally offensive verbal, visual, or physical conduct of a sexual nature made by someone under any of the following conditions:

1. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
3. 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 which 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. 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. Depending upon such circumstances, examples of sexual harassment include, but are not limited to: unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing 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; and spreading rumors related to a person's alleged sexual activities.

Students who believe they have been subjected to sexual harassment, or parents of a student who believes their child has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will assist them in 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.

To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form. 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.

POSSESSION AND USE OF CELL PHONES & OTHER ELECTRONIC DEVICES ASBA 4.47

No electronic device/cell phone is to be used in a school building/classroom without prior permission/consent of the principal/teacher. For after school activities, the use of these devices shall be at the discretion of the activity sponsor.

The school will not be responsible for loss, damage, or theft of any electronic device brought to school. The district believes it is necessary to respect student use and possession of cell phones, other electronic communication devices, cameras, MP3 players, iPods, and other portable music devices so that the opportunity for learning in the district's schools may be enhanced. At the same time, cell phones and other electronic communication devices can, in controlled situations, offer a means to enhance student learning through their ability to access expanded sources of information. Teachers have the authority to permit student use of cell phones for specific classroom lesson

plans in projects. Students must abide by the guidelines the teacher gives for any such authorization. Students who fail to do so will be subject to the problems of this policy governing measures of cell phones.

For the purpose of this policy, the use of a cell phone or other communication device includes any incoming call, text message, message waiting, or any audible sound coming from the device. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing technological equipment.

Elementary Students--Students may bring cell phones and other electronic devices, but must leave them turned off and put out of sight from the time the student arrives on campus until the student leaves campus.

High School Students--Students may bring cell phones and other electronic devices to school. Use of these devices is permissible only before and after school, and (with permission from the principal), at lunch. Use of cell phones and electronic devices during instructional time is forbidden except as allowed in this policy for instructional purposes. Otherwise, cell phones and other electronic devices must be kept on silent and stored out of sight.

The use of cell phones or other electronic devices to photograph or video other students or employees is forbidden and could result in consequences up to and including expulsion from school. The exception to this would be when photographs or videos are being made by students for instructional purposes by permission of and under the supervision of the student's teacher.

Student's violating this policy will be subject to having their device confiscated in addition to other consequences up to and including suspension or expulsion. Students who use school-issued computers for non-school purposes, except as permitted by this policy shall be subject to discipline, up to and including suspension or expulsion.

Violation Consequences: Minimum--Student Conference
Maximum--Expulsion

INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

Definition

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

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

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

Technology Protection Measures

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

- (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 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 responses

Misuse of Internet

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

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;

- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

SEARCH, SEIZURE, AND INTERROGATIONS

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

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

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

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department 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, or other person having lawful control by court order, or person acting in loco parentis 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, guardian, custodian, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Department 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, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

STUDENTS' VEHICLES

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

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

SUSPENSION FROM SCHOOL

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

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

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

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

Out-of-school suspension 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 readmittance to class will be given to the parent(s), legal guardian(s), 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), 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 parents' or legal guardians' responsibility to provide current contact information to the district which the school shall use to immediately notify the parent or legal guardian 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 or legal guardian.

During the period of their suspension, students serving out-of-school suspensions not be permitted on campus except to attend a student/parent/administrator conference.

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.

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, or 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.

The Superintendent or his/her designee shall give written notice to the parents or legal guardians (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, or student if age 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 not less than one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of a student enrolling from an-

other school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property.² The parents or legal guardians 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.

GRIEVANCE PROCEDURE

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

Definition of Grievance

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

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

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

Level One--Principal

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

Level Two--Superintendent

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

Level Three--School Board

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

Level Four

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

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

SECTION 3--HEALTH, SAFETY & WELLNESS POLICY & PROCEDURES

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 Mt. Judea School 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 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.

Uniformed Services Member's Children

For the purposes of this policy, "active duty members of the uniformed services" includes members of the National Guard and Reserves on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211; "uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Services; "veran" means a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

Eligible child" means the children of:

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

An eligible child as defined in this policy shall:

1. be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age.
2. be eligible for enrollment in the next highest level, regardless of age, if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. enter the District's school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year.

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

COMMUNICABLE DISEASES and PARASITES (Lice/Nits)

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

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

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

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

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

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

PHYSICAL EXAMINATIONS OR SCREENINGS

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

The right provided to parents under this policy transfer to the student when he/she turn eighteen (18) years old. Except in instances where a student is suspected of having a contagious or infectious disease, parents shall

STUDENT MEDICATIONS

Prior to the administration of any medication 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, students are not allowed to carry any medications, including over-the-counter medications or any perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent,

the quantity of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

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

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

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.

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications.

Students who have written permission from their parent or guardian and a licensed 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 function

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 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 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 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.

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 developed under Section 504 of the Rehabilitation Act of 1973 which 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 certified 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 and 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.

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 regulations.

STUDENT ILLNESS/ACCIDENT

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

BUS ROUTE POLICY FOR INCLEMENT WEATHER

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

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

EMERGENCY DRILLS

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

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

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

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

Emergency drills signals:

1. Fire Drills = Three (3) consecutive rings
2. Tornado = One (1) long and one (1) short ring
3. Earthquake = "Earthquake!" Shout from teacher--Take cover under desks/tables
4. Active Shooter = "Lock Down!" shout from teacher/administrator
5. Intruder = Continuous Ring
6. Act of terrorism = Continuous Ring
7. Airplane crash = Continuous Ring
8. Chemical emergency = Continuous Ring

SCHOOL TRAGEDY/CRISIS/SUICIDE PLAN

A. General Information

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

1. A crisis team should be established, according to Lieutenant Governor's guide, to be composed of at least two teachers (e. g.) one from elementary and one from high school), a school administrator (serving as chairperson), a school nurse, a school counselor, and a secretary.
2. The crisis team should receive specialized training in dealing with crisis situations. It is suggested that the training of a crisis team be done jointly with school personnel and mental health professionals from the region.
3. The crisis team should be ready to make assessments, be ready to adapt the plan to fit the crisis and deal with the aftermath of a crisis.

4. Crisis counseling should be made available to deal with the effects of trauma on the students, perceptions of death, short and long term effects, understanding grief, grief counseling, post traumatic stress disorder and preventing post traumatic stress disorder.
5. Most suicide threats and attempts as well as other tragedies/crisis situations occur after school hours and off campus. School personnel are often perceived as important personal resources by students and their parents. For this reason school personnel may be called upon at home and after hours to help in crisis. It is most important that formal guidelines for handling such emergencies be made available to, and followed by, school personnel. Doing so will ensure that these after hour emergencies are handled effective.
6. There should be ongoing training for the crisis team as well as faculty and students in handling crisis situations. The crisis plan should be reviewed annually in light of all experiences and new developments in the field of suicide/crisis prevention/postvention and new laws as they emerge. Modifications should be made accordingly.

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

1. 1a. General Crisis (if there is time for preparation)
 - (a) The principal should contact all administrators and faculty members to attend a special meeting to review the situation and explain the day’s agenda.
 - (b) The school counselor or an invited psychologist or trained professional should describe how students may react to the news and suggest how teachers might handle the situation.
 - (c) The Principal should meet with key people (counselor, nurse, crisis team) to plan the day’s activities and to designate someone to be a spokesperson to communicate with the press. It is a good idea to have only one spokesperson.
5. 1b. Immediate Crisis (if there is no time for preparation)
 - (a) Principal or designee is in immediate charge of the situation.
 - (b) Students will be housed in an appropriate place.
 - (c) Appropriate agencies/authorities will be contacted.
 - (d) If a student is in a life threatening situation, the student should not be left alone.
6. The Principal may want to arrange for an “outside expert” to be at the school to lend support and to help students and teachers.
7. For additional support, a crisis center should be established in the guidance office or other designated area. Students should be encouraged to escort friends to the center and to go there themselves if they need help. Some staff members and students may need to be taken home.
8. Teachers, guidance counselor, and administrators should concentrate on relating the facts and dispelling the rumors; unglamourizing the event; advising students where they can go to discuss their feelings; discussing fears, guilt feelings of responsibilities.
9. School should return to normal as soon as possible.
10. A voluntary memorial service may be conducted to acknowledge that the official mourning period for a tragedy is over. In the case of suicide, a special effort should be made to call attention to the wrongness of suicide. Of course, memorials, such as plaques, may be permitted.
11. Some students and teachers may need support for as long as two to three years.
12. Guidance staff members should continue to work with individual students and always try to identify high risk students.

Appropriate referrals are:

Fire, Emergency, Medical, Office of Emergency Services

Newton County Sheriff, Jasper 446 5124
 Boston Mt. Rural Health at Deer 428 5391
 North Arkansas Medical Center, Harrison 414-4000

Helicopter Medical Services

Cox Air Care, Springfield 1 800 333 5269
 Air Evac 1 800 247 3822

Suicide Ozark Counseling Center, Harrison..... 741 8216
 Charter Vista Hospital, Springdale AR 521 5731
 Suicide Hotline, Little Rock 1 800 784-2433

Poison Poison Control Center, Little Rock 1 800 482 8948

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

C. Arkansas Nuclear One Crisis

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

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

Conflict Resolution

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

SECTION 4--GRADING/PLACEMENT

GRADING AND REPORTING

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

difficulties and shall develop, cooperatively with the parents and student, a plan for remediation which may enhance the probability of the student succeeding.

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

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

HOMEWORK POLICY

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

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

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

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

HOME ACCESS CENTER (HAC)

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

GRADING

EXAMS

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

GRADING SCALE

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. The grading scale below will be used by all teachers in computing the grades of the students unless the principal makes an exception.

A:	90-100	=	4 points	Advanced
B:	80-80	=	3 points	Proficient
C:	70-70	=	2 points	Basic
D:	60-69	=	1 point	Below Basic
F:	59 or below	=	0 point	

Four performance standards are:

Advanced: Advanced students demonstrate superior performance well beyond proficient grade level performance.

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

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

Below Basic: Below basic students demonstrate little or no mastery of fundamental knowledge and skills.

Classwork/homework will count as 40% of the class grade, and tests/exams will count as 60% of the grade per period; nine week grades will each be worth 45% of the final grade and (7-12 semester tests will be 10% of the final grade). *Elementary grades do not participate in semester tests.**

**The grade point values for 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 still be worth 0 points. Students that do not take the exam at the end of the advanced placement class will not receive weighted credit for the course. Weighted credit will also NOT be awarded if the AP course teacher has not completed the needed summer training/hours within the last five (5) years.

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 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The students had a grade of 75% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be $.25 (83) + .75 (73) = 75.5\%$.

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

HONOR ROLL

Elementary School

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

High School

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

GRADE PLACEMENT

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

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

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

- a) The building principal or designee;
- b) The student's teacher(s)
- c) School counselor;
- d) A 504/special education representative (if applicable); and
- e) The student's parents.

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.

Regardless of the student having earned passing grades, a student who falls under one of the following categories shall be considered for retention or shall not receive credit for the course associated with the assessment. The student:

- does not take the State mandated assessment for the student's grade level or course within the time frame specified by the State;
- takes the State mandated assessment but does not put forth a good faith effort on the assessment as determined by the assessment administrator/proctor.

The Superintendent or designee may waive this provision when the student's failure was due to exception or extraordinary circumstances.

Students who do not score proficient or above on grade-level State assessments shall be required to participate in an Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan, which shall include the student's retention in their present grade.

All students must successfully pass all end-of-course (EOC) assessments they are required to take unless exempted by the student's individualized education program (IEP). To receive academic credit on his/her transcript in a course requiring a student to take an EOC assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her Individualized Academic Improvement Plan (IAIP) which shall focus on the areas in which the student failed to meet the necessary passing score. Additionally, the lack of credit could jeopardize the student's grade promotion or classification.

To the extent required by the State Board of Education, students in grade eleven (11) and below who do not meet the required score on a college and career readiness measurement shall participate in the remediation activities prescribed in his/her IAIP which may include additional opportunities to retake the measurement. Such remediation shall not require the student to pass a subsequent college and career readiness measurement in order to graduate from high school.

Promotion/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

In addition to the possibility of retention or withholding of course credit, students who either refuse to sit for a State assessment or attempt to boycott a State 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 State mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students failing under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

High School

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

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

State Assessment Success Day

This is a reward program to assist in motivating our students to score Proficient or Advanced on the State Assessments. If a student scores Proficient or Advanced on one of the exams, they received a Success Day, where they can be absent and it counts as a school business absence.

The eligible students will be provided with a Success Day voucher in the Fall for each Success Day that they have earned. The student must ask for the day in writing at least a week in advance. The students are also responsible for making up all work missed during their Success Day. The assessment coordinator will provide the forms to the teachers/principals who will then sign off on the form to make sure a student qualifies and does so within the proper time frame.

Study Halls (7-12)

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

Extracurricular Classes (7-12)

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

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

Course Enrollment Outside of District

Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be used to satisfy the student attendance requirements if the programs are not located at the public schools. Attendance in such alternative programs must be pre-approved by the school's administration. The district shall strive to assign students who have been dropped from a course of study or removed from a school work program job during the semester into another placement or course of study. In the instances where a subsequent placement is unable to be made, the district may grant a waiver for the student for the duration of the semester in which the placement is unable to be made.

In rare instances, students may be granted waivers from the mandatory attendance requirements if they would experience proven financial hardships if required to attend a full day of school. For the purpose of this policy, proven financial hardships is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family. The superintendent shall have the authority to grant such a waiver, on a case-by-case basis, only when convinced the student meets the definition of proven financial hardships.

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

Correspondence Work

No more than two (2) units of work, done by correspondence from an acceptable source, will be allowed toward graduation. Any such

course shall be completed prior to receiving a diploma. The district shall have the authority to assess any home-schooled or non-accredited school student who enrolls or re-enrolls in order to determine proper educational placement. The district shall utilize, among other means of assessment, the norm-referenced test approved by the State Board of Education to assess the student and shall determine placement in the appropriate grade level as indicated by the test results. Any home-schooled student or non-accredited student who enrolls in a local school district must attend classes for at least nine months immediately prior to graduation before the student can become eligible to receive a high school diploma from the district. **Seniors participating in athletics must enroll in four academic courses required by the AAA and a full school day.**

Concurrent Credit

A ninth through twelfth (9-12) 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 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.

A student, who takes a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of 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 District's student, and his/her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 (see Policy 4.44) are to be received by the school within ten (10) school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities, or graduation.

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

Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2017

All students are required to participate in the Smart Core Curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign **Smart Core Waiver Form** to not participate. While Smart Core is the default option, both a **Smart Core Informed Consent Form** and a **Smart Core Waiver Form** will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the student's permanent records. This policy is to be included in student handbooks for grades 6-12 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 requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent 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 at least every other year 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 by 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.
- Discussion 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--ENROLLMENT.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation are to be earned from the categories listed below. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core Curriculum.

SMART CORE: Sixteen (16) Units:

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

Oral Communication: 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 take in grades 7-8 or 8-9;
- 2. Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;

*A two-grade algebra equivalent or a two-year geometry equivalent may 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 beyond Algebra II;** ;this can include Pre-Calculus, Calculus, AP Statistics, Algebra III, Advanced Topic and Modeling in Mathematics, Mathematical Applications and Algorithms, Linear Systems and Statistics, or any of several IB or Advanced Placement math courses (Comparable concurrent credit college courses may be substituted where applicable); or
 - One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE.**

Natural Science: a total of three (3) units with lab experience chosen from

One unit of Biology; and either;

Two units chosen from the following three categories (there are acceptable options listed by ADE for each);

- Physical Science
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics; or

One unit from the three (3) categories above and one unit science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE.

Social Studies: three (3) units

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

Physical Education - One-half (½) Unit

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

Health and Safety: One-half (½) Unit

Economics: On -half (½) Units--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 units 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.

CORE: SIXTEEN (16) UNITS

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

Oral Communications: One-half (½) Unit

Mathematics: Four (4) Units

- Algebra or its equivalent* -1 unit
- Geometry or its equivalent* -1 unit
- All math units must build on the base of algebra and geometry knowledge and skills
- (Comparable concurrent credit college courses may be substituted where applicable)
- One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE may be substituted for 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

- At least one (1) unit of biology or its equivalent; and

Two units chosen from the following three (3) categories:

- Physical Science
- Chemistry
- Physics; or

One (1) unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE.

Social Studies: three (3) Units

- Civics one-half (½) Unit
- World History, One (1) Unit
- American History, One (1) Unit

Physical Education: one-half (½) Unit

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

Health and Safety: One-half (½) Unit

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

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 applicable.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2018 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a **Smart Core Waiver Form** to not participate. While Smart Core is the default option, both a **Smart Core Informed Consent Form** and a **Smart Core Waiver Form** will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the student's permanent records. This policy is to be included in student handbooks for grades 6-12 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 requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent 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 at least every other year 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;
- Discussion 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-ENROLLMENT.

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 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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 Communication: 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 take in grades 7-8 or 8-9;
- 2. Geometry or Investigating 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 beyond Algebra II: this can include Pre-Calculus, Calculus, AP Statistics, Algebra III, Advanced Topic and Modeling in Mathematics, Mathematical Application and Algorithms, Linear Systems and Statistics, or any of several IB or Advanced Placement math courses (Comparable concurrent credit college courses may be substituted where applicable); or
 - One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles IB Computer Science, or other options approved by ADE.

Natural Science: a total of three (3) units with lab experience chosen from

One unit of Biology; and either;

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each);

- Physical Science;
- Chemistry;
- Physics or Principles of Technology I & II or PIC Physics; or

One unit from the three categories above and one unit of computer science chosen from ADE, Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles IB Computer Science, or other options approved by ADE.

Social Studies: Three (3) Units

- Civics--One-half (½) Unit
- World History--One (2) Unit
- American History--One (1) Unit

Physical Education: One-Half (½) Unit

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

Health and Safety: One-half (½) Unit

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

Fine Arts: One-half (½) Units

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.

CORE: Sixteen (16) Units

English: Four (4) Units--9, 10, 11, and 12

Oral Communications: One-half (½) Unit

Mathematics: Four (4) Units

- Algebra or its equivalent* -1 unit
- Geometry or its equivalent*-1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE may be substituted for a math credit beyond Algebra I and Geometry.

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

Science: Three (3) Units

- At least one (1) unit of biology or its equivalent; and

Two units chosen from the following three categories:

- Physical Science
- Chemistry
- Physics; or

One unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles IB Computer Science, or other options approved by ADE.

substituted for the lower of the two grades. Social Studies: Three (3) Units

- Civics- One-half (½) Unit
- World History-One (1) Unit
- American History- One (1) Unit

Physical Education: One-half (½) Unit

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

Health and Safety: One-half (½) Unit

Economics: One-half (½) Unit--Dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: One-half (½) Unit

CAREER FOCUS: Six (6) Units

All career focus unit requirement 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.

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 formal 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 providers 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. Students may take digital learning courses. Students must physically present for each digital learning class he/she takes. 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 school 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 school principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicated the student is not succeeding in the course.

COLLEGE COURSES/POST-SECONDARY VOCATIONAL PROGRAMS

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

ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE and HONORS COURSES

Students in grades 7-12 who take advanced placement courses, International Baccalaureate courses, or honors or concurrent credit college courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule.

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

For a student to be eligible to receive weighted credit for an AP, or IB course, the student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training 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 taking AP or International Baccalaureate courses to receive weighted credit they must take the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable 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.

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

"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 School. Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, 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.

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 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be $.25(83) + .75(73) = 75.5\%$

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

PRE-REQUISITES

Physics and Chemistry Enrollment Requirements:

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

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

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

Advanced Placement Enrollment Requirements:

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

HONOR GRADUATES

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

VALEDICTORIAN (Highest Honors) AND SALUTATORIAN (High Honors)

The honor student with the highest GPA and who has been enrolled in public school in grades 9 through 12 and in Deer or Mt. Judea High School for his/her entire second semester junior year and their entire senior year shall serve as the valedictorian of his/her graduating class. If multiple students receive 4.0 or higher, they will share co-valedictorian honors. 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 Deer/Mt. Judea School District shall be selected valedictorian/salutatorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in Deer/Mt. Judea High School. Their selection shall be separate from and in addition to selection to the valedictorian from non-consolidated/annexed students enrolled in Deer/Mt. Judea High Schools.

The honor student with the second highest GPA and who has been enrolled in public school in grades 9 through 12 and in Deer/Mt. Judea High School for his/her entire second semester junior year and their entire senior year shall serve as the salutatorian of his/her graduating class. If a student enrolls in Deer/Mt. Judea High School after their second semester junior year has started they may only serve as co-salutatorian. 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 Deer/Mt. Judea School 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 academic achievement in Deer/Mt. Judea High Schools. Their selection shall be separate from and in addition to selection of the salutatorian from non-consolidated/annexed students enrolled in Deer/Mt. Judea High Schools.

***Early graduates are only eligible to share valedictorian/salutatorian honors.**

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.

Students with weighted AP course credits and approved (by sending and receiving districts') honors course credits and who enroll in the district will receive class rank and honors awards accordingly to their weighted GPA. Weighted AP and approved honors scale is as follows A 90-100'5pts; B 80-89' 4pts; C 70-79 '3pts; D 60-69 '3pts; F 0-59 '0pts. Weighted grades are awarded only if the student has completed the course and taken the examination.

Non-accredited courses and/or home school course grades will not be accepted for class rank or honors ranking.

SECTION 8--ORGANIZATIONS

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 (with the exception of tournaments) or building principal and/or superintendent approval. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students meeting this policy's criteria are eligible for extracurricular activities. A hard copy of the schedule shall be available upon request. If the school district provides transportation to an activity, students are required to ride to the activity on the school provided transportation. Exemptions may be made by the building principal.

Definition

****7-12 "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 Arkansas Department of Education (ADE). Any of the courses for which courses for which concurrent high school credit is earned may be from an institution of higher education recognized by ADE. 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

**** 7-12 “Supplemental Improvement Plan” (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

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

Any student who refuses to sit for a State assessment or attempts to boycott a State 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 state mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. 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.

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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. 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 abide by this policy and by the rules contained in the Arkansas Activities Association (AAA) Handbook governing interscholastic activity participation of students who are home-schooled. Areas of eligibility criteria, such as a student’s age and semesters of eligibility, are the same for home-schooled and traditional students and are governed by the current AAA Handbook.

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-school 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. The parent of any student wishing to participate in an interscholastic activity shall mail or hand deliver a completed application form 5.19.2F to his/her child’s school’s principal before the signup, tryout or participation deadline established for traditional students. The Superintendent shall approve those applications which meet the enrollment application requirements identified in this policy and AAA Rules and shall deny those that don’t meet the requirements.

Approved applications shall apply only for the semester in which the student enrolls in the student’s resident school zone. 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. If the student’s desired interscholastic activity begins prior to the first day of the semester in which the student is enrolled, to maintain eligibility, the student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A home-school student whose application has been approved; 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;

1. attend the practices for the interscholastic activity to the same extent as is required of traditional students;
2. required drug testing;
3. permission slips, waivers, physical exams; and
4. participation or activity fees.

A student whose application for eligibility to participate in an interscholastic activity is accepted is required to enroll in no more than one course in the District’s school where the student is intending to participate in an interscholastic activity. Home-schooled students shall meet the same enrollment criteria as are required for traditional students in policies 4.1—RESIDENCE REQUIREMENTS and 4.2—ENTRANCE REQUIREMENTS and the parent or guardian’s shall sign a form acknowledging receipt and understanding of the school’s student handbook and to be bound by the applicable portions thereof.

If the student's desired interscholastic activity is associated with a specific class or course that meets during the school-day that the traditional students of the district are required to take, the home-schooled student shall take the required class or course to be eligible for the interscholastic activity.

If the student's desired interscholastic activity is **not** associated with a specific class or course that meets during the school-day, to be eligible to participate in the student's desired interscholastic activity, the home-schooled student shall enroll in a class or course that is age and grade appropriate for the student.

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.

FIELD TRIPS

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

INTERMURAL/PEE WEE BASKETBALL/OTHER EXTRACURRICULAR ACTIVITIES

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

Boys and girls in grades 4, 5, and 6 are eligible to participate, unless they:

- Fail to maintain a 70% average**
- No student shall play in any ball game or practice while serving a suspension, nor will he or she play in the next two games after the suspension period.**
- Students must be present at school the day of the game or practice (or have an excused absence) or participation will not be allowed**

LIBRARY/ACCELERATED READERS

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

SCHOOL ORGANIZATIONS

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

FUNDRAISING

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

SECONDARY ORGANIZATIONS

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

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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules and regulations 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).

Clubs and School Organizations

1. All clubs and/or school organizations other than regular class organizations must have a written constitution and by-laws stating their purpose, method of acquiring membership, and procedure for electing officers. These shall be on file in the office of the Principal. If a new club or school organization is to be formed, the Principal will first decide if the club will be of benefit to the school and students. The Principal will develop a set of guidelines for fund raising activities for each group if not already in the constitution. The Principal may also need to bring some of these matters before the board for guidance.
2. Date and time of class and club meetings will be approved in advance by sponsor and Principals. No more than one club meeting per month should be planned. All class and club meetings should have a written agenda in advance of that meeting.

Clubs and Class Sponsors and Their Duties

1. Sponsors of all clubs and classes will supervise meetings with the club or class officers being directly in charge of such meetings.
2. Sponsors of the various clubs and organizations will be appointed by the Secondary Dean/Principal.
3. Any club or class activity must be approved by the sponsors and the Secondary Dean/Principal, and one or more of the sponsors or substitute must be in attendance at all group activities.

Deer/Mt. Judea High Schools--Student Council

A. Purpose of the Student Council is to:

1. Develop good citizenship.
2. Promote harmonious relations throughout the school.
3. Promote good student-teacher relationships.
4. Provide a forum for the expression of student opinion.
5. Develop qualities of leadership.
6. Promote the general welfare of the school.

B. If vacancies develop in student council offices or there are no candidates during the general election students in grades 9-12 may file for these offices during a fall special election.

C. A copy of the Student Council Constitution is on file in the Secondary Dean/Principal's office.

Future Farmers of America

The Future Farmers of America is a national organization of students taking vocational agriculture in high school. The F.F.A. sponsors a number of activities such judging contests, shop contests, conventions, leadership training schools and leadership contests that are of student interest.

F.F.A. dues are currently \$20.00 per year.

A copy of the National Constitution of F.F.A. is on file in the Secondary Dean/Principal's Office.

Future Business Leaders of America

Future Business Leaders of America is an organization of students in grades 9 - 12 who have taken or are currently taking business classes.

F.B.L.A. members are encouraged to participate in activities designed to facilitate intelligent career choices, develop business skills, teach the value of community responsibility and strengthen self-confidence.

F.B.L.A. dues are currently \$5.00 per year for 8th grade and \$10.00 for High School.

A copy of the By-laws of the Deer Chapter and the Mt. Judea Chapter of F.B.L.A. is on file in the Secondary Dean/Principal's office.

School Libraries and Library Clubs

The Deer/Mt. Judea School Library serves students for both educational and recreational purposes. Most materials are available for circulation. Reference materials may be checked out with special permission.

The library is open by eight o'clock in the morning, during the lunch hour, and after school as needed based on the schedule determined by the librarians and the administration. Classes may be scheduled to come to the library to do research work or to check out library materials.

The library club aids in the operation of the school library through such jobs as carding and shelving book, alphabetizing cards, typing, repairing books and other jobs as they arise. Students in grades 11 and 12 are eligible to join the Library Club. The requirements are to learn information about the Dewey Decimal System and library and to work in the library every week. Students who have study hall work one period a week. Other students work approximately 30 minutes a week, either before school or at lunch time.

Fellowship of Christian Athletes

This international organization provides opportunities for athletes and those interested in athletics to meet for Christian fellowship around the common bonds of sports and Jesus Christ.

Beta Club

The Beta Club follows the national constitution.

High School Procedures

OUTSTANDING BILLS

Students will not receive a diploma unless all outstanding bills are paid and textbooks returned prior to graduation. Examples of unpaid bills include but are not limited to the following: lunch bills, damaged textbooks/school property, etc.

Parents of students taking college courses are not permitted to contact the college teachers directly. They must go through the proper channels by contacting the high school officials first.

CLASS OFFICERS

To qualify for nomination as a class officer, a student must maintain a "C" average and not have more than one Out of School Suspension the preceding semester.

Graduation Procedures

Composite picture for the senior class will include the Superintendent, Principal and the sponsors. The required dress will be formal and must be approved by the administration. Senior classes may also choose as a class to wear their schools' cap and gowns for the composite picture.

Graduation gowns at Deer/Mt. Judea High Schools will be the traditional red and white for Deer High School, and blue and white for Mt. Judea. Classes may choose to have red gowns for males, white for females for Deer High School, and blue for males and white for females for Mt. Judea, or all students may wear the red gowns for Deer and blue gowns for Mt. Judea. Neat, presentable, traditional clothing will be worn under the gowns.

Graduation speaker will be chosen by an administrative committee for each high school appointed by the superintendent.

Graduation Student Speakers will only consist of the valedictorian and salutatorian.

Graduation Flowers are limited to two (2) dozen per senior class member.

Graduation ushers/heralds/escorts will be chosen by the senior class by majority vote.

***These requirements are for both District High Schools separately**

EXTRACURRICULAR INFORMATION

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.

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 8 days 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.

The sponsor/chaperone and administration shall retain the authority to deny any student participation in a field trip based upon the prior behavior of the student.

Definitions:

Extracurricular activities are defined as: any school sponsored program where students from two or more schools 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, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.

Academic Courses are those courses that are identified in the Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools as one of the 38 course offerings or is a definable course for which class time is scheduled and which can be credited to meet the minimum requirements for graduation and is taught by a teacher required to have State certification in the course, and has been approved by the Arkansas Department of Education. Any of these courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education. 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.

Supplemental Improvement Program is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the Arkansas Department of Education's Regulations Governing School District Academic Requirements for Student Participation in Competitive Interscholastic Activities.

Student Activity Funds

Students activity funds are those funds obtained by and /or for school approved student groups excluding allocations in the school district's general fund budget. Student activity funds may be obtained for any organization project previously approved by administration and sponsor(s). For example: senior class, FHA, FFA trips; purchase of equipment or supplies; expenses of Junior-Senior Prom, etc. All fund raising projects must have the prior approval of the administration of the school district.

Funds are to be turned in to the Superintendent's office and a receipt given to organization making the deposit. Such funds will then be deposited in the school district's checking account. It is the responsibility of the organization's treasurer to keep records of deposits and withdrawals. This record keeping is in addition to that kept by the Superintendent's office. Records in the Superintendent's office are to be kept in the manner prescribed by the state auditor.

Expenditures from school organization funds are to be determined based on balance to honor payment requests. Any club, class, or other entity may only request donations from area business members of the respective organizations with approval of sponsor(s) and all expenditures must relate to purpose for which funds were obtained. Sponsors will not permit students to charge purchases to the activity fund except with direct advance approval and sponsor assumes total responsibility for having all purchases and activities approved by administration. Sponsors must submit invoices and/or written requests for expenditure of funds from organization accounts. All invoices must be readable and itemized. Superintendent's office will then write checks drawn on the organization's fees and patrons once during the school term and only with administration approval.

Senior Class Sponsors and Activities

1. Each Senior class will have two sponsors selected from certified or classified staff and these sponsors will be paid \$500 each above regular salary for this activity, to be paid one-half at end of first semester, second payment at end of school year.
2. Sponsors going on senior reward trips should have all expenses paid--including wife/husband of sponsors, if acting as chaperon. Same would be true for board members or administrators, if they go on the trip as chaperons.
3. Fund raising activities for classes will be limited to senior year except for chicken supper in junior year. A meeting of the Junior Prom committee, Senior officers, Junior and Senior sponsors, and the Secondary Dean/Principal will be held during prom week to ensure the seniors that adequate funding and preparation for the Prom has been addressed and to encourage the Juniors to spend as much money as possible to produce a good quality prom. The prom location will be at the Deer gym or Mt. Judea cafeteria unless the Juniors request a special occasion exception from the school board. It will then be decided by the sponsors and the Secondary Dean/Principal if any money left over from the Junior class fund-raiser will be carried over and follow the Juniors as Seniors.

Senior fund raising activities should be limited to:

- a. One major selling project (food items must meet the new USDA requirements (including not being sold to elementary during school hours) jewelry)
- b. Community service/Work projects-- Wood cutting is not an approved student activity.
- c. Adequate fund raisers such as (Donkey Ball Game-- if okayed by coach; Concert, Gong show, Play, town team tournament, breakfasts, suppers, raffles, etc.). These activities to be scheduled around other activities--after or before ball season, etc.
- d. Seniors may only request donations from area businesses and patrons once during the school term. This and all fund raising projects must be cleared with Senior Sponsor and administrator.

- e. Profits from the concession stand shall be divided using the following formula provided all organizations participate fully in the operation of the concession stand at athletic events:

DEER CAMPUS & MT. JUDEA CAMPUS CONCESSION STAND PROFIT

1. 60% senior class
2. 20% recognized activity clubs
3. 20% athletics
4. All senior reward trips should be planned and destination set before October. Alternate plans should be considered in case lack of money in treasury. Expenses for trip must be met by reservation deadline. Damage allowance required in case of destruction of property. The Board reserves the right to overrule destinations it considers dangerous or inadvisable.
5. Seniors going on the reward trip must work a minimum of 75% of scheduled work events to be eligible for the trip and if available, per diem monies. Eligibility for per diem monies will set by the sponsors. Failure to meet these guidelines will result in a denial of that student's privilege to go on the trip and /or to receive per diem monies.

Other eligibility requirements for seniors participating in the reward trip include:

- a. No more than 10 absences per semester. Note: three (3) tardies equal one absence.
- b. No more than 12 tardies in either semester.
- c. Student must meet graduation requirements.

Students will be allowed two (2) days (Thursday and Friday) for the reward trip. With senior sponsor consent/approval the trip may be extended through Saturday with students returning on Sunday pending school board approval and availability of funds. Students may also elect, with senior sponsor consent/approval to use (Friday and Monday) or (Monday and Tuesday) as the two school days for the reward trip.

In the event a reward trip for seniors is cancelled, the available funds after all senior expenses are paid shall be split among the eligible seniors. Each student shall only receive their pro-rated share of the money. Students not eligible to go on the reward trip will not be eligible to receive any funds from a split of senior money. The money not appropriated to ineligible students will be placed in the concession stand fund for the maintenance and/or replacement of equipment.

Rule infractions which would require termination of the trip:

1. Presence of drugs including alcohol.
2. Refusal of a student or group of students to obey rules agreed on in advance of the trip. (Rules set up by sponsor(s), school board, and perhaps Senior class members).
3. Wanton destruction of public or private property
4. If an individual student violates these guidelines and is not part of a group, and acted alone, the sponsors have the option of requesting the parents or administration to come and get the offender, allowing the remaining students to stay on the trip. This guideline would be used until the sponsors felt the safety of the remaining group is in question and the sponsors may bring the group back at that point. The sponsors in the field have the discretion of making this decision.
6. Sponsorship of Senior class limited to certified/classified personnel. If one or both of sponsors think it necessary, they or he/she should feel free to invite at least one board member or administrator to accompany group on the trip.
7. Near first of school year, a pool of staff members willing to sponsor that year's Seniors should be made on a voluntary basis. That way no one will be badgered into sponsoring. If no staff member is willing to sponsor that particular class, or a trip, or at all, something should then be worked out with the school board and that class as soon as possible.
8. Students with excessive behavior referrals during the Junior and Senior years may not be permitted to go on the senior reward trip. A committee of past and present senior sponsors would make the initial decision and could recommend the denial to the school administration.
9. No arrests or criminal charges at anytime during the senior year.
10. No suspensions or expulsions during the senior year.

Homecoming Queen

Deer High School Campus

Senior High: Candidates for Homecoming Queen are selected by the Senior boys' basketball team. There will be two twelfth grade, two eleventh grade, and one tenth grade candidates nominated. The Queen will be chosen by grades 10-12.

Junior High: Candidates for Homecoming Queen are selected by the Junior boys' basketball team. There will be two 9th grade, two 8th grade, and one 7th grade candidates nominated. The Queen will be chosen by a vote of grades 7-9.

A Queen will not be eligible to serve as Queen a second time.

Decorations are the responsibility of the Student Council.

Mt. Judea High School Campus

The Mt. Judea Senior and Jr. High Homecoming coronations will be held on the same night.

Senior High: Each class, grades 10, 11, and 12 will elect two maids per class to participate in the homecoming event. A student selected for Senior High Homecoming Queen may not be elected maid again. The Senior High student body, grades 10, 11, and 12 will then vote on these maids, with the maid receiving the most votes becoming Homecoming Queen.

Junior High: Each class, grades 7, 8, and 9 will elect two maids per class to participate in the Junior High Homecoming event. A student selected for Junior High Homecoming queen may not be elected for Junior High maid again. The Junior High student body, grades 7, 8, and 9 will then vote on these maids, with the maid receiving the most votes becoming Junior High Homecoming Queen.

Deer/Mt. Judea School District
Handbook
Parent/Guardian Acknowledgement Form

Student Name _____ Grade: _____

I have received the Student/Parent Handbook complete with discipline, bus procedures, residency requirements, acceptable use, attendance, homework, and other policies and procedures for the 2016-2017 school year.

Yes _____ No _____

I have read the Deer/Mt Judea School District Student Handbook for student conduct, discipline, and other policies/procedures, and I understand that the student must adhere to them while at school and school sponsored activities. In the event that we are not entirely certain of some aspects of school policy, we will contact the principal for clarification within one week after receipt of this policy.

Yes _____ No _____

PLEASE SIGN AND RETURN TO THE SCHOOL.

_____ Date _____
Student's Signature

_____ Date _____
Parent/Guardian's Signature