

Magnet Cove Elementary School

All Belong-All Learn-All Succeed



Student-Parent Handbook
2025-2026



Approved by the Magnet Cove School Board on July 21, 2025

Board Members: Mr. Jeff McJunkins, Ms. Samantha Nuckolls, Mr. Mike Hughes, Mr. David Sulton and Ms. Karen Scott

www.magnetcove.k12.ar.us



MAGNET COVE ELEMENTARY SCHOOL
"Where the Pride Begins"

Dear Parents,

On behalf of Magnet Cove Elementary, I would like to welcome you and your children to our school for the 2025-2026 school year. Magnet Cove Elementary School is committed to the success of all students. It is our goal to help all students have great character and outstanding academic achievement.

The purpose of this handbook is to outline privileges, responsibilities, essential information, and important Board of Education policies. The policies and procedures outlined in this handbook are designed to create and maintain an environment in which all students have the opportunity to learn. We ask that you carefully read this handbook and partner with your children's teachers to implement and follow the policies and procedures that are contained within it.

Together we will make this a successful school year!

Sincerely,

Lori McJunkins

Lori McJunkins
Elementary School Principal
Magnet Cove School District



MAGNET COVE ELEMENTARY SCHOOL
"Where the Pride Begins"

PARENT/GUARDIAN NOTIFICATION FORM
PLEASE FILL OUT AND RETURN TO ELEMENTARY SCHOOL OFFICE

FILL OUT TOP PORTION IF YOU HAVE ACCESS TO MAGNET COVE SCHOOL DISTRICT'S ONLINE STUDENT HANDBOOK AND YOU DO NOT REQUEST A HARDCOPY OF THE HANDBOOK.

Online Handbook can be found at [Magnet Cove District Handbooks](#) on the school webpage or by scanning the QR Code at the top of this page.

IF YOU REQUEST A HARDCOPY OF THE MAGNET COVE SCHOOL STUDENT HANDBOOK, FILL OUT BOTTOM PORTION.

Student Name (Print): _____ Grade: _____

Please Read, Sign and Return If you DO NOT want a hard copy of the student handbook.

Your son/daughter has been given a link to the policies of Magnet Cove School District with instructions to bring them home to your attention. The policies can also be accessed at magnetcove.k12.ar.us under the "Parents" tab or by scanning the QR Code on this page. We ask that you read the handbook carefully. If you need clarification on any of the items, please contact an administrator at Magnet Cove School District. Contained in this handbook is information that addresses student discipline, academics, transportation, health and computer use as well as other information of a general nature that is important to both your student and the operation of Magnet Cove Elementary School. It is required by law that you and your child receive a copy of this handbook and that you acknowledge having received it. Your signature below indicates that you have access to the 2025-2026 online Magnet Cove Elementary Student Handbook and have received a copy through online access. This acknowledgement will be kept on file in the school. Thank you for your cooperation in this matter.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

*******OPTIONAL*******

COMPLETE BOTTOM PORTION ONLY IF YOU are requesting A HARDCOPY OF THE MCE HANDBOOK.

Student Name (Print): _____

- I/We are requesting a hardcopy of the 2025-2026 Magnet Cove School Student Handbook discussed above.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



MAGNET COVE ELEMENTARY SCHOOL
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As the parents of _____,

who attends Magnet Cove Elementary School, we state that we have received the 2025-2026 Magnet Cove Elementary Student Handbook. We know that the regulations must be adhered to while a student is at school or at school sponsored events. In the event we are not entirely certain of some aspect of school policy, we will contact the principal for clarification.

By initializing each section below, we are especially aware of the policies concerning curriculum, attendance, discipline, and homework:

_____ **ARKANSAS LAW 6-17-106: VIDEO SURVEILLANCE POLICY:** We state that we have received, read, and understand the Magnet Cove Elementary School Policy regarding Parental Questions and/or Concerns, video surveillance policy, abuse of school employees, and weapons.

_____ I have received a copy of the MCE Parent Engagement Plan, including the School-Parent Compact.

_____ **4.29F STUDENT ELECTRONIC DEVICE AND INTERNET USE AGREEMENT (pg. 81):** The Magnet Cove School 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.

_____ I give my permission for my child to attend and ride the bus or school vehicle to all school-sponsored field trips during the 2025-2026 school year.

_____ I give permission to the Magnet Cove School District to display the photograph or video clip of me/my student on the District's web site or social media, including any page on the site, or in other District publications without further notice for the 2025-2026 school year. I also grant Magnet Cove School District the right to edit the photograph or video clip at its discretion. The student's name may be used in conjunction with the photograph or video clip. It is understood, however that once the photograph or video clip is displayed on a web/social media site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's social media/web site

_____ I give permission for my child to participate in educational surveys with the class for the 2025-2026 school year.

_____ **CHROMEBOOK CHECKOUT AND RESPONSIBILITY FORM –** I have read, understand and agree to all of the terms and conditions in the Magnet Cove School District Chromebook Check out Form as written in the Magnet Cove School District Handbook.

Please note: Section 4 (Students) of Magnet Cove School District's Board Policies supersedes any building handbook policy. In the event of a conflict between a Board policy and a handbook policy, the Board policy shall prevail.

Student's Signature: _____ **Date:** _____

Parent's Signature: _____ **Date:** _____



MAGNET COVE ELEMENTARY SCHOOL
"Where the Pride Begins"

MAGNET COVE SCHOOL DISTRICT

"Panther Pride Runs Deep"

472 Magnet School Road – Malvern, Arkansas 72104

Dear Parent or Guardian:

Our school, Magnet Cove Elementary/Middle School (K-6), receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information;

1. Whether the paraprofessional had completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an Associate's Degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics; or (b) the knowledge of and ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone at 501-337-9131.

Should you have any other questions regarding your child's education please do not hesitate to contact us at the Magnet Cove School District Central Office.

Sincerely,

Lori McJunkins

Lori McJunkins



MAGNET COVE ELEMENTARY SCHOOL
"Where the Pride Begins"

Handbook Quick Reference Guide

Cafeteria Information – Page 11-13

Elementary Free Snack Days - Page 14

Absences and Attendance Policy – Page 18

Deliveries - Page 26

Parent Engagement Plan - Pages 28-33

School-Parent Compact - Pages 34-36

Student Health and Medication – Page 40-42

Student Behaviors – Page 49-62

Cell Phones – Page 55-56

Dress Code – Page 60

ASBA District Policies Begin – Page 63



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Policy Information from Parent Notification Form

ARKANSAS LAW 6-17-106: Any person who shall abuse or insult a public-school teacher while such teacher is performing normal and regular or assigned school responsibilities shall be guilty of a misdemeanor and upon conviction shall be liable to a fine of not less than one hundred dollars (\$100) nor more than one thousand-five hundred dollars (\$1,500).

VIDEO SURVEILLANCE POLICY

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

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording.

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

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

Parental Concerns/Chain of Command

Throughout the course of a school year, almost every parent has concerns or questions about his or her student in a particular class and needs to contact school personnel to address these concerns. It is extremely important that proper channels are followed when addressing these concerns as this can prevent a minor situation from escalating into something major. If a parent has an issue with a teacher, please adhere to the following guidelines:

1. If there is a concern about a student in a particular teacher's class, please call, email, or set up an appointment with the teacher individually to address the concern(s) before contacting the building principal. The teacher will be much more familiar with the specific issue or circumstance being addressed in his or her classroom than the building principal and more often than not, the situation will be handled and resolved quickly and effectively.
2. If the situation is not resolved with the classroom teacher, the building principal is the next person in which to voice the concern(s). As previously stated, be sure the situation has been presented personally to the classroom teacher before advancing to this step.
3. The building principal will investigate the concern(s) at this point and make decisions based on the individual circumstances surrounding the concern.
4. If a parent is still not satisfied with the decision reached by the building principal, the next step is to contact the district superintendent and state the grievance.

We value parental involvement and encourage parents to take an active role in the education of their children. As humans, none of us are correct one hundred percent of the time, and mistakes will be made by everyone. By following these simple guidelines, a potential problem can be resolved before it becomes a major problem. We will do our absolute best to ensure the students in this district receive the highest quality education and learning experience.



MAGNET COVE ELEMENTARY SCHOOL
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Magnet Cove School District Information

Magnet Cove Elementary School is composed of Kindergarten through fifth grade students who attend the Magnet Cove School District. The office is located at 22083 Highway 51. The telephone number is **501.337.9131** and the fax number is **501.332.5747**.

K-6 Principal: Lori McJunkins

Secretary: Stacey Bailey

Counselor: Jan Whisenhunt

Magnet Cove Middle School is composed of sixth through eighth grade students who attend the Magnet Cove School District. The office is located at 472 Magnet School Road. The telephone number is **501.337.9293** and the fax number is **501.337.8722**.

K-12 Assistant Principal: Kristen McLaughlin

Secretary: Meshele Long

Counselor: Linda Webb

Magnet Cove High School is composed of ninth through twelfth grade students who attend the Magnet Cove School District. The office is located at 472 Magnet School Road. The telephone number is **501.332.5466** and the fax number is **501.229.1554**.

7-12 Principal: Jeffrey Eskola

Secretary: Becky Davidson

Counselor: Linda Webb

Magnet Cove Administrative Building is located at 472 Magnet School Road. The telephone number is **501.332.5468** and the fax number is **501.337.4119**.

Superintendent: Cameron Alexander

District Bookkeeper: Amber Treadway

District Secretary and Assistant Bookkeeper: Cindy Talley

Assistant Bookkeeper / Child Nutrition Secretary / Communications Director & Website Manager: Jordan Adams

Magnet Cove Special Programs Office is located in the High School building. The telephone number is 501.332.5466 ext 507

Special Programs Director/LEA: Karen Harris

Secretary: Morgan Stevens

Magnet Cove Transportation Building is located at 472 Magnet School Road. The telephone number is 501.337.4426.

Transportation Director: Buddy McClard



MAGNET COVE ELEMENTARY SCHOOL
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SCHOOL PHONE NUMBERS

| | |
|----------------------------------|-------------------------|
| Agri | 332-2797 |
| Band Office | 332-3930 |
| Bus Shop | 337-4426 |
| Counselor's Office | 332-2490 |
| Elementary Office | 337-9131 |
| Elementary Fax | 332-5747 |
| Gymnasium/Coaches Offices | 332-2680 |
| High School Office | 332-5466 |
| High School Fax | 229-1554 |
| Middle School Office | 337-9293 |
| Middle School Fax | 337-8722 |
| Library & Cafeteria | 332-3930 |
| Superintendent's Office | 332-5468 |
| Superintendent's Fax | 337-4119 |
| Special Programs Office | 332-5468 ext.205 |

MC Elementary Special Events Calendar

Below is a list of special event dates that typically occur at Magnet Cove Elementary. Dates and more information on events will be communicated through the weekly Elementary Newsletters and ParentSquare messages.

First Semester

- **Fall Book Fair**
- **Fall Festival-PPO**
- **Thanksgiving Lunch**
- **Reading and Refreshments**
- **Classroom Christmas Parties**

Second Semester

- **Daddy Daughter Dance**
- **Mother-Son Night**
- **Classroom Valentine Parties**
- **Spring Book Fair**
- **Track and Field Day**
- **May Fun Day**
- **End of Year Awards Assembly**



MAGNET COVE ELEMENTARY SCHOOL
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Magnet Cove School District Calendar

2025-2026

| | |
|--------------------------|--|
| August 1, 4-8 | Professional Development |
| August 7 | Open House (5:00 pm - 7:00 pm) |
| August 11 | 1st Day School (Grades 1-12) |
| August 11-12 | Kindergarten Open House |
| August 13 | 1st Day for Kindergarten |
| September 1 | Labor Day (No School) |
| September 18 | Parent Teacher Conferences (1:00 - 7:00 pm) |
| September 19 | No School |
| October 3 | End of 1 st Qtr (38 Days) |
| October 13-14 | No School |
| November 10-11 | No School |
| November 21-28 | Thanksgiving Break (No School) |
| December 19 | End of 2 nd Qtr (43 Days) |
| December 22-Jan 7 | Christmas Break (No School) |
| January 7 | Professional Development |
| January 8 | 1st Day of 2nd Semester for Students |
| January 19 | MLK Holiday (No School) |
| February 12 | Parent Teacher Conferences (1:00 - 7:00 pm) |
| February 13 | No School |
| February 16 | Presidents' Day (No School) |
| March 12 | End of 3rd Qtr (41 Days) |
| March 13 | No School |
| March 23-27 | Spring Break (No School) |
| April 3, 6 | No School |
| April 10 | CAPS Conferences (10:00 am - 6:00 pm) |
| April 10 | Prom |
| May 8 | Graduation (7:00 pm) |
| May 20 | End of 4 th Qtr (45 Days) |
| May 20 | Last Day of School |
| June 22-July 3 | AAA Dead Week |

167 Student Days



MAGNET COVE ELEMENTARY SCHOOL
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Magnet Cove Elementary School Schedule

7:20 a.m. Building is opened to students

7:20-7:50 a.m. Breakfast Available

7:50 a.m. Official Start Time

Tardy after 7:50 a.m.

3:10 p.m. Student Dismissal Begins

Meal Charge Policy

Effective Date: May 20, 2024

As provided in SP 46-2016, all school food authorities (SFAs) operating the federal school meal programs (National School Lunch Program and/or School Breakfast Program) must have a written and clearly communicated meal charge policy in place.

All SFAs must have a policy in place for children participating at the reduced price or paid meal rate who either do not have money in their account or in hand to cover the cost of the meal at the time of service. SFAs are required to communicate this policy to families and school and/or district-level staff members as appropriate. SFAs should ensure the policy is communicated on an annual basis.

Families will have access to the meal charge policy via a written copy in a newsletter at the beginning of each school year. The policy will also be in student handbooks and on the district's website. Families of transfer students (during the year) will receive a written copy of the district-wide charge administrative procedure at time of enrollment.

Meal Charge Policy

It is the belief of Magnet Cove School District that no child should go without breakfast and/or lunch during the school day. Meals, A la Carte, or other food and beverage items may be purchased by either providing payment at time of receipt or by having a prepaid account that may be charged for the items. Parents or students may add money to prepaid accounts for meals, a la carte, or other food and beverage items through any of the following methods:

- Sending cash or check payments in a sealed envelope marked with Child's first and last name and grade.

- Depositing funds online through Linq Connect



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Students who are unable to pay for their meals at the time of the meal service are allowed to charge. Those students charging breakfast and/or lunch will receive a reimbursable meal only. A la Carte items will NOT be allowed to be charged.

Once the student reaches a negative balance of \$25.00, the parent or guardian will be contacted.

Parents can check student balances via Ling Connect app or by calling Jordan Adams in the Magnet Cove Central Office at 501-332-5468.

Household Notification

Parents will be notified via phone call/SMS text on a weekly basis from Ling Connect of low and negative balances. SFA will notify households by sending printed notifications home when a child reaches a negative balance of \$25.00 on a monthly basis.

Delinquent Debt

Unpaid meal charges shall be considered "delinquent" as per the district's accounting practices. The District shall attempt to recover unpaid meal charges before the end of the school year, but may continue efforts into the next school year. The district shall notify parents/guardians of unpaid meal charges at regular intervals through letters, emails, etc. Parents/Guardians can contact the school district to set up payment plans.

Graduating students with delinquent debt will not receive a diploma from the school district until the delinquent debt is paid in full.

Account Balances

Remaining funds will be carried over to the next school year. When students leave the district or graduates, funds will be transferred to other sibling accounts. If there are no siblings in the district, then parents/guardians may request a refund or transfer to other student accounts (unpaid accounts). All refunds and transfer requests must be in writing. Unclaimed funds remaining after two weeks after the last date of enrollment will be absorbed by the district.

Bad Debt

Bad debt is determined to be uncollectible, with further collection efforts for delinquent debt deemed useless or too costly. Delinquent debt will be considered as bad debt after August 1st following the end of the school year in which the student was last enrolled. This does not include those delinquent debts that are on payment plans.



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Additional Resources

Families may find assistance with applying for free or reduced price school meals by contacting *Jordan Adams*, 501-332-5468 or jordan.adams@magnetcove.k12.ar.us.

Federal Non-Discrimination Statement

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

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

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

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

This institution is an equal opportunity provider.

Meal Pricing for the 2025-2026 School Year

Student Breakfast: \$2.10

Student Lunch: \$3.35

Adult Breakfast: \$2.35

Adult Lunch: \$4.10



MAGNET COVE ELEMENTARY SCHOOL
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Free Snack Day Schedule for 2025-2026 School Year

“Food/Drink of Minimal Nutritional Value” Policy: The Arkansas State Legislature has passed a law which affects how often food and drink of “minimal nutritional value” can be brought into school for students. This law does not affect the food or drink that a student brings for his/her own consumption, like what a student packs in his/her lunch box. Instead, it would be food and drink that would be distributed to groups of students, perhaps to recognize a special occasion at school. According to this law, schools can only allow food and drink of “minimal nutritional value” to be brought to school a maximum of nine days per school year. The law also states these days must be identified at the beginning of the school year, so that any group wanting to plan a special celebration can do so on these designated days. The legislature has provided all school districts a detailed description of food and drink they consider to be of “minimal nutritional value.” The school nurse has this information available for anyone who would like to review it. This information would be pertinent to any group planning to have an activity involving food and drink that was not going to be held on one of the nine designated days. The Arkansas Food Code now states that any food or drink brought to school by families or staff, for

students’ consumption must be commercially prepared. This does not include what a student brings for his/her own use, but food and drink to be distributed to other students.

Our current Health and Safety concerns warrant the following additional requirements related to “Free Snack Day”. IF a treat is brought to share with an entire class, it must be something that is prepackaged and individually wrapped where the teacher can hand it out to individual students, for example Little Debbie Snack Cakes. Any beverages must be individual bottles, or containers-no jugs or liters of drinks to pour into cups will be allowed. Free Snack Day could also just be students bringing their own “junk food” treat that day. Students will be permitted to bring an approved healthy snack for their personal consumption any day, but foods of minimal nutritional value are only permitted on the following dates:

- September 26, 2025
- October 31, 2025
- November 20, 2025
- December 17, 2025
- January 30, 2026
- February - Valentine Party - Date to be determined
- March 20, 2026
- April - Track and Field Day - Date to be determined
- May - May Fun Day after Testing - Date to be determined

Classroom Christmas and Valentine’s Day Parties are tentatively scheduled for December and February.

APPROVED HEALTHY SNACKS
(Always check ingredients for peanut/nut oil)

- | | |
|---|---|
| Cheese(Beware of lactose intolerant or dairy allergies) | Baked snack crackers or pretzels |
| Granola Bars (Whole grain varieties, Beware of Nut Allergies) | Animal Crackers |
| Fruit | 100% Fruit juice popsicles |
| Low fat popcorn | No Calorie flavored waters |
| Vegetables and low fat dip (beware of dairy allergies) | Dry Cereal (whole grain varieties) |
| Ritz Crackers with cheese or peanut butter. (Beware of dairy or peanut butter allergies) | |
| Low Fat Milk (beware of lactose allergies) | |
| Chex Mix (Beware of Nut allergies) | |
| Yogurt (Beware of dairy allergies) | |



MAGNET COVE ELEMENTARY SCHOOL
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Magnet Cove Elementary School

Magnet Cove Elementary School is *"Where the Pride Begins"* and we are committed to the success of all students. It is our goal to ensure that all students *"Belong, Learn, and Succeed"*.

In order to ensure success, the faculty and staff of MCES commits to

- Providing each student with academic and social emotional learning supports to meet their individual needs.
- Monitoring individual student progress to identify student needs skill by skill.
- Providing evidence of student achievement to both students and their families frequently.
- Providing a safe and orderly learning environment.
- Seeking parent and community involvement.
- Working as a collaborative team whose number one priority is meeting the needs of EVERY STUDENT EVERY DAY.

GENERAL STUDENT INFORMATION

ACTIVITIES

PEEWEE FOOTBALL, BASKETBALL, AND CHEER

Students in 3rd through 5th grades will be given the opportunity to sign-up for and participate in the Magnet Cove School District's Peewee Athletic Program. Football, Basketball, and Cheerleading are available. These teams are coached by parent volunteers and/or school employees. The programs are overseen by a Magnet Cove School District Coordinator. Detailed information for each sport will be sent home with students by the Peewee Coordinator at the appropriate time.

Magnet Cove School District Peewee Coordinators:

Football: Robert Webb: webbr@magnetcove.k12.ar.us

Basketball: Eli Dawson: eli.dawson@magnetcove.k12.ar.us

Cheerleading: Alicia Hughes: alicia.hughes@magnetcove.k12.ar.us

POLICIES PERTAINING TO ACTIVITIES

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

ATTENDANCE PERTAINING TO ACTIVITIES

A student who is absent more than 3 hours or more in a day, which results in an unexcused absence, shall not participate in any school activity on that day or evening.



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Students may not attend or participate in any extracurricular activities or events (football, basketball, choir, band, etc.) while they are assigned to ISS or during an out of school suspension.

SCHOOL SPONSORED ACTIVITIES-

***Only students and school personnel are allowed to ride the bus unless otherwise cleared by the principal.**

School sponsored activities include, but are not limited to parties, non-athletic contests, class field trips, and many other such events. It is a privilege to attend these activities and student behavior reflects greatly on the reputation of the school. All school rules regarding behavior are in effect at these activities. Any violation of the rules carries the same consequences as it would if it were to occur at school. Consequences for violation of the rules, including suspension and/or expulsion, will be considered by the principal upon return. Students who have been suspended during the time period used at criteria, will not be allowed to participate in attendance reward trips, state test reward trips, or any other elective field trips. Behavior will be considered for field trip attendance.

Students of the Magnet Cove School District will conduct themselves in an appropriate manner at all school sponsored events. Guidelines of behavior are defined in the Arkansas Activities Association (AAA) handbook under sportsmanship, www.ahsaa.org and the Magnet Cove Student Handbook. Students who do not follow the guidelines will be subject to disciplinary measures. The minimum discipline action is warning/conference with students to the maximum of suspension from all school-sponsored activities for the remainder of the school year.

Your purpose for attending sporting events is to support and cheer for your team. This is accomplished by sitting in the bleachers or stands; not by loitering along the stadium fence or in the gymnasium lobby/concession area.

SPORTSMANSHIP POLICY FOR STUDENTS AND FANS AT ATHLETIC EVENTS

Sportsmanship is a general way of thinking and behaving. Good sportsmanship includes the following:

1. Be courteous to all participants, coaches, officials, staff, fans, and spirit groups;
2. Know the rules; abide by and respect the officials' decisions;
3. Win with character and lose with dignity;
4. Display appreciation for good performance regardless of the team;
5. Exercise self-control and reflect positively upon yourself, your team, and your school;
6. Exhibit only positive behavior to reflect on your school and its activities;
7. Fans are not at a ball game to intimidate or ridicule the other team or its fans but to support and cheer for their team and to enjoy watching the skills and competitiveness of the teams.



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ENFORCEMENT PROCEDURES

1. The school administration shall be responsible for the interpretation of these regulations including “desirable and unacceptable behavior” and shall communicate these rules to their students, staff, and fans.
2. The school administration shall stop or correct behaviors prohibited under this policy and have the authority to remove students or fans from games if unacceptable behavior continues. The principals, or appropriate designees, also have the authority to ban students or fans who continually exhibit inappropriate behavior for the remainder of the season or year.

Schedules are available at each school and on the District website (www.magnetcove.k12.ar.us).

Rules for Sporting Events:

- No running in the football stadium or the basketball gymnasium
- Cheer for the school’s team, not against the opposing team
- Stay out of the gymnasium lobby except when going to the concession stand or the restroom.
- Students should sit in the stands.
- Do not leave the gymnasium or the stadium before the game is over unless accompanied by an adult.
- Students leaving the stadium or gymnasium before the conclusion of the game will be denied readmission.
- The purpose for attending sporting events is to support and cheer for Magnet Cove’s teams. This is accomplished by sitting in the bleachers or stands.
- Students are not permitted to play football or throw any objects for safety concerns.

Students of the Magnet Cove School District will conduct themselves in an appropriate manner at all school sponsored events. Guidelines of behavior are defined in the Magnet Cove Elementary School Student Handbook. Students who do not follow the guidelines will be subject to the disciplinary measures and consequences within the Magnet Cove Elementary School Handbook.

ACTIVITIES AND CALENDAR

No class, club, or school group shall plan or arrange any social function without first obtaining permission from its sponsor, who shall get the approval of the principal. Final plans must have the approval of the principal and cannot conflict with activities already on the official school calendar. No social activity shall be held without adequate chaperones; parents shall always be included in the list of chaperones. All monthly club meetings will be held before or after school or at noon. No meeting shall be set during class time.

A calendar of events is kept by the principal. All school activities must be approved by the principal before they can be entered on the school calendar. In order to keep our calendar straight, it is necessary that all organizations consult with the principal concerning the time set for any school function. Plans should be made as early as possible in order to avoid conflicts. The general rule is that events posted on the calendar first get the date desired.



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ATTENDANCE

Refer to ASBA Section 4.7-Absences Unexcused absences are those that do not meet the criteria defined in ASBA Section 4.7-Absences page 76

A maximum of four (4) EXCUSED absences 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.

- A ParentSquare message or email needs to be sent to the Magnet Cove Elementary office if a student will not be present at school for any reason to document the absence as an excused absence. Magnet Cove Elementary will accept six parent notes per semester. Each parent note can

excuse their student from one absence. The student may either bring a **written statement** to the principal or designee upon his/her return to school or this documentation may be provided via ParentSquare, from the parent or legal guardian or medical documentation stating such reason for the absence. Documentation presented for an absence having occurred more than five (5) school days prior to its presentation will **not** be accepted.

- Unexcused absences are those that do not meet the criteria defined in ASBA Section 4.7-Absences page 76 or do not have an accompanying documentation from the parent; legal guardian; person having lawful control of the student; or person standing in loco parentis, presented in the timeline required by this policy. Students with four (4) unexcused absences in a semester will be considered for retention in their current grade level.

- When a student has two (2) unexcused absences in a semester, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

- Whenever a student exceeds four (4) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

- A maximum of three (3) tardies are allowed per semester. On the 4th tardy, The previous 3 tardies will be converted to a ½ day UNEXCUSED ABSENCE. This conversion of tardies will continue with every three tardies becoming a ½ day UNEXCUSED ABSENCE and then the attendance policy for UNEXCUSED absences will be implemented.

CAFETERIA

Breakfast is served each morning in the cafeteria from 7:20-7:50 a.m. Please make sure to fill out the free and reduced lunch forms that will be sent home at the beginning of the year.

The district does not offer credit for food items purchased in the school cafeteria for additional items including extra milk; payment for such items is due at the time the food items are received. Students should bring lunch money on the first day of school if they are going to purchase additional food items



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or extra milk. Parents/Guardians or students may pay in advance for extra cafeteria purchases and this money will be held in the student's account. Parents/Guardians are HIGHLY encouraged to pay online for student meals, but may also send lunch and breakfast money with their child in a sealed envelope with their child's name clearly printed on the front.

Online Meal Payment: Parents/Guardians may choose to make deposits into their student's meal account using [LINQ Connect](#). There is a fee associated with using the system. No a la carte or second meals may be charged at any time.

Students may bring their own lunch and drink. All students will eat lunch in the cafeteria. All students are expected to take their tray and all trash and dispose of it at the proper locations.

You may call the Food Service office at 501-332-3930. They will be glad to answer any questions you may have concerning your student's meal account. Refer to ASBA section 4.51 for information regarding food service prepayment.

CHECKING-IN / CHECKING OUT PROCEDURES

Any student arriving at school after 7:50 a.m. must check in at the elementary school office to receive an admit slip to class. No student will be allowed to leave the school grounds without permission from the office. Students will be dismissed only to those adults listed on the Student Check-Out Form. Parents are not permitted into the building, past the entry vestibule or to go directly to their child's classroom for any reason without permission from the office (sign in as a visitor and wear a visitor's sticker). Parents are encouraged to schedule a student's doctor and dental appointments outside school hours. Students signed-out prior to dismissal for any reason will be counted tardy, however parents may bring an excuse for this type of appointment to excuse a tardy. This is the only way a tardy will be excused. We have a closed campus. Students are not allowed to check out during lunch for the sole purpose of leaving for lunch.

REPORTING CHILD ABUSE (STUDENT WELFARE)

The faculty and staff of Magnet Cove School District are **STATE MANDATED CHILD ABUSE REPORTERS** and will, as required by law, report all cases of **suspected child abuse** (sexual abuse, physical abuse, and neglect).

In cases of known or suspected child abuse or neglect, the proper social services agency will be notified. Arkansas Statutes 42-807 through 42-818 provide that personnel from Arkansas Social Services interview the child in cases of suspected child abuse, sexual abuse, child neglect, or exploitation. Agency personnel are not required by law to obtain parental consent prior to conducting the interview with the child. In keeping with Arkansas Law, Magnet Cove School District will allow personnel from Arkansas Social Services to conduct interviews with students when appropriate.



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The Board directs full compliance by the District with the child abuse and neglect reporting laws. School employees, as members of a school staff, are included in the list of persons required by law to report if they have reasonable cause to suspect that a child has been subjected to abuse, sexual abuse or neglect or if they observe the child being subjected to conditions or circumstances which would reasonably result in abuse. It will not be the responsibility of the school official or employee who initiated the report to prove that the child has been neglected or abused.

COMMUNICATION PLAN

Mission : Magnet Cove Elementary School seeks to provide timely and accurate information to all of its stakeholders. Our goal is to establish positive relationships and build credibility and transparency throughout the community, our school family, and local media resources.

Student Data: Magnet Cove Elementary School uses a Standard-Based Grading System for grades K-2. Grades 3-6 will use a traditional grading system. Mid-quarter and end of quarter reports will be provided to parents. Parents are encouraged to email their child's teacher with any questions or concerns regarding student data.

Messenger Systems: All teachers will utilize the "ParentSquare" app to notify parents of school and/or class activities/events. ParentSquare will also be utilized for the MCE Attendance process. Parents will be **required** to sign up for ParentSquare so they can receive these notifications.

Social Media: At Magnet Cove School District, we realize that social media is a popular form of communication among our stakeholders.

We have active Facebook pages for the school district. Facebook pages can be accessed under the following names: ***Magnet Cove School District, Magnet Cove Panther Parent Organization-Elementary School, Magnet Cove Elementary School Counseling, Magnet Cove Panther Fans, Magnet Cove High School EAST Program, and Magnet Cove Sport Shooting Team***

Website

Our district website can be accessed at www.magnetcove.k12.ar.us

Inclement Weather Notifications will be covered on all local television stations, ParentSquare, and social media accounts.

Magnet Cove School District welcomes any suggestions or input regarding our communication plan. Please feel free to send your comments to lori.mcjunks@magnetcove.k12.ar.us

DAILY SCHOOL SCHEDULE and TRANSPORTATION

School begins at **7:50 a.m.** and dismissal will begin at **3:10 p.m.** Students arriving after 7:50 a.m. will be counted tardy and will not have an opportunity to eat breakfast. Students may not be brought to school before **7:20 A.M.** Supervision for students is not provided before this time; therefore, parents may not bring their children early and drop them outside the building, as this could create a health



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and safety issue if unsupervised students interact. If you have to pick your child up or drop them off outside of normal drop-off and pick-up times, please report directly to the main office. Parents may only enter through the front doors. The side doors are for student/teacher use only. Parents may arrange conferences with teachers by calling the school office or emailing the teacher directly.

Meetings will be scheduled during the teachers planning period or an agreed upon time after or before school hours.

Arrangements for after-school transportation should be made before students come to school. Always pick up your child promptly. Any elementary student not picked up by 3:45 p.m. will be sent to the Afterschool Care program and parents will be charged \$10, the fee for one day of Afterschool Care. If fees for after school care are not paid weekly and a balance is owed, then you will be called to pick your child up in the elementary office. On the third occurrence the school principal will file a FINS Petition with the juvenile court. If a transportation change is required due to an extenuating circumstance, a written note or personally identifiable email or ParentSquare message from parent/guardian is needed to inform the school of any changes in after school transportation. If a student normally rides the bus and wishes to be placed in the car line, a written note will be required from the parent or guardian. A student must have a written note, email, Parent Square message, or a parent call the office to change transportation. Emails may be sent to stacey.bailey@magnetcove.k12.ar.us or a ParentSquare Message sent to the MCE ParentSquare account. If there is an extenuating circumstance, please make requests for transportation changes before 2:00 p.m.

CAR LINE DROP-OFF AND PICK-UP

Students arriving by car before 7:50 a.m. in the morning must be dropped off in the car line. It is our goal to keep students as safe as possible at all times, including entering and leaving the building. As we continue to enhance our security measures as a district, we will now have only one entrance into the building and all other doors will be utilized as exits only. Students may not enter through the cafeteria in the mornings. Parents will not be permitted past the lobby area unless permitted by the office personnel. Please refer to additional information provided in the beginning of the year packet pertaining to student drop-off and pick-up.

Magnet Cove Elementary uses the CarRider Pro pick-up system for student dismissal. This system uses barcoded tags to scan vehicles entering campus for student car line pick-up and sends that information to staff members inside the building preparing students for dismissal. This allows students to stay inside the building, safe, dry, and warm until their vehicle is ready to load. Animal signs are posted on the poles along the walkway of the carline. These are the loading/unloading ques for student drop-off and pick-up. Staff members will be present to unload and load students daily. Parents will be provided with detailed procedures for drop-off and pick-up prior to the start of the school year. Parents will also receive **one (1)** barcode tag that is specifically tied to their child. Your tag from the



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previous year will still work and does not have to be replaced. Please email Stacey Bailey (stacey.bailey@magnetcove.k12.ar.us) at the elementary office if you need to make any changes or update a current tag. **If you need additional tags or lose your tag, you may request additional tags through the elementary school office. Additional/Replacement tags will cost \$5.**

VEHICULAR RULES AND REGULATIONS FOR PARENTS AND VISITORS

1. No Cell phone use on School property or in School Zones
2. Abide by campus speed limits at all times
3. Yield to school buses at all times
4. No passing of buses at any time whether parked or moving
5. No parking or blocking of drives at any time
6. No parking or driving on grass for any reason

SCHOOL BUS POLICIES

Magnet Cove School District provides transportation for students living in the district. Parents of new students should contact the school or their child's teacher to find out what bus the student will ride.

Students riding buses are to recognize the fact that they become the school's responsibility and are under the school authority whenever they leave home for school.

Riding the school bus is a privilege, and we want it to be safe and orderly. Therefore, everyone is expected to follow the listed rules.

Safety Rules:

1. Do not ask the driver to let you off the bus any place except at your regular stop.
 2. Wait for the bus on the right side of the road (when the bus stops, you should be on the side with the door.) If you should arrive at the stop just as the bus approaches the stop, wait until the bus has come to a complete stop and the driver has signaled for you to cross in front of the bus (unless the driver directs you differently).
 3. If you must cross the road after leaving the bus, go to a point on the shoulder of the road ten feet in front of the bus (four or five long steps). Cross the road only after the driver has signaled you to do so.
 4. You cannot ride any bus except your own. Visitors are not allowed except in case of emergency. Permission must be secured from the Coordinator of Transportation.
- Keep in mind that being on a bus is the same as being at school.**

Bus Conduct:

Good bus conduct is critical for the safety and well-being of all students. The bus driver is responsible for maintaining proper behavior and will issue transportation referrals to those students who are not conducting themselves appropriately.



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We believe all students can behave and conduct themselves in a safe manner on a school bus. We cannot tolerate students who prevent drivers from doing their job and who endanger other students.

- Students are to follow directions of the driver.
- Students are to remain seated while the bus is in motion (Act 1744 of 2001).
- Students are to keep all parts of the body in the bus.
- Students are not to push, shove, fight, or throw objects at any time.
- Students are not to eat, drink, smoke, spit, or use vulgar language or rude gestures at any time.

- Students are not to cause severe disruption at any time.
- Students are not to cause physical harm or threat to another student or the driver.
- Students are not to damage property.
- Students are not to use or possess tobacco products, alcohol, or drugs.
- Students are not to possess weapons such as pepper spray, knives, firearms, etc.
- End of the Day loading procedure: Drivers have been told not to open their doors unless students are lined up in an orderly fashion. This is to prevent pushing as students run to the bus while it is still in motion. All elementary students loading a bus will be checked off of a list by an adult once they load the bus. This is for the protection of the students.
- If the student chooses to misbehave, the driver will report the student to the school principal. The principal or designee will conference with the driver and/or student, then take appropriate action including possible bus suspension.
- Continued misbehavior will result in long-term bus suspension or loss of bus privilege.

Entry of a school bus by anyone over 18 who enters a school bus with criminal intent, disrupts the driver, or refuses to leave is a Class B misdemeanor. NOTICE: ENTRY (Act 247 of 2005) WHEN RIDING ON A MAGNET COVE SCHOOL BUS, YOU ARE SUBJECT TO VIDEOTAPING. THE VIDEOTAPE WILL BE USED TO HELP MAINTAIN DISCIPLINE AND STUDENT SAFETY.

The consequences for inappropriate bus behavior will result in the issuance of a bus referral to the school administration. Appropriate consequences will be assigned at the discretion of the building principal or designee.

Minimum-Conference and Warning
Maximum-Loss of bus privileges for the rest of the school year



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DISTRIBUTION OF LITERATURE/PUBLICATIONS

The principal must approve all books, pamphlets, newspapers, magazines and any other materials prior to distribution.

EMERGENCY PROCEDURES

- A. All students and staff members should remain in the classroom currently occupied when an emergency occurs unless otherwise directed by an administrator. All classroom doors should be kept locked.
- B. Any student or staff finding it necessary to flee the scene or building should exit with hands raised above his/her head. Under standard police procedures, officers may ask students or staff to lie down on the ground until they can be searched.
- C. Students or staff being evacuated from or directed out of a building should not attempt to go to any location other than the pre-designated area unless directed by a person in authority.

- D. A student should never attempt to assist or intervene in a crisis situation unless specific assistance is requested.
- E. Should evacuation of all or part of the school complex become necessary, students are to move quickly and quietly, leaving personal items to be reclaimed later.
- F. If a student or staff member is a witness to an actual act of violence, he or she should make this known to someone in authority. According to police procedure, the witness may be separated from the others to preserve the integrity of his or her statement.

EMERGENCY PROCEDURES – FIRE

GENERAL INSTRUCTIONS: The following plan will be followed. Please emphasize these points and cooperate in carrying them out.

1. The fire signal will be a continuous sound from the emergency alarm system. An air horn will be used if electricity is off. Students and teachers will NOT leave the building until an announcement is made to ensure there is no additional danger associated with false fire alarms.
2. When leaving the building, walk in single file. Do not run!
3. All persons will leave the main building and during fire drills.
4. Teachers are to take their roll books with them and check the roll after leaving the building.
5. The all clear signal is notification by an administrator or designee.
6. Students are to re-enter the building in the same manner.
- 7.. A copy of the fire evacuation plan is posted in each classroom, office, and other areas throughout the buildings.



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EMERGENCY PROCEDURES - SEVERE WEATHER

A Tornado Watch means that conditions are favorable for the occurrence of both tornadoes and severe thunderstorms. Watches are usually issued for areas about 140 miles wide and 200 miles long. During a Tornado Watch, everyone in or near the Watch area should be alert for signs of threatening weather and make preliminary plans for action. WARNINGS are issued by local National Service Offices when severe thunderstorms or tornadoes are indicated by radar or reported by trained spotters or other reliable sources.

1. Under a severe weather warning students on the playground are to be immediately returned to their classrooms.
2. Once we have been placed under a severe weather warning, dangerous conditions are imminent and all personnel should be prepared to move immediately to the safe room.
3. Students are to move quickly and quietly to the safe rooms. Students are to remain seated in the safe room until the severe weather threat has passed.
4. Teachers are to call the roll of all students under their supervision once they have the students placed in the safe room.
5. All teachers and students are to remain in the safe room until they are specifically notified the danger has passed and it is safe to return to their classrooms.
6. It is not necessary to take time to open or close windows.
7. If severe weather is imminent there will be short blasts of the bell system or short blasts on the air horn.
8. Students will be given instructions by each teacher concerning what they are to do.
9. Evacuation procedures are posted in all rooms.
10. In order to keep our students and staff safe, students will not be checked out during severe weather emergencies. **All students and staff will be in our safe rooms during severe weather emergencies.**

EMERGENCY OR EARLY DISMISSAL OF STUDENTS

When the decision is made to dismiss school early, ParentSquare will be utilized to quickly inform parents and students of school being closed and/or dismissed early. The school district will also post on facebook and the district website to notify parents of early dismissal. If no announcement is made, the assumption will be that school is in session as usual.

(Parents are asked to refrain from calling school personnel, or the transportation director to find out whether we are dismissing).

Whenever it seems that we might dismiss early, we ask that parents listen to one of the above stations so that they may be aware of, and plan for, the child's early arrival at home.

If it is not possible for you to listen, we are asking that you make arrangements for someone to be responsible for handling the situation so that your child will be taken care of.

We do not have enough telephone lines to allow students to call personally and inform parents that we will be dismissing early. This practice in the past has hampered our receiving incoming calls that



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might be important to the situation at hand. Students who do not have an Emergency Dismissal Form on file will be sent home according to their normal school day routine.

When we do dismiss early and it is necessary for parents to modify or change plans for their child, they may call the following number and we will deliver the message: 501-337-9131.

SCHOOL CRISIS AND EMERGENCY MANAGEMENT

The Magnet Cove School District has developed and maintained a crisis plan of emergency policies and procedures to help protect and sustain life of students and staff and prevent and/or minimize personal injury and/or damage to school facilities. Magnet Cove School District has the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as provided in the Arkansas Freedom of Information Act. When an emergency has occurred at school, parents and guardians may obtain critical information through one of the following:

1. By electronic notification through email, phone, or text Parent Square App
2. On the Magnet Cove School District website (magnetcove.k12.ar.us)
3. On Magnet Cove School District social media channels (Facebook)

FIELD TRIPS

All school-sponsored field trips must be approved by the principal. Students are required to ride the school-furnished transportation to school-sponsored field trips. Parents may check their child out with their teacher at the conclusion of a school sponsored field trip and students will not be required to ride the bus back to the school. Only students and school personnel are allowed to ride the bus unless otherwise cleared by the principal.

Deliveries

At this time, no flowers, gifts, balloons, or food deliveries will be received at school.

FUNDRAISING ACTIVITIES

Magnet Cove Elementary students may be requested to participate in fundraising activities at various times during the school year. ALL FUNDRAISING ACTIVITIES WILL BE IN COMPLIANCE WITH Act 525 of 1993 in that students will not conduct door-to-door sales outside of the child's home and off school grounds. Student participation in fundraising activities is strictly voluntary and those who do not participate will not lose school privileges. Door to door fundraising is prohibited! Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties. No foods of minimal nutritional value can be sold in fundraisers during school hours. Please see the school nurse regarding any foods to be used in fundraising activity. Fundraisers must be pre-approved in writing by the Superintendent and the affected school principal



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IMMUNIZATION POLICY

No child will be admitted to a public or private school of this state, irrespective of grade or transfer, who has not been immunized or is not in the process of being immunized in accordance with the Arkansas Department of Health immunization schedule against Poliomyelitis, Diphtheria, Tetanus, Pertussis, Red Measles (Rubeola), German Measles (Rubella), Hepatitis A, and Varicella. At the discretion of a school board, a child who has not received a total of three doses of DTP and polio vaccines may enter school. However, a child may remain in school ONLY if he is in the active process of completing his immunization series, but each student will show evidence of starting or completing the required immunizations no later than one month after enrollment. The minimum requirements for entry into school are:

The Arkansas State Board of Health has revised and clarified the immunizations requirements under Ark. Code Ann. 20-7-109, 6-18-702, 6-60-501-504, and grades 1st thru 12th are as follows:

4 doses of **DTP/DT/Td/DTaP/Tdap**, with 1 dose on or after the 4th birthday. **ALL STUDENTS K-12TH**

3 doses of **Polio** vaccine, with 1 dose on or after the 4th birthday. **ALL STUDENTS K-12TH**

2 doses of **MMR** (measles, mumps, rubella), with 1st dose on or after 1st birthday. **ALL STUDENTS K-12TH**

3 doses of **Hepatitis B** vaccine. **ALL STUDENTS K-12TH**

2 doses of **Varicella** with 1st dose on or after 1st birthday. (Physician documentation only for history of disease will be accepted). **ALL STUDENTS K-12TH**

Kindergarten and 1st grade students will be required to have 1 dose of **Hepatitis A**.

All students 11 years and older by September 1st of each year will be required to have a **Tdap** vaccination. **ANY STUDENT AGE 11 AND OVER**

All 7th graders will be required to have one dose of **MCV4** (Meningococcal) vaccine with a second dose administered at age 16. If not vaccinated prior to age 16 years, 1 dose is required for all students who are age 16 on or before September 1st of each year.

Any student whose immunization record is not current will be excluded from school.

Exemptions:

Parents must provide the school an updated copy of the immunization exemption letter annually. The form can be found on the Arkansas Department of Health Website.

The following exemptions are allowed according to the Immunization Law:

Medical

Religious

Philosophical



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LIVE ANIMALS/INSECTS

No live animals or insects will be permitted at school unless approved by the building principal AND the school nurse.

LOST AND FOUND

Students should observe the following rules: PLEASE put your child's name on EVERYTHING that comes to school.

1. Report loss of articles to the office so that they may have all possible assistance in locating the lost article.
2. Articles found on the grounds or in the building should be turned in to the office as soon as possible.
3. Articles not claimed within two weeks will be disposed of or given to the finder.
4. Students are encouraged to mark personal property with their name.

Magnet Cove Elementary
PARENT and FAMILY ENGAGEMENT PLAN
2025-2026

Research has shown that parents as partners make a positive difference in student school performance. School and parent partnerships will promote the social, emotional, and academic growth of children. Parents, teachers, community members and schools must strive to develop meaningful opportunities to become involved in the education of their children.

JOINTLY DEVELOPED

Magnet Cove Elementary establishes committees consisting of parents, alumni, community members, teachers, and administrators to provide input regarding school improvement. Parents are recruited through volunteers and special requests to ensure representation of families with specific needs. The committee has input in the development, review and updating of the Engagement Plan. The school Parent and Family Engagement planning committee will have two scheduled meetings yearly to review the plan and to update the plan. Parents serving on the committee will be encouraged to follow-up with any questions or concerns or to request additional meetings if needed.

COMMUNICATING WITH PARENTS AND FAMILIES

The Magnet Cove Elementary Parent and Family Engagement Plan recognizes that communication between home and school should be regular, two-way, and meaningful. The goal is to establish positive relationships with our families. The plan encourages communication between home and school through phone calls, written contact, the ParentSquare App, e-mail and face to face meetings.



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Teachers will give directions and information to parents and legal guardians to sign up for the ParentSquare App. All teachers will utilize the “ParentSquare ” app to notify parents and students of school and/or class activities/events. Parents are required to sign up for ParentSquare so they can receive these notifications. It is the responsibility of the parents and students to make sure they are signed up for ParentSquare for each class/teacher and to make sure their contact information is up to date. In the event that a contact number changes, the parent/student is responsible for updating the ParentSquare App information and updating the phone information with the teacher and building secretary.

Two (2) parent/teacher conference meetings are held during the school year to engage parents in meaningful dialogue about the progress of their children. Parents are asked to choose a convenient time to meet on the scheduled conference day. Parents unable to attend are given the option of a phone conference or a face to face conference scheduled at a convenient time. Parents are encouraged to request additional meetings regarding student progress at any time.

Parents receive an informational packet at the beginning of the year Open House for parents and students. If parents are unable to attend, the packet is sent home with their child on the first day of school. Parents not living in the same household will be given the option of receiving separate packets. The following information is included in the packet:

1. MCE School Handbook link from district website (paper copy available upon request) Handbook includes a copy of the Parent and Family Engagement plan, school calendar; scheduled events/activities and dates; expectations of teachers, students and parents/guardians
2. Back to School Playbook Grade Level Curriculum (1 page)
3. Volunteer survey (also available on-line)
4. School/Parent Compact
5. ParentSquare Information
6. Parent tip card with attendance information

The following events and activities take place to encourage parent involvement:

- Annual Public Meeting
- Open House for all students K-12
- Weekly newsletter with upcoming events, meetings and other important information for families. Parents will receive an electronic copy or a paper version may be requested
- Information for parents explaining required state testing and ways parents can help their children prepare for tests
- Electronic sign constantly updated with events and activities for parents and students
- School web-site, and District and School Facebook all containing school and district information
- A Comprehensive Needs Survey is available to parents during the spring semester so parents are able to provide feedback and make suggestions pertaining to Magnet Cove Elementary School.



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The following events are scheduled for the 2025-2026 school year.

- Grandparent’s Day lunch in September
- Parent/Teacher conferences September and February
- Reading & Refreshments (R&R) with Families in December
- Mom/Son special night sponsored by Panther Parent Organization (PPO)
- Daddy/Daughter dance night sponsored by PPO
- Fall Festival organized by PPO with parent volunteers
- Parent night during the library Book Fair – parents attend and volunteer
- Elementary Track and Field Day each spring
- Students of the Month treated to lunch at Larry’s Pizza with parents invited to attend (monthly event)
- Grade level field trips yearly with parents invited to participate
- Terrific Kid event sponsored by Kiwanis Club with parents invited to participate in the Celebration (each semester)
- Additional evening meetings for parents and students such as Family Science Night etc.

Scheduled dates for events and activities will be listed in the Magnet Cove Elementary Handbook. Reminders will be included in the weekly school newsletter, and ParentSquare messages from teachers.

BUILDING STAFF CAPACITY

The school recognizes the importance of parent and family engagement and the connection to improved student learning and growth. The district will provide training to all staff on parent involvement to further the understanding of parents as equal partners. Parents can make meaningful and essential contributions to their children’s education and teachers can encourage parents by keeping an open line of communication. Teachers will work with parents to help students achieve. They will listen to parents and if there is a concern that needs to be resolved, will support parents in following the process for resolution according to the school’s policy handbook.

Parents are asked to complete a volunteer survey to help match parent interest and time schedule with volunteer opportunities. Teachers are encouraged to use the volunteer information as a way to include parents in a helpful role in their child’s classroom and school.

The school will provide parents information on curriculum and how parents can assist in their child’s educational needs. A parent information link on the district website contains more information on curriculum, policies and handbook, supplemental services, faculty contact information and parent resources. Links to additional helpful parent resources are also included on the elementary school counselor/parent facilitator website. These include information on role playing, nutrition and meal planning, DESE parents and family site, essential curriculum and effective parenting skills.



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All teachers welcome and encourage input from parents. Parents are also encouraged to speak to the school counselor with any concerns.

BUILDING PARENT CAPACITY

The school provides parents an explanation of the curriculum used with students. Information on the state required assessment, expected achievement levels and testing tips for helping students prepare is shared. Parents of students using alternate assessment will be given an explanation of this type of assessment. The above information may be shared through parent meetings or sent to parents unable to attend meetings in whatever method that parent requests (hard copy, digital copy, scheduled conference)

The school will hold an annual meeting with the Federal Programs Coordinator to inform parents of the school's participation in Title I, the requirements of the program and the right of the parents to be involved in planning, reviewing, and improving the school's Title I program.

Helpful information on ways for parents to work with their children to improve academic achievement will be shared in the following ways:

- Conferences or other meetings
- Parent tips in school newsletters and teacher newsletters
- Informational pamphlets in the school entry and upon request to the parent facilitator
- Links to online resources
- Explanation by teachers of Standards Based Report Cards and traditional report card to help parents understand how student attainment of grade level standards are measured using detailed rubrics and how parents can work with their child on specific needs to improve achievement
- A quarterly Standards-Based Report Card or traditional report card that provides parents with information on a student's level of mastery on specific grade level standards and the student's current reading level two times per year.
- School Parent Compact

Parents of students are involved in many roles that help to improve the school:

- Volunteering to help in their child's classroom, library, with field trips, special activities and events
- Serving on various committees to help develop, review and revise programs (ex. School Improvement Plan, Parent and Family Engagement Plan, Handbook)
- Working with and encouraging participation from community businesses and organizations
- Becoming an active member of our PPO (Panther Parent Organization)

The school promotes and supports responsible parenting by:

- Availability of pamphlets, brochures and books on a variety of topics that foster responsible parenting skills
- Tips for parents are placed in our school newsletter and on the web site to promote effective and responsible parenting



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Available in the Library:

The media center at Magnet Cove Elementary School is set up to participate effectively in the school programs as it strives to meet the needs of pupils, teachers, parents and other community members. We hope to provide students with the library materials and services most appropriate and most meaningful in their growth and development as individuals. We will strive to stimulate and guide pupils in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation. Some services offered to students by the media center:

- Books for recreational reading, research and factual information.
- Audio-visual materials and equipment for educational experiences.
- Access codes for home use of databases
- Access to library databases for school and home access
- Information provided by the school librarian on copyright rules

Leslee Eskola

Library Media Specialist

eskolal@magnetcove.k12.ar.us

501-337-9131

Available from the Counselor:

The counselor's office is open to all students in grades K-5. The counselor's office is a place where students may express their feelings and opinions freely knowing that all information will be regarded as confidential. The counselor is prepared to help students with educational planning, career awareness/exploration and social and personal adjustment. Individual/small group counseling will be available to all K-5 students and classroom lessons will take place on a regularly scheduled basis. Information on classroom lesson content is posted in the school newsletter for parents. Parents are always welcome and encouraged to meet with the counselor as needed to discuss any concerns about their child.

The Magnet Cove Elementary Counselor's webpage provides a variety of information including;

- Parenting Tips
- Information regarding the Food Pantry and Clothes Closet at Magnet Cove Elementary
- Educational Websites
- Information pertaining to school-wide initiatives, activities and events

The school will provide instruction to parents regarding learning activities for home by giving them information on helpful topics to explore. The school counselor/parent facilitator will include links on the school counselor website and place parent tips in the school newsletter. Information on a variety of topics including the following is available through links:

- DESE Stakeholders/ Parents and Families site
(<https://dese.ade.arkansas.gov/Stakeholders/parents-and-families>)



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- Smart parenting role-playing resources site
(<https://www.smarterparenting.com/skills/role-playing/resources/>)
- SNAP program information site
(<https://www.fns.usda.gov/snap/recipient/eligibility>)
- Low cost meals and recipes
(<https://snaped.fns.usda.gov/>)

A private facebook group for parents is managed by the school counselor. Parents must request to join the page. The Magnet Cove Elementary School Counseling with Jan Whisenhunt page includes students' birthdays, reminders and information on events and activities, tips on parenting and words of encouragement.

Jan Whisenhunt
K-5 Counselor/Parent Facilitator
whisenj@magnetcove.k12.ar.us
501-337-9131

COORDINATION

The school has partnered with community resources to support student programs.

The Kiwanis Club of Malvern sponsors the Terrific Kid program which promotes the use of good character and good choices and provides a celebration for students chosen each semester.

Larry's Pizza of Malvern provides a special lunch each month for our Students of the Month. Parents are invited to attend these special events.

The Percy & Donna Malone Child Safety Center presents information on body safety to students once a year. Information on this important presentation is shared with parents in the school newsletter.

Both ABC and Head Start Pre-K classes are located on campus. The Pre-K students are assessed before entering kindergarten. The parents will receive a packet that contains educational information on language, math, and social/emotional development to assist parents in preparing the child for kindergarten.

Alumni are utilized to present information to elementary students on careers.

Upcoming middle school students have a transition meeting before entering middle school. This enables the students to tour the building and meet the principal, counselor and other staff. Open House is held for new middle school students and parents.

We have an active elementary parent group. The Panther Parent Organization (PPO) works with teachers to



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develop a list of needed supplies for each grade level and provides supplies for all students. The PPO is involved in decisions regarding special activities and events and special incentives that they provide for students.

ANNUAL TITLE 1 MEETING

The school will hold an annual meeting, conducted by the Federal Programs Coordinator, to inform parents of the school’s participation in Title I, the requirements of the program and the right of the parents to be involved in planning, reviewing, and improving the school’s Title I program.

SCHOOL-PARENT COMPACT

A School Parent Compact has been developed and reviewed with the help of parents. It outlines the responsibility of parents, teachers and students and the role each plays to ensure student success. The following is included in the compact:

- High-quality curriculum and instruction in a supportive and effective learning environment
- Parent-teacher conferences twice a year
- Progress reports
- Access to building and staff
- Attendance
- Staying informed and involved
- Promoting positive use of free time
- Respectful behavior

RESERVATION OF FUNDS

The district provides supplemental funds to assist in meeting students’ educational goals. Resources and funds will be provided as needed to support the need for additional parent material.

How can you stay informed?

Our goal is to establish positive relationships with our families. Communication between home and school is extremely important. You can stay informed through phone calls, written contact, email, the ParentSquare App, weekly newsletter and of course through face to face meetings. Other ways to stay informed include the district website and district and school Facebook.

All teachers will use the ParentSquare App to notify parents of school and/or class activities and events. If you have any difficulty signing up for ParentSquare , please contact the office.

Attend parent/teacher conferences each semester. These important meetings will keep you informed on your child’s progress.



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Read the school newsletter each week. It includes information on all events and activities, special notices and important parenting tips. You will receive an electronic copy of the newsletter via ParentSquare weekly, and the newsletter is posted on the district website.

Check out the district and school websites. Also check the district and school Facebook pages.

How can you get involved?

Our school recognizes the importance of parent and family engagement and the connection to improved student learning and growth. Parents are equal partners and we value your commitment to help your child succeed.

Be sure your child attends school every day.

Volunteer – complete the volunteer survey. You will choose your areas of interest and times that will fit your schedule. Parents unable to come to school may still volunteer by sending needed materials to their child's classroom or making things at home.

Attend field trips or other special events and activities.

Serve on various committees to help develop, review and revise programs.

Become an active member of the Panther Parent Organization.

Attend special parent and family nights.

Information on all upcoming events will always be posted in the school newsletter.

Safe and Welcoming School

We welcome visits from parents and are excited to share our building with you. Please enter through the front doors only and check in with the office. The secretary can then unlock the door to the main part of the building and allow you to enter. This two-step process is for the safety and security of students and staff. Classroom doors and exterior doors will be kept locked. Cameras and other safety measures are located throughout the building.

Community Support

Magnet Cove Elementary partners with community groups to support our students.



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The Kiwanis Club of Malvern sponsors our Terrific Kid program. Based on good character choices, students are chosen twice a year to receive this honor. The Kiwanis Club provides a celebration event for these students and parents are invited to attend.

Larry's Pizza of Malvern provides a special lunch each month for our students who are chosen as Students of the Month by their teachers. Parents are invited to attend.

The Percy & Donna Malone Child Safety Center presents information to our students twice a year on the important topic of body safety. This information is shared with parents in our weekly newsletter.

If your company or employer would like to help our school, please contact our parent facilitator, Jan Whisenhunt. (whisenj@magnetcove.k12.ar.us)

Title I Schools

The school holds an annual meeting, conducted by the Federal Program Coordinator to inform parents of the school's participation in Title I, the requirements of the program and the right of the parents to be involved in planning, reviewing and improving the school's Title I program. Parents are informed of available services and funding.

Title I Schools are required to develop a School-Parent Compact. This has been developed with the help of parents and teachers and outlines the responsibilities and the roles that both play to ensure student success. A copy will be sent home in the beginning of the year information packet and also posted on the district and school website.

If you have questions, contact your school principal, Lori McJunkins (lori.mcjunkins@magnetcove.k12.ar.us)

Other helpful sites:

Magnet Cove School District <https://www.magnetcove.k12.ar.us>

Magnet Cove Elementary <https://magnetcove.k12.ar.us/elementary>

Magnet Cove Elementary School Counseling <https://www.facebook.com/groups/526029971669700>

Magnet Cove Elementary Office Phone 501-337-9131

Parent and Family Engagement Update Committee -
<https://drive.google.com/file/d/1Yypd5V3iFA2R5q-DFuOwBlS TMuH6oJdI/view?usp=sharing>



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REASONABLE FORCE

The Magnet Cove Public School Board hereby authorizes the use of reasonable force by any certified employee in the exercise of his/her lawful authority to restrain a refractory pupil, to protect a pupil from harm, or to maintain order in any school building, any school property, or at any school-sponsored event.

A report shall be filed as soon as practicable following any incident in which force is used as authorized in this section by the certified employee using such force. The report shall include a statement of reasons for the employee's action, the names of pupils involved, the names of any witnesses, and the signature of the employee.

RESPONSIBILITY FOR CHROMEBOOKS

All students will have access to a Chromebook at school. Students, with parental consent, can request to check out a Chromebook to use at home as long as both the student and their parent/guardian sign a contract of responsibility for the Chromebook. The principal and classroom teacher will make sure that the Chromebook contract is completed prior to issuing the school owned Chromebook to the student. The principal will keep accurate records of all school issued Chromebooks. It is the responsibility of each student to keep up with and take care of the Chromebook issued to them. This responsibility includes payment to the school for lost or damaged Chromebooks. Students that have a device at home, and therefore do not need to take their Chromebook home, will still have access to Chromebook in each class during the school day. Students are not permitted to use personal devices of any kind while at school. In addition, any student that attempts to connect a personal or non-school issued device to the network will be subject to disciplinary actions per the Student Internet Use Agreement.

Chromebooks/Devices are the property of the Magnet Cove School District. They will be kept in classrooms, unless there is a specific activity where they would need to be sent home. They are on loan to students for use and must be checked in to the Magnet Cove School District at the end of the 2025-2026 school year. Even if a student does not take a device home, they will be responsible for damage to the device they are using in class if it is damaged.

Chromebooks are intended for school use only.

Students will be assigned a functioning Chromebook in good working order. Parents/students will be responsible for any damage to the Chromebook or charger that can be attributed to student negligence of any kind.

General Care of the Chromebooks

- Treat the Chromebook with care and respect. The Chromebook, charger, headphones, case and any other school issued accessory are the property of Magnet Cove School District, and should be kept clean and free of marks or stickers at all times;



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- Treat the Chromebook with care by not dropping it, getting it wet, leaving it outdoors, leaving it near pets, or using it with food or drink nearby;
- Turn in damaged Chromebooks to the School office for repair or replacement. Parents/guardians and students are not authorized to attempt repairs themselves, or contract with any other individual or business for the repair of the Chromebook;
- Keep the Chromebook closed when transporting
- Do not lift the Chromebook by the screen/lid;
- Make sure there is nothing on the keyboard before closing the lid (for example, pens, pencils, headphones);
- Do not leave the Chromebook in an unsecured area;
- Do not loan the Chromebook to anyone;
- Protect the Chromebook by unplugging the power supply and other peripherals when transporting it
- Use the Chromebook on a flat, stable surface such as a table. Chromebook can break if dropped;
- Protect the Chromebook from extreme heat or cold;
- Do not put objects on top of the Chromebook. This includes books, musical instruments, sports equipment, etc.;
- Use care when plugging in power cords or headphones;
- Turn off Chromebook before placing it in a carrying case if transporting. The Chromebook should either be turned off or in “sleep” mode. In addition, Chromebooks should not be placed on or under soft items such as pillows, chairs, sofa cushions, or blankets. This will cause the Chromebook to overheat, and will result in damage to the device;
- Do not tamper or remove the inventory barcode sticker. Students will face disciplinary action for tampering with or removing an inventory barcode sticker.

Loss, Theft and Damages to Devices

The cost of a lost, stolen, or damaged device will be based on the actual cost of repair/replacement (see estimated repair cost list below).



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Stolen Items: If the Chromebook is damaged, lost or stolen, the parent/guardian or student will report the incident to the principal immediately or by the next school day if the incident occurs off campus. If the Chromebook is stolen while off campus, parents/guardians should also immediately report the theft to the local police. A copy of the police report is to be turned in to the principal. Students must immediately report loss, theft or damage occurring on campus to the Principal.

Accidental Damage: The student and parent/guardian are responsible for actual cost of repairs caused by accidental damages.

Intentional Damage: The student and parent/guardian are responsible for replacing any lost, stolen or damaged items if school Administration and the Technology Department determine that it is due to misuse or negligence. The current replacement cost of the Chromebook is \$275. The student loses device privileges until the financial obligations are met. The principal will devise a plan for the student's further use of the Chromebook.

Normal Wear: For hardware and software problems, students must take their Chromebook to the principal. Normal wear and tear, mechanical breakdowns and faulty construction will be repaired at no cost to the student. A loaner Chromebook will be issued to the student while the Chromebook is being repaired. A student borrowing a loaner Chromebook will be responsible for any damage to or loss of the issued Chromebook

Estimated Repair Costs (Actual cost may be higher)

| Chromebook Part | Estimated Cost |
|------------------------|----------------|
| Chromebook Replacement | \$275.00 |
| LCD Screen | \$97.00 |
| LCD Bezel/Frame | \$49.00 |
| Hinges | \$42.00 |
| Bottom Case | \$51.00 |
| Power Adapter | \$49.00 |
| Keyboard/Touchpad | \$106.00 |



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SCHOOL BASED COUNSELING

A school based counseling program is provided through a cooperative agreement between the Magnet Cove School District and a board approved provided agency. This program provides school-based counseling services for students who are demonstrating a need for individual counseling services to assist them in coping with situations that interfere with their educational or emotional stability. These services are in addition to services already provided by the school counselor.

SCHOOL RESOURCE OFFICER

Magnet Cove School District and local law enforcement agencies cooperatively employ one or more uniformed police officers on the school campus. Any such officer is a resource for the school, the students, and the parents. The officer(s) will work interactively with students and teachers in an effort to maintain a safe and wholesome environment that is conducive to learning. Any such officer(s) will be involved in law enforcement, instruction and counseling.

Students of Magnet Cove School District should be aware that School District Officials have access to a registered drug dog. The dog, while gentle, has been specially trained to locate marijuana, alcohol and other illegal drugs. Periodic, unannounced visits will be made by the dog and its handler throughout the year. Lockers, automobiles and other areas of the building may be searched. Students will be held responsible for any prohibited items found in their lockers, automobile or belongings at school. Should prohibited items be found during school check, the violators will be disciplined under District policies and may be prosecuted under local, state or federal laws.

STUDENT HEALTH POLICIES

When a student becomes ill at school, the classroom teacher will report to the school nurse who will determine the needs of the child. If the nurse or health care staff feels the student is ill enough to go home or in need of a doctor's appointment, that staff member will notify the parent or guardian promptly.

The State of Arkansas requires that any child with a temperature greater than 100.4°F (38.5°C) orally should be sent home for bed rest. Children should remain at home until they have been free of fever for 24 hours, WITHOUT THE AID OF FEVER-REDUCING MEDICATION SUCH AS TYLENOL. The nurse may also, at her discretion, send a student home with a temperature of 100 degrees during flu season or widespread illnesses in the school such as strep throat, stomach bugs, etc.. This is for the protection of others in the school. If the fever persists for 2 days — even without other symptoms, a physician should be consulted.

A student must remain home from school for a minimum of 24 hours after vomiting.



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HEALTH SCREENINGS

Screening tests for vision, hearing, body mass index (BMI) and scoliosis are done yearly by grade schedule: Vision and hearing; grades K, 1, 2, 4, 6 and 8th. BMI; grades K, 2,4,6,8 and 10th. Scoliosis; 6th grade girls, 8th grade girls and boys. BMI is the only screening you may refuse. All other screenings, if refused, must be performed by a physician and documentation of the exam given to the school nurse within 30 days of the school testing date for reporting to the state and to be kept in the student's health record.

HEAD LICE POLICY

If a student is suspected of having a head lice or more than 5 nits, the school nurse will examine the student's scalp. Every possible effort will be made to ensure confidentiality is observed. If the student is found to have head lice, any siblings the student has in our school district will be checked also. When a student is found to have head lice or more than 5 nits, the parents or an appropriate family member are contacted immediately to come pick the student up from school. An information packet is given to the family. It contains a head lice facts sheet, head lice treatment options, and suggestions on steps to eliminate lice from the home setting.

Students who have been sent home with head lice are not allowed to ride the school bus or return to class until the parent has brought the student into the school nurse's office to be rechecked. Head lice and nits can be eliminated in most cases, in 24 hours. Therefore, the student will be granted an excused absence for the day sent home with head lice.

STUDENT MEDICATIONS

Prior to the administration of any medication to any student under the age of eighteen (18), a Parental Consent form is required. This form is located in the Nurse's office. 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.

Prescription medicine: Medicine must be brought to the school's office by a parent, or their designee. This adult must sign an information/release form before the school nurse or her representative will administer the medicine. Any medicine brought to school by a student will be confiscated, and released only to the student's parents. A handwritten note from the parent will not substitute for a signed release form. If a parent cannot bring the medicine to school (due to transportation problems or work schedules) please call the school nurse (501-337-9131) and arrangements will be made. Please remember that students cannot keep **any** medicine with them, or in lockers, purses, backpacks, coats, etc. The only exception to this is asthma rescue inhalers and epi-pens (please see below).

Prescription medicine will be accepted only if it is in the original container from the pharmacy. The container's label must include the following: student's name, medicine name, strength, and dosage, times to be given, and doctor's name. Any pharmacy will be glad to make an extra container for the school's use if you ask them to. The school nurse will determine if it is appropriate for the timing of a medicine dose to be during school hours. Medicine that is ordered to be given three times a day or less frequently can often be managed best at home.



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All medicines must be picked up at the end of the school year. The school nurse will make every attempt to return medicine to parents. Any medicine not picked up by the last day of school will be discarded.

Asthma rescue inhalers and epi-pens: We strongly encourage the parents of all students who have asthma or severe allergies to provide a rescue inhaler or an epi-pen for use at school. The school nurse will complete a school asthma or allergy emergency plan for each of these students. Kindergarten through fifth grade students will have rescue inhalers and /or epi-pens available in the

elementary clinic in case of need. With the approval of parents and physician, a sixth grade student will be allowed to keep a rescue inhaler and/or epi-pen with them, provided they demonstrate responsible behavior with the medicine. MCS D will work with the student's parents and physician to ensure his/her safety at school and at school sponsored events.

Over-the-counter medicine: Over-the-counter medicine will not be given at school without a written prescription from a physician with the exception of Tylenol and Ibuprofen. Tylenol and Ibuprofen will be given with the permission of the parent. If you know your child will be needing Tylenol or Ibuprofen for ongoing problems such as headaches or cramping, please supply the medication in the original container and box with dosing instructions. Please make sure that the medication is not expired. If a student only needs an occasional dose, the medication will be provided by the school nurse. Students may not bring any medication to school. 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.

Cough Drops: Students are welcome to bring cough drops, soothing lozenges, etc., to school, provided the student demonstrates responsible behavior with the use of the products. A medication release form does not need to be signed.

First Aid: First aid will be administered by the school nurse whenever possible. Minor scrapes, cuts and abrasions may be treated by an adult school staff member in the absence of the school nurse.

Emergency Treatment: Each school will have one staff member certified to administer emergency first aid.

A student will be excluded from school for the following conditions: scabies, impetigo, or other contagious diseases as determined by the school health nurse.

TELEPHONE/CELL PHONES

The school telephone is for business calls only. Children are not called to the telephone except in the case of an emergency. Please make arrangements for your children in advance in the event of an unexpected early closing of school. If you wish to speak to a teacher, or staff member, leave your name and number, and he/she will return your call as soon as possible. The nurse will contact the parents when a child needs to go home due to illness. Students will not be allowed to use the phone to call home without the permission of the classroom teacher and the office. Students in the elementary school are also only permitted to have cell phones turned off in their backpack and are not permitted AT ANY TIME to use them to contact anyone. All phone communication must go through the teacher, nurse, or office staff.



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TEXTBOOKS

State textbooks shall be issued free to students in any grade where they are part of the curriculum. Lost or damaged books must be paid for in accordance with the nature of the damage and the age of the book. Students are expected to use care in the use of books. Book fines are as follows:

LOST, STOLEN, OR DAMAGED:

- 1 year** used - **90%** of cost
- 2 years** used - **80%** of cost
- 3 years** used - **60%** of cost
- 4 years** used - **40%** of cost
- 5+ years** used - **20%** of cost

VISITORS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit the Elementary school. 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. Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school 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.

Parents wishing to speak to their children during the school day shall register first with the office. The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

Visitors who are disruptive become "trespassers" as defined in A.C.A. § 6-21-606. As such, they lose their right to be on campus.

**Legal References: A.C.A. § 6-21-606
A.C.A. § 6-21-607**

Conferences: Parents may arrange conferences with teachers by calling the school office or emailing the teacher directly (www.magnetcove.k12.ar.us). Meetings will be scheduled during the teachers planning period or an agreed upon time after or before school hours.



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ACADEMIC REQUIREMENTS

ACADEMIC INTEGRITY

It is the practice of the Magnet Cove School District to facilitate honesty and integrity among the student body. Students must work to be successful in the classroom with each student's success based upon his/her own merit. To this end, academic misconduct of any kind is unacceptable. Academic misconduct can be defined to include, but not be limited, to giving or receiving unauthorized aid on examinations, reports or other assignments; knowingly represent the source of any academic work; unauthorized changing of grades; unauthorized use of school approvals or forging of signatures; plagiarizing of another's work; or otherwise acting dishonestly in the classroom. Any breach in the academic integrity policy will result in a zero on the assignment and the parent/guardian will be notified. Repeated offenses will be dealt with according to the discipline policy.

GRADING SYSTEM

Magnet Cove Elementary students in kindergarten through second grade will continue with a Standards-Based Grading System. The Standards-Based Report Card seeks to provide meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts, reflect upon strengths and weaknesses, and identify multiple pathways to deeper learning.

The following is a brief description of the grading system that will be followed by all teachers:

- **A score of (3) would indicate that a student has independently achieved the standard. The student demonstrates mastery of the standard.**
- **A score of (2) would indicate that a student is developing an understanding of a standard, but still may be in need of additional instruction and/or support.**
- **A score of (1) would indicate minimal understanding of a standard. The student shows limited evidence of understanding the standard.**

There will be certain criteria on a student's report card that will be reported using the following scale. Skills reported in this format do not require mastery at the specific grade level or mastery at all:

- S** — Satisfactory
- N** — Needs Improvement
- U** — Unsatisfactory



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Magnet Cove Elementary students in 3rd through 6th grade will utilize the traditional grading system. The grading scale for 3rd through 6th grade is as follows:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

Students will be graded on a variety of assignments including quizzes, tests, class assignments, and projects. The final grade will be determined based on the total number of points earned on all assignments divided by the total number of points possible.

Honor Roll: Two honor rolls will be published at the end of each semester. One honor roll will be for all A's. The second will be for all A's and B's

HOMEWORK

Philosophy: Because education is a lifelong process that extends beyond school, it is important for students to recognize that learning occurs in the home and community as well as school. Homework fosters the idea that learning is a continuous process that is not confined to school hours or school classrooms. In addition, homework should encourage parents, teachers, and students to work together to reinforce skills necessary for independent study and self-discipline.

Definition: Homework is an assignment directly related to the curriculum and current learning objectives, accomplished outside of class time to supplement, extend, or enrich classroom teaching and learning.

Goals: Homework should be directed toward the attainment of the following goals:

- a) It should encourage development of independent study habits, skills, and responsibilities.
- b) It should reinforce, enrich, and extend learning by providing additional educational opportunities outside the classroom.

Guidelines for Teachers:

- a) Teachers should assign homework in line with the district homework policy.
- b) Teachers should inform parents and students of homework procedures and expectations.
- c) Teachers should assign homework that is appropriate and meaningful for the student's grade level and abilities. It should not be used as punishment.
- d) Teachers should explain the purpose and directions of assignments.
- e) Teachers should give prompt feedback on the student's homework.
- f) Teachers are encouraged to communicate with other teachers to effectively utilize the student's homework time and, when possible, to combine assignments.



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Guidelines for Parents:

- a) Parents should be familiar with the homework policies of the child's school and particularly the child's teacher(s).
- b) Parents should establish within the home an environment conducive to the child's fulfillment of homework commitments.
- c) Parents should encourage their child to accept responsibility for completing homework assignments.
- d) Parents should communicate all questions and comments about homework to the student's teacher(s).

Guidelines for Students:

- a) Students should adhere to the policies of the school district and individual teachers.
- b) Students should inform parents of their homework requirements and assignments.
- c) Students should understand the importance of homework as a continuation of learning.
- d) Students should assume responsibility for satisfactory completion of homework.

The assignment of homework is not a requirement at Magnet Cove Elementary. Assigning homework is at the teacher's discretion.

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 under the following rules. Students shall have one class day to make up their work for each class day they are absent.

- Students in 3rd, 4th, and 5th grades are responsible for asking the teachers of the classes they missed what assignments they need to make up. Teachers will check with these students and remind them if they do not request make-up work. This procedure is in place to ensure that as students transition to Middle School they are prepared to advocate for themselves. K-2 students are encouraged to ask for make-up work, but teachers will be responsible for making sure any missed work that needs to be made up is completed.
- Teachers may choose not to send make-up work home and work with students to make-up work or practice skills missed during absences during the school day upon the student's return to school.
- 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.
- Students shall have one class day to make up their work for each class day they are absent.
- Students who are absent on the day their make-up work is due must turn in their work the day they return to school.



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- Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES. Out-of-school suspensions are unexcused absences.
- Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.
- In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak or pandemic are to be made up as set forth in Policy 4.57—IMMUNIZATIONS.

***Make-up work can only be picked up prior to the students returning to school if the office is notified by 9:00 a.m. and the teacher has available planning time to collect it and send it to the office.**

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

RECESS

Magnet Cove Elementary Students are provided 40 minutes per day of supervised, unstructured social time. Our recess policy for inclement weather is that if weather conditions permit, we go outside. Based on this guideline, we ask that your child come to school prepared for recess (coat, mittens, etc.) during the winter months. Please do not ask that your child be excused from recess due to illness. If your child is too sick to go out for recess, he/she is too sick to be at school and would benefit from bed rest at home. Our recesses and break times are of a short duration and we do not have a place to keep your child with any adult supervision at this time. We appreciate your consideration in this matter.

RETENTION POLICY

It is the responsibility of the student to apply consistent and sustained effort toward learning experiences that are assigned. Promotions from grade to grade should be based on the attainment of the academic standards for that grade level and a consideration of the best interests of the student concerned. Should a student be recommended for retention, the parent/guardian shall be informed of progress throughout the review process and shall be provided a conference prior to the final decision being made. Academic achievement, emotional and social maturity, and other factors will be carefully considered.



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The final decision on retention or promotion shall be made by the building principal.

SPECIAL STUDENT PROGRAMS

Several programs are available in the Magnet Cove School District to serve students with special needs in an individualized program. In most cases, students must participate in an educational evaluation in order to qualify for placement in the special education program.

1. Speech-Language-Hearing Program Speech Therapy Prerequisite:

Due process as designated by the State Department of Education.

2. Special Education Instructional Services (Provided through a continuum of services) Prerequisite:

Due process as designated by the State Department of Education.

Intervention services are available for students who may need additional help at the elementary level. All students participate in universal screenings three times per year and teams of teachers analyze this data as well as other data collected in the classroom to determine if a student is in need of support services. Magnet Cove Elementary utilizes funding from Title I as well as other district funding to support an intervention program to meet each child's education needs.

STUDENT RECOGNITION PROGRAM

Magnet Cove School District's student recognition program reflects our current state accountability system where attendance, work ethic, and growth are as important as student achievement.

- **Perfect Attendance-** All learning material and assignments completed on time, with no excused or unexcused absences.
- **Outstanding Attendance-** All learning material and assignments completed on time, with no unexcused absences and 4 or less excused absences per semester.
- **Outstanding Achievement ELA-** top 20% of students in each grade based on testing.
- **Outstanding Achievement Math-** top 20% of students in each grade based on testing.
- **Outstanding Behavior-** Student has one or fewer office referrals for the school year.
- **Accelerated Reader Award-** Recognition for meeting individual nine weeks AR goal.
- **Accelerated Reader Achiever-** Achieved AR goals all four nine weeks.

Students meeting criteria for Perfect Attendance, Outstanding Attendance, Outstanding Achievement, Outstanding Behavior, and Accelerated Reader goals will be recognized at the end of year awards assembly.



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STUDENT BEHAVIOR

Freedom is a constitutional right, but it does not mean the absence of reasonable rules and regulations, which serve to guide the actions of individuals. Along with freedom comes the responsibility to act in such a manner as to ensure that all participants may enjoy the same freedom. To obtain the greatest possible benefit to the students, teachers, administrators, parents, Board of Education, and the entire community, it is essential that all work together to ensure that all persons are treated equally and with dignity in respect to their rights and responsibilities.

STANDARDS OF CONDUCT

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school and not infringe on the rights of others. School staff have the authority and the responsibility to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force in the exercise of lawful authority to restrain or correct students and maintain order. A student who is well informed concerning his/her rights and responsibilities and the standards of behavior expected should not require disciplinary action. However, for the information of all students, infractions to avoid and recommended disciplinary actions are presented below.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

1. Students with a disability who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as the misbehavior is not related to the disabling condition.
2. The individualized education plan (IEP) team for a disabled student should consider whether particular discipline procedures should be adopted for that student and included in the IEP.

DUE PROCESS

Every student is entitled to due process in every instance of disciplinary action for which the student may be subjected to penalties of suspension or expulsion. (See AR Stat. Ann. 801516).

1. Due process is afforded to students in serious disciplinary case of:
 - a. suspension
 - b. expulsion
 - c. statements removed from student's records and
 - d. clearing one's reputation
2. Due process procedures will be printed and distributed to all students and parents and will comply with all state and Federal Laws.
 - a. Prior to any suspension, the school principal or his/her designee shall advise the pupil in question of the particular misconduct of which he/she is accused, as well as the basis for such accusation.



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- b. The pupil shall be given an opportunity at that time to explain his/her version of the facts to the school principal or his/her designee.
- c. Written notice of suspension and the reason(s) for the suspension shall be given to the parent(s) of the pupil.
- d. Any parent(s), tutor or legal guardian of a pupil suspended shall have the right to appeal to the superintendent of schools.

IN-SCHOOL SUSPENSION (ISS)

- The following guidelines will be in effect concerning In-School Suspension:
- Students may be assigned to ISS for various discipline problems.
- Students who are assigned to ISS **will not** be counted absent from their classes. **However, they will not be allowed to practice, participate in, or attend any extracurricular activity until the day after the ISS time has been completed.**
- Students who are assigned to ISS will be provided learning materials and assignments from their classroom teachers.
- Students will be allowed to make up any tests, or other class assignments that could not be done via Google Classroom while in ISS. All assignments sent to ISS must be completed before the student is released to return to his/her regular classes
- The ISS Supervisor will assign educationally appropriate work to students who do not have enough class work to keep them busy. These assignments must be completed to the supervisor's satisfaction before the student is released.
- ISS students may either bring their lunch or order the regular lunchroom tray.
- Absolutely no talking will be allowed in ISS without the supervisor's permission.
- Problems, disturbances, or failure to work in ISS will result in additional days assigned and an immediate conference scheduled with parents to discuss additional options.
- All ISS students will remain in ISS until released by the ISS supervisor at the end of the school day.

STUDENTS MAY NOT ATTEND OR PARTICIPATE IN ANY EXTRACURRICULAR ACTIVITIES OR EVENTS (FOOTBALL, BASKETBALL, CHOIR, BAND, ETC) WHILE ASSIGNED TO ISS OR OUT OF SCHOOL SUSPENSION.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT

We have adopted a unified set of behavior objectives. ***Be Respectful, Be Responsible, Be Safe.*** These objectives define our expectations for behavior in our school. You will see these posted throughout the school and your child will be learning them during his or her first days at school as well as contributing to defining what these objectives look like in a variety of settings here at school. As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior:



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- ⇒ Constantly teach and refer to our school-wide expectations.
- ⇒ Provide students with more praise than correction.
- ⇒ Talk to students with respect using positive voice tone.
- ⇒ Actively engage everyone in the class during instruction.
- ⇒ Use pre-correcting, prompting, and redirecting as we teach.
- ⇒ Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

We will also have a school-wide system of consequences and utilize classroom Social Contracts.

| PRIDE School Expectations Pride, Responsibility, Integrity, Discipline, Effort | | | | | | | |
|---|--|--|--|---|--|---|--|
| MCES Tools for Success | Hallway | Cafeteria | Classrooms | Restrooms | Assemblies | Playground | Buses |
| Pride | Keep hands by your sides and off the walls. | Clean up your area when you are finished. | Be organized and keep your area clean. | Keep restrooms clean and litter free. | Give the speaker your attention and participate. | Keep it clean and keep food off the playground. | Keep it clean and pick trash up if you see it. |
| Responsibility | Walk quietly and on the right side of the hallway. | Don't take open food out of the cafeteria. | Be respectful. Allow teachers to teach and students to learn. | No horseplay. Flush the toilet and wash your hands. | Stay in your seat and follow directions. | Don't bring toys and remember your jackets, coats, and lunchboxes. | Stay in your assigned seat. |
| Integrity | Go straight to your destination. | Treat everyone with respect. | Do your own work and participate in class. | Maintain privacy for self and others. | Keep hands and feet to yourself and treat others with respect. | Be kind and include others in activities and games. | Stay in your bus line and be kind and courteous to others. |
| Discipline | Classes walk in a single file line on the right side of the hallway. | Use proper table manners, talk quietly, and stay in your seat. | Follow the classroom social contract and respect everyone in the room. | Use the restroom and return to class. | Don't interrupt the speaker, and listen actively. | Keep hands and feet to yourself. Listen to directions from duty teachers. | Follow all procedures to ensure safety. |
| Effort | Remain quiet and listen to staff | Follow staff directions. | Stay on task and do your best. | Keep restroom visits as short as possible. | Stay with class and follow directions. | Follow directions, take turns, and have fun. | Follow directions from the bus |



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| | | | | | | | |
|--|-------------|--|--|--|--|--|-----------------------|
| | directions. | | | | | | driver and bus aides. |
|--|-------------|--|--|--|--|--|-----------------------|

PROHIBITED CONDUCT

The following activities are considered major infractions of proper conduct and will subject the student to disciplinary action including, but not limited to, suspension or expulsion from school, and/or notification of law enforcement officials. Students will be in violation of a rule whether the conduct takes place on the school grounds at any time, off the school grounds at a school supervised activity or event, enroute to and from school, or at a visited school.

Below each rule is a standardized list of disciplinary actions to be taken. Normally the consequences will be adhered to in alphabetical order after each occurrence. However, administration may alter severity of consequences based on circumstances and other conditions. For example, the administration may exercise more extreme action in severe situations, or in situations in which a student has been involved in other rule infractions.
***The final decision to choose an alternative consequence (per handbook policy), is entirely up to the building principal or designee.**

**At the elementary level, In School Suspension will be assigned in either hours or days based on a variety of factors including, but not limited to; students age, developmental level, and academic needs. This time frame is at the sole discretion of the building principal or designee.*

Rule 1: ACADEMIC DISHONESTY

A student shall not be dishonest on any tests or assignments including tests/assignments taken on computers nor shall a student aided other students in cheating on tests.

1. Student receives zero credit for completing the work (0) **and** Parent(s) Notified
2. In-School suspension and student receives zero credit (0) **and** Parent(s) Notified
3. In-School Suspension and student receives zero credit (0) **and** Parent(s) Notified

Rule 2: BOMB THREATS/COMMUNICATING A FALSE ALARM (Act 567 of 2001)

A student who calls in a bomb threat and/or any other threat to the health and safety of students and employees will be referred to the legal authorities and will be recommended for expulsion. (A.C.A. 5-71-211) It is illegal to communicate a false alarm if the person purposely initiates or circulates a report of a present, past, or intended bombing, fire, offense, catastrophe, or other emergency knowing that the report is false and knowing that it is likely to:

1. Cause action of any sort by a volunteer agency organized to deal with emergencies
2. Place any person in fear of physical injury or another person
3. Cause total or partial evacuation of any occupiable structure, vehicle, or public facility.

Communicating a false alarm will be considered a Class A misdemeanor to Class D felony



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Rule 3: BULLYING

Refer to ASBA policy section 4.43-Bullying

The administration may exercise more extreme action in severe situations, or in situations, or in situations in which a student has been involved in other rule infractions.

Minimum- In-school suspension

Maximum- Expulsion

Rule 4: DAMAGE OR DESTRUCTION OF PROPERTY

A student shall not damage or attempt to damage school property, school employees' property, or another student's property. The Magnet Cove School District will attempt to recover damages from any student destroying school property. Parents of any minor student under the age of 18 will be liable for damages caused by said minor. (A.C.A. 5-38-203, 5-38-204, 5-71-26, 6-21-604, 6-21-605)

1. In-School Suspension
2. In-School Suspension
3. In-School Suspension
4. Corporal Punishment or Three-day Out of school Suspension

Rule 5: DANGEROUS INSTRUMENTS, CONTRABAND AND NUISANCE ITEMS

A student shall not possess razors or any other object that might reasonably be considered a weapon or dangerous instrument or any contraband materials, mace, pepper spray, radios, games, cameras, shockers, lighters, fireworks, darts, playing cards, trading cards of any kind, toys, etc. (A.C.A. 5-71-227)

1. In School Suspension
2. In-School Suspension
3. In-School Suspension
4. Corporal Punishment or Three-day Suspension

Rule 6: DANGEROUS WEAPONS

A student shall not possess, handle or transmit explosives, or guns of any type or any illegal knives of any type, or any other object that might be considered a weapon or dangerous instrument. (Act 1150 of 1999) Students shall be expelled for not less than one year. According to Section D of Act 1150, the Superintendent shall have discretion to modify the expulsion requirement on a case by case basis.

Rule 7: DISORDERLY CONDUCT

A student shall not engage in behavior which produces situations in which instruction or activities of other students are adversely affected. (A.C.A. 5-71-207)

1. Conference/Warning
2. Lunch Detention (for grades 3-6) / In-School Suspension (grades K-2)
3. In-School Suspension
4. Corporal Punishment or Three-day Suspension



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Rule 8: DRUGS AND ALCOHOL - (Refer to Policy 4.24)

The administration may exercise more extreme action in severe situations, or in situations in which a student has been involved in other rule infractions. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

Minimum – Suspension

Maximum - Expulsion

Rule 9: ALL PRESCRIBED MEDICATION AND OVER THE COUNTER DRUGS MUST BE CHECKED IN THROUGH THE NURSE'S OFFICE BY AN ADULT UPON ARRIVAL AT SCHOOL

1. Conference/Warning: Parent Notified
2. In-school Suspension
3. In-School Suspension
4. Corporal Punishment or Three-day Suspension

Rule 10: STUDENTS INVOLVED IN THE SALE OR BUYING OF PERSONALLY PRESCRIBED MEDICATION, PRESCRIBED MEDICATION OF ANOTHER PERSON, OVER THE COUNTER MEDICATION, CONTROLLED SUBSTANCES, PRESCRIBED SUBSTANCES, ILLEGAL SUBSTANCES, LOOK- ALIKE SUBSTANCE, AND OTHER PROHIBITED MATERIAL DURING THE REGULAR SCHOOL DAY, SCHOOL FUNCTIONS, AND EXTRACURRICULAR ACTIVITIES

A student involved in the sale or buying of personally prescribed medication, prescribed medication of another person, over the counter medication, controlled substance, illegal substance, look-alike substance and other prohibited material on school property, at school functions, at a visited school, during the regular school day and extra-curricular activities, will be recommended for expulsion from the school for the remainder of the school year with loss of grade. (A.C.A. 5-64-401) Furthermore, the student will be reported to the appropriate law enforcement agency.

1. Recommendation for expulsion from school for the remainder of school year with loss of grades.

Rule 11: ELECTRONIC COMMUNICATION DEVICES The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.

Magnet Cove Elementary School realizes the impact technology can have on a student's education. If used correctly, it can broaden a student's ability to find and retrieve valuable information. As an educational tool, we welcome the opportunity to extend our students' knowledge base through the use of technology. Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that



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interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

ELECTRONIC COMMUNICATION DEVICES
"BELL TO BELL, NO CELL ACT"
Act 122

Students may use their personal electronic devices on buses to text, play games or to listen to music (with earphones). Students are not permitted to have a cell phone out for use during school hours. **Students may have a cell phone, turned OFF, in their backpack for use during non-school hours. Students may also turn their cell phone in to a lock box in the office if they choose.**

Electronic devices and accessories must be turned off and stored in backpacks NO LATER THAN 7:20am. If a student does not have a backpack, the device and accessories must be given to the office for storage until the end of the school day. Students may resume use of the electronic device at the end of the school day once they have exited the building. Students are not allowed the use of electronic devices (cell phones, laptop computers, iPads, Nooks, Smart Watches, etc.) during class time in any manner.

Electronic devices must be **turned off** while students are in class during the instructional day. Noises (rings, alarms, text notifications, etc.) from cell phones interrupt classes and will not be tolerated.

At no time should a cell phone or other electronic device be used as a means of cyber-bullying or the harassment of any student, faculty, or staff member. Students are not allowed to create, send, share viewing, receive, or possess an indecent visual depiction of oneself or another person. **Violations of harassment or bullying with any electronic device can result in consequences ranging from Conference/Warning to Expulsion.**

No electronic devices with audio/video recording and/or photographic capabilities shall be accessible at any time during state mandated -tests by students. This includes cell phones, cameras, MP3 players, Smart Watches, iPods, etc. Electronics should be left at home on the day of state mandated testing. If an electronic device is brought into the testing room, before testing materials are passed out, the electronic device will be turned off, collected by the administrator, and stored away until after testing materials have been collected, at which time it will be given back to the student without repercussions. The district is not responsible for loss or damage to phones brought into the testing environment. The safest place for devices is at home on state mandated testing days.

If an electronic device is accessed during testing, the device will be confiscated and checked by the district test coordinator to see if information about the test has been saved, sent, or received. Disciplinary actions ranging from conference/warning to suspension will be taken. The parent or guardian will be required to pick up the device, and if the test has been compromised, a DO NOT SCORE label will be placed on the student's test and the parents may be responsible for the cost of replacing any compromised test items.

*The student is enrolled in an endorsed concurrent enrollment course at an institution of higher education, and the use of the personal electronic device is necessary in order to utilize two-factor authentication to access coursework and resources for the endorsed concurrent enrollment course. The use of the personal electronic device shall be limited to the time necessary to complete the two-factor authentication process.

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



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suspicion requirements of Policy SEARCH, SEIZURE, AND INTERROGATIONS.

UNAUTHORIZED RECORDING - Students will not use personal or school devices to make video or audio recordings of other students, school or district personnel, visitors, or anyone on school premises at any time without permission from a school authority.

Any of the above violations can result in consequences ranging from Conference and Warning to Out-of-School Suspension.

- **Students are not allowed to send or receive personal calls, emails or texts at any time throughout the school day.**
- **Students are not allowed to engage in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores.**
- **Unless the student is under the direct supervision of a teacher or administrator, at no time is a student allowed to videotape, audio tape, or take pictures of another person;**
- **Violations include, but are not limited to any of the above. Violations can result in a minimum of the following consequences:**

First Offense:

Parents must pick up the phone.

Conference with parent and student.

Students will be required to turn their personal electronic device(s) into the office immediately upon arrival to school and can pick them up at the end of the day for ten (10) school days.

Second Offense:

Parents must pick up the phone.

In-School Suspension

Students will be required to turn their personal electronic device(s) into the office immediately upon arrival to school and can pick them up at the end of the day for twenty (20) school days.

Third Offense:

Parents must pick up the phone.

In-School Suspension

Students will be required to turn their personal electronic device(s) into the office immediately upon arrival to school and can pick them up at the end of the day for twenty (20) school days.

Repeated Offenses: Out-of-School Suspension to Expulsion

Parent(s)/guardian(s) will be required to come to school and pick up their child's electronic device(s) every time they are confiscated for violating this policy.



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Rule 12: FAILURE TO COMPLY WITH RECOMMENDATION OF SCHOOL HEALTH OFFICIALS TOWARD THE CONTROL OF INFECTIOUS DISEASE

Suspension from school until the disease is controlled.

Rule 13: FIGHTING

When students fight, it may be difficult to determine who is at fault. When a cooling off period is needed, both students may be immediately suspended until an effort to determine fault is made. Fighting or threatening others with physical injury or death, etc., battery and/or assault, and are strictly forbidden. (Arkansas Law 5-71-207, A.C.A. 5-13-205, 5-13-206, 5-13-301) **Violation of this policy will result in disciplinary action, and may also constitute criminal offense.**

1. In-school Suspension
2. In-school Suspension
3. Corporal Punishment or Three-day Suspension and Probation

Rule 14: FORGERY AND/OR FALSIFICATION OF GENERAL INFORMATION

A student shall not forge another person's name to any pass or student scheduling information, nor falsify telephone numbers and addresses on general information forms, discipline forms, note from school, note from doctor, note from home, improper hall or campus pass.

1. Conference/Warning
2. In-school Suspension
3. In-School Suspension
4. Corporal Punishment or Three-day In-School Suspension

Rule 15: GAMBLING

A student shall not engage in any game of chance on school premises at any time. (A.C.A. 5-66-101, 5-66-112, 5-66- 113)

1. Conference/Warning
2. In-School Suspension
3. Corporal Punishment or Three-day Suspension

Rule 16: HORSEPLAY

Horseplay and physical teasing, such as shoving, striking, biting, throwing objects at one another, etc. is forbidden.

1. Conference/Warning



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2. Lunch Detention (for grades 3-6) / In-School Suspension (grades K-2)
3. In-School Suspension
4. Corporal Punishment or Three-day Suspension

Rule 17: INDECENT EXPOSURE, SEXUAL ADVANCES, AND SEXUAL HARASSMENT

A student shall not deliberately commit indecent exposure in school nor shall a student make improper sexual advances toward another person. (A.C.A. 5-14-112)

1. In-school Suspension
2. In-School Suspension
3. Corporal Punishment or Three-day Suspension and Probation

Rule 18: INSUBORDINATION

Disobedience or disrespect toward a school employee or disregard of directions or commands is insubordination.

1. Conference/Warning
2. Lunch Detention (for grades 3-6) / In-School Suspension (grades K-2)
3. In-School Suspension
4. Corporal Punishment or Three-day Suspension

Rule 19: INSTIGATING

Encouraging, aiding or abetting the violation of any discipline policy, rule or regulation is considered instigating. The consequence for violating this rule may be the same as the violation of the particular policy, rule or regulation which was instigated. (Ex. If a student instigates a fight, that student can be punished the same as the students that fought)

1. Conference/Warning
2. In-School Suspension
3. In-School Suspension
4. Corporal Punishment or Three-day Suspension

Rule 20: LEAVING CAMPUS OR DESIGNATED AREA WITHOUT PERMISSION

After arrival on the school campus a student shall not leave the campus, or designated area, without permission from school authorities.

1. Conference/Warning
2. In-School Suspension
3. In-School Suspension
4. Corporal Punishment or Three-day Suspension

Rule 21: LOITERING BY SUSPENDED STUDENTS

A student who has been provided written notification that because of an act of misbehavior he/she is prohibited from being in a school building or on a school campus for a specified period of time shall not enter any school building or be present on any school grounds. (A.C.A. 6-21-606, 6-21-607)



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1. Warning **and** ordered off campus
2. Students shall be arrested **and** charged in accordance with Arkansas Law.

Rule 22: NEGLECT OF TEXTBOOKS

The district provides textbooks for students to use from year to year. Students are not to leave their textbooks and supplies in the halls, floors, gym, cafeteria tables or anywhere outside where weather can damage them.

1. Parent/student charged to replace the book

Rule 23: PERSISTENT DISREGARD FOR SCHOOL RULES/ PROBATION

A student who persists in acts of misconduct after reasonable efforts have been made by the school to secure the student's adherence to the established rules may result in the student being recommended for expulsion. Efforts toward behavior modification will be made prior to recommendation for expulsion except when very serious offenses have been committed.

1. In-School Suspension
2. Corporal Punishment or Suspension **and** Probation (# of days of suspension at discretion of building principal)
3. Recommendation for Expulsion

Rule 24: POSSESSING, BUYING OR SELLING OBSCENE LITERATURE

1. In-School Suspension
2. In-school Suspension
3. Corporal Punishment or Three-day Suspension

Rule 25: PROFANITY - VERBAL ABUSE - OBSCENE GESTURES

A student shall not use profane, violent, vulgar, abusive or insulting language at any time (verbal or written). A student shall not use physical gestures that convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process (A.C.A. 5-60-113, 5-17-207, 5-71-208, 6-17-106, 6-18-506)

1. Conference/Warning
2. In-School Suspension
3. In-school Suspension
4. Corporal Punishment or Three-day Suspension

Rule 26: PUBLIC DISPLAY OF AFFECTION

A student shall not use physical contact such as hugging, kissing, petting or holding hands with another student that convey a connotation that can be judged as sexually explicit during the regular school day, school functions, at home and away, and during extra-curricular activities.

1. Conference/Warning
2. In-School Suspension



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3. In-school Suspension
4. Corporal Punishment or Three-day Suspension

Rule 27: SCHOOL DRESS

Dress and appearance must not present health and safety hazards or cause disruption of the education process. Personal appearance or attire of pupils, which creates disturbance or commotion within the school, is a detriment to the program of study and will not be tolerated and shall cause disciplinary action to be taken. A student will not be permitted to attend class with inappropriate apparel. When there is a question concerning the possibility of a dress code violation, staff members and/or teachers will "*privately*" (never in the presence of another student) notify the building principal, or his/her designee, either in person or via email. The building principal, or his/her designee, will make the final decision regarding the appropriateness of a student's apparel.

Prohibited items of apparel include, but are not necessarily limited, to the following:

1. Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, midriff, or breast (Act 835 of the 2011 Legislative Session);
2. Sagging pants are prohibited;
3. Caps, hats, and hoodies cannot be worn within a building;
4. Shoes are required at all times;
5. Headphones, earbuds, and or other listening devices are prohibited in the building(s) and are considered an electronic device. Noise cancelling headphones are allowed with prior administration approval;
6. In addition, no clothing, hats, or backpacks may advertise or depict alcohol, drugs, tobacco products, violence, hate themes, racial/gender degradation, sexually explicit or suggestive wording or pictures, gang affiliation, gang-related tattoos, gang monikers, or a subject matter/group that promotes illegal activity;
7. Students are prohibited from wearing costumes or pieces of costumes at any time other than approved spirit days;

Any garment or symbol, including face masks/coverings, deemed as a distraction to the educational environment by school personnel will be considered inappropriate.

Students are required to be reasonably clean while attending school. If not, students will be counseled, and if the situation is not corrected a conference will be arranged with the parents. If the problem remains, the student will be referred to other agencies.

**Consequences for violation of dress code will be:
Minimum – Conference and Warning**



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Maximum – Suspension

Rule 28: STUDENT ASSAULT OR BATTERY - (Refer to Policy 4.21)

The administration may exercise more extreme action in severe situations, or in situations in which a student has been involved in other rule infractions. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

**Minimum – In School Suspension
Maximum – Expulsion**

Rule 29: TARDIES

Promptness is an important character trait that the District staff is encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student and their parents. Students that arrive after **8:30 am** or leave before **2:45 pm** will be counted absent for a 1/2 day. **If a student leaves prior to dismissal for any reason where medical documentation is not provided (NO PARENT NOTES PERMITTED), then they will be counted as tardy.**

A maximum of three (3) tardies are allowed per semester;

Accumulated tardies will have the following consequences:

- 3 tardies will be equivalent to 1/2 day UNEXCUSED absence.
 - A student will receive 1/2 day UNEXCUSED absence for every 3 tardies accumulated.
- Attendance policies will warrant when the Juvenile Truancy Officer is contacted.**

Rule 30: TERRORISTIC THREATENING

By law, local law enforcement officials must be notified whenever a felony or an act of violence may have been committed or threatened to be committed on campus or at school functions. ACT 1520 of 1999 states that "Whenever the principal or other person in charge of a public school has personal knowledge or has received information leading to a reasonable belief that any person has committed or has threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision, the principal or the person in charge shall immediately report the incident or threat to the Superintendent of the school district and the appropriate local law enforcement agency." ACT 1217 will require that parents be notified also.

Minimum – Suspension
Maximum - Expulsion

Rule 31: THEFT OR EXTORTION

No person shall obtain or attempt to obtain something of value from another person by theft, physical force, or by threat (illegal acts). (A.C.A. 5-36-103, 5-36-106)

1. In-School and Restitution
2. In-School Suspension and Restitution



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3. Corporal Punishment or Three-day Suspension **and** Restitution

Rule 32: TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

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

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

Minimum – Suspension
Maximum – Expulsion

Rule 33: TRUANCY

A student shall not be absent from school without parent and/or school authority's prior knowledge and consent. After arrival on campus, a student absent from his/her assigned learning station without permission from school authorities shall be considered a truant. (Arkansas Law 6-18-217, 6-18-222)

1. Conference/Warning
2. In-school Suspension

SCHOOL BUS:

The consequences for inappropriate bus behavior will result in the issuance of a bus referral to the school administration.

Minimum – Conference and warning

Maximum – Loss of bus privileges for the rest of the school year

BEHAVIOR NOT COVERED ABOVE

Magnet Cove School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in the preceding written rules.



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ARKANSAS SCHOOL BOARD
MAGNET COVE SCHOOL DISTRICT POLICIES

4.1—RESIDENCE REQUIREMENTS

Definitions

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

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

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

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

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

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

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or 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 the employee’s child or ward reside outside the district.

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



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Legal References: A.C.A. § 6-4-302
A.C.A. § 6-18-202
A.C.A. § 6-18-203
A.C.A. § 6-28-108
A.C.A. § 9-28-113

4.2—ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must:

- A. Be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS);
- B. Meet the criteria outlined in Policy:
 - 4.40—HOMELESS STUDENTS; or
 - 4.52—STUDENTS WHO ARE FOSTER CHILDREN;
- C. Be accepted as a transfer student under the provisions of policy 4.4; or
- D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

- Meets one of the requirements for school attendance of A through D above; and
- Falls under one of the following:
 - Will attain the age of five (5) on or before August 1 of the year in which the student is seeking initial enrollment; or
 - Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days and:
 - Will become five (5) years old during the year in which the student is enrolled in kindergarten; and
 - Submits a written request for enrollment to the District; or
 - Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country and:
 - Becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody;
 - Will become five (5) years of age during the year in which the student is enrolled in kindergarten; and
 - Submits a written request for enrollment to the District.

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

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

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

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



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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, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - a. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
 - b. United States military identification; or
 - c. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:

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

"Active Duty" means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. chapters 1209 and 1211 or 42 U.S.C. § 204.

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

"Dual Status Military Technician" means a federal civilian employee who is:

- a. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
- b. Required as a condition of his or her employment to maintain membership in the Selected Reserve; and
- c. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.



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"Eligible Child" means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement;
- 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;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

"Traditional Member of the National Guard or Federal Reserves" means an active member of the Selected Reserve subject to mobilization and deployment for which he or she attends monthly and annual training periods.

"Transition" means the:

- o Formal and physical process of transitioning from public school to public school; or
- o Period of time in which a student moves from a sending district to a receiving district.

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

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

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

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. Be eligible for enrollment in the next highest-grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. Enter the District's school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the 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;



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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.

Following the receipt of advanced notice of the enrollment of an eligible student from a military family, the District shall treat the notice as a provisional enrollment and provide the student with materials regarding:

- a. Academic courses;
- b. Electives;
- c. Sports; and
- d. Other relevant information regarding the public school.

In the event that official copies of an eligible child's education records are not available at the time the eligible child is transferring, then the District shall:

- o Pre-register and place an eligible child based on the eligible child's unofficial education records pending receipt of the eligible child's official records; and
- o Request the eligible child's official education records from the sending district.

To facilitate a smooth transition between the student's previous coursework and the curriculum best suited to ensure educational success in the student's new school, the District may enroll an inbound transitioning eligible student in digital coursework, if available, at the request of the military family.

International Exchange Students

"Host family" means the individual or family with whom an international exchange student is placed by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq.

"International exchange student" means a student who is placed with a host family by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq.

Before an international exchange student may attend a District school, the District requires all international student exchange visitor placement organizations that are placing international exchange students within the District to:

- Be certified by the Council on Standards for International Educational Travel;
- Provide documented proof of the international exchange student's English proficiency; and
- Notify the District at least three (3) weeks before the beginning of the academic semester the international exchange student plans to enroll in the District.

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.

Upon an international exchange student's arrival, the international exchange student may be required to submit to quarantine to prevent the spread of infectious diseases as may be necessary, which shall not exceed seven (7) days unless otherwise recommended by the Arkansas Department of Health or the Centers for Disease Control and Prevention.

International exchange students are expected to follow the District handbook and student code of conduct as the District has the authority to expel a student for violations of the school district's written student discipline policies or if the international exchange student presents a danger to the District's students or employees.

Statewide assessment results achieved by an international exchange student enrolled in the District shall be included in the District's results on the statewide assessments.



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The District shall provide English-language services to international exchange students as necessary.

Legal References: A.C.A. § 6-4-302
 A.C.A. § 6-15-504
 A.C.A. § 6-18-201 (c)
 A.C.A. § 6-18-207
 A.C.A. § 6-18-208
 A.C.A. § 6-18-235
 A.C.A. § 6-18-510
 A.C.A. § 6-18-702
 A.C.A. § 6-28-101 et seq.
 A.C.A. § 9-28-113
 DESE Rules Governing Student Discipline and School Safety
 Plyler v Doe 457 US 202,221 (1982)

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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

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

Legal References: A.C.A. § 6-18-201
 A.C.A. § 6-18-207

4.4—STUDENT TRANSFERS

Transfer applications received by the District shall be placed on the Board’s next meeting agenda. At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:

- All transfer applications received since the last meeting; and
- The superintendent’s recommendation concerning each transfer application.

Each transfer application shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board.



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

If the superintendent intends to recommend the Board deny the transfer application, the superintendent shall provide a written explanation of the reasons for the recommendation to the Board and the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student who submitted a transfer application that was rejected may appeal the decision of the Board to the State Board of Education.

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

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

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

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

Legal References: A.C.A. § 6-15-504
 A.C.A. § 6-18-316
 A.C.A. § 6-18-317
 A.C.A. § 6-18-510
 A.C.A. § 9-28-113(b)(4)
 A.C.A. § 9-28-205
 DESE Rules Governing Petitions For Student Transfers

4.5 —SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE). 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 (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



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

Transfers into the District

Capacity Determination and Public Pronouncement

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

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

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to this District and the student's resident district. Except for students are transferring under Uniformed Service Member Dependent School Choice, the transfer application must be postmarked, emailed, or hand delivered between January 1 and May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who are transferring under Uniformed Service Member Dependent School Choice, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice by July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

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

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

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



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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. Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a student whose application was rejected may request a hearing before the State Board of Education to reconsider the application. The request for a hearing must be submitted in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

Transfers Out of the District

All Standard School Choice applications for transfers outside the district shall be granted.

Facilities Distress School Choice Applications

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

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

Opportunity School Choice

Transfers into or Within the District

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

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's assigned school to another school in the District¹⁰ or from the student's resident district into the District if:

- Either:
 - The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
 - The student's assigned school has a rating of "F"; andExcept for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.



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Except for students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, 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 within fifteen (15) days from receipt of the student's application. 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. Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, 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 hand delivery or 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.

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

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

Transfers out of, or within, the District

If a District school receives a rating of "F" or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify parents, guardians, or students, if over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in:

A school district that has not been classified by the State Board as in need of Level 5 Intensive Support; or

1. If there is more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school within the District that is nearest to the student's legal residence that does not have a rating of "F"; or
2. If there is not more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of "F", a public school that does not have a rating of "F" within a School district that has not been classified by the State Board as in need of Level 5 Intensive Support.

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

Uniformed Service Member Dependent School Choice

"Uniformed service member" means an active or reserve component member of the:

- United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
- National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
- United States Commissioned Corps of the Public Health Service.



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"Uniformed service veteran" means a former uniformed service member who has been discharged under conditions other than dishonorable.

A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice if the student is a dependent of a:

- Uniformed service member in full-time active-duty status;
- Surviving spouse of a uniformed service member;
- Reserve component uniformed service member during the period six (6) months before until six (6) months after a Title 10, Title 32, or state active duty mobilization and service; or
- Uniformed service veteran who is returning to civilian status at the conclusion of the uniformed service veteran's active duty status.

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's nonresident district and resident district. The application shall be accompanied by:

- a. A copy of the identification card of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis that qualifies the student under this section; and
- b. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

The application deadline required under Standard School Choice and Opportunity School Choice shall not apply to uniformed service member dependents.

The superintendent of the nonresident district shall notify the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student in writing whether the student's application has been accepted or rejected within fifteen (15) days of the nonresident district's receipt of the application. A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the nonresident district's written notification of an acceptance.

A student shall be permitted only one (1) school transfer per academic year.

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to a student shall be responsible for transportation of the student.

Unsafe School Choice Program

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

- Legal References:
- A.C.A. § 6-1-106
 - A.C.A. § 6-13-113
 - A.C.A. § 6-15-2915
 - A.C.A. § 6-18-227
 - A.C.A. § 6-18-233
 - A.C.A. § 6-18-320
 - A.C.A. § 6-18-510
 - A.C.A. § 6-18-1901 et seq.
 - A.C.A. § 6-21-812
 - DESE Rules Governing Public School Choice



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4.6—HOME SCHOOLING

Enrollment in Home School

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

1. At the beginning of each school year, but no later than August 15;
2. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

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

The notice shall include:

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

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

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- o The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
- o The items, resources, supplies, materials, or other property belonging to the District have been paid for; or
- o The semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student’s enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

Enrollment or Re-Enrollment in Public School

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



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

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

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

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

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

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

Legal References: A.C.A. § 6-15-503
 A.C.A. § 6-15-504
 A.C.A. § 6-41-103
 DESE Rules Governing Home Schools

4.7—ABSENCES

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

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



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

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons:

- The student’s illness or when attendance could jeopardize the health of other students. **A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.**
- Death or serious illness in their immediate family;
- Observance of recognized holidays observed by the student's faith;
- Attendance at an appointment with a government agency;
- Attendance at a medical appointment;
- Exceptional circumstances with prior approval of the principal;
- Participation in an FFA, FHA, or 4-H sanctioned activity;
- Participation in the election poll workers program for high school students.
- 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.
- Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
- 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 due to conditions related to pregnancy or parenting, including without limitation:
 - Labor, delivery, and recovery;
 - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
 - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
 - A legal appointment related to pregnancy or parenting, including without limitation:
 - Adoption;
 - Custody; and
 - Visitation.
- A reasonable amount of time to accommodate a lactating student’s need to express breast milk or to breastfeed the student’s child on the District’s campus; and
- At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.

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.

Up to one (1) time during each scheduled election, a student shall not be considered absent from school for the time the student accompanies the student's parent when the parent is exercising the parent’s right to vote in a scheduled election.

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

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



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- c. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program.

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

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, the student’s treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with 4 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 2 unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 4 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

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

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

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

- Cross References:
- 4.8—MAKE-UP WORK
 - 4.57—IMMUNIZATIONS
 - 5.11—DIGITAL LEARNING COURSES
 - 5.29—WELLNESS POLICY

- Legal References:
- A.C.A. § 6-4-302
 - A.C.A. § 6-18-209
 - A.C.A. § 6-18-213
 - A.C.A. § 6-18-220
 - A.C.A. § 6-18-222
 - A.C.A. § 6-18-229
 - A.C.A. § 6-18-231



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- A.C.A. § 6-18-234
- A.C.A. § 6-18-236
- A.C.A. § 6-18-507(g)
- A.C.A. § 6-18-702
- A.C.A. § 6-28-114
- A.C.A. § 7-4-116
- A.C.A. § 9-28-113(f)
- A.C.A. § 27-16-701

Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

4.8—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 under the following rules:

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

Work may not be made up for credit for unexcused absences unless the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District’s programs, measures, or alternative means and methods to continue student engagement and access to education during the student’s period of suspension or expulsion.

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

In addition to the make-up work process above, at the conclusion of a pregnancy-related or parenting-related period of absence, a student may choose from various options to make up missed work, including without limitation:

- a. Retaking a semester at the District school where the student is enrolled;
- b. Participating in an online course credit recovery program;
- c. Being granted six (6) weeks to continue at the same pace and finish the semester at a later date, provided that the student may:
 - Complete the student’s coursework within the current school year; or
 - Attend previously scheduled summer school classes made available by the District Where the student is enrolled; and
- d. Receiving home-based instruction services.

Legal References: A.C.A. § 6-18-234



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A.C.A. § 6-18-502
 DESE Rules Governing Student Discipline and School Safety

4.9—TARDIES

Promptness is an important character trait that District staff is 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.

4.10—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.

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Magnet Cove School District shall be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District on the basis of any protected classification under the law. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to **Kristen McLaughlin who may be reached at 501-337-9293.**

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

For further information on notice of non-discrimination or to file a complaint, visit <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

- Legal References:
- A.C.A. § 6-1-114
 - A.C.A. § 6-10-132
 - A.C.A. § 6-18-514
 - A.C.A. § 14-1-403
 - 28 C.F.R. § 35.106
 - 34 C.F.R. § 100.6
 - 34 C.F.R. § 104.8
 - 34 C.F.R. § 106.8
 - 34 C.F.R. § 106.9
 - 34 C.F.R. § 108.9
 - 34 C.F.R. § 110.25

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

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

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;



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

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

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

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

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

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

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

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

The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school



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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 at:

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

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

Legal References:

- A.C.A. § 6-18-2601 et seq.
- A.C.A. § 9-28-113(b)(6)
- 20 U.S.C. § 1232g
- 20 U.S.C. § 7908 (NCLB Section 9528)
- 34 CFR §§ 99.3, 99.7, 99.31, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64

4.13 F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION
 (Forms available in the office)

4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

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

Definitions

“School-Sponsored Media” means all student media that are:

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

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

“Student Media” means any means of communication that are:



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

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

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

Student Media

While the District recognizes a student’s right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District’s administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

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

Student Media on School Web Pages

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

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

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

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials shall have school authorities review their non-school-sponsored materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material



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may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

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

Students shall be responsible for the removal of excess literature that is left at the distribution point for more than five (5) days.

Legal References: A.C.A. § 6-18-514
 A.C.A. § 6-18-1201 et seq.
 Tinker v. Des Moines ISD, 393 U.S. 503 (1969)
 Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)
 Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal’s designee establishing the parent’s custody of the student. It shall be the responsibility of the custodial parent to make any court ordered “no contact” or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may, to extend authorized by the court order, 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. The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance.

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

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



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

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

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

CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS

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

- Legal References:
- A.C.A. § 6-18-513
 - A.C.A. § 9-13-104
 - A.C.A. § 12-18-609, 610, 613
 - A.C.A. § 12-18-1001, 1005

4.16—STUDENT VISITORS

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

4.17—STUDENT DISCIPLINE

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

- At any time on the school grounds;



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- Off school grounds at a school sponsored function, activity, or event; and
- Going to and from school or a school activity.

The District’s administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to:

- A felony or an act that would be considered a felony if committed by an adult;
- An assault or battery;
- Drug law violations; or
- Sexual misconduct of a serious nature.

The District shall incorporate the District’s implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.

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

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

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

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

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement. The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation: the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

- Legal References:
- A.C.A. § 6-17-113
 - A.C.A. § 6-18-502
 - A.C.A. § 6-18-514
 - A.C.A. § 6-18-2401 et seq.
 - DESE Rules Governing Student Discipline and School Safety

4.18—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;



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2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student’s IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;
21. Sex-based harassment;
22. Bullying; and
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual’s personal property.

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

Minimum - Conference
Maximum - Expulsion

- Legal References:
- A.C.A. § 6-5-201
 - A.C.A. § 6-15-1005
 - A.C.A. § 6-18-222
 - A.C.A. § 6-18-502
 - A.C.A. § 6-18-514
 - A.C.A. § 6-18-707
 - A.C.A. § 6-21-609
 - A.C.A. § 27-51-1602
 - A.C.A. § 27-51-1603
 - A.C.A. § 27-51-1609
 - DESE Rules Governing Student Discipline and School Safety

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY



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

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

Students are eligible to receive district bus transportation if they meet the following requirements.

1. Magnet Cove School District provides transportation for students living in the district.
2. Parents of new students should contact the school to find out what bus the student will ride.
3. Students riding buses are to recognize the fact that they become the school's responsibility and are under the school authority whenever they leave home for school.
4. Riding the school bus is a privilege, and we want it to be safe and orderly. Therefore, everyone is expected to follow the listed rules.

Minimum - Conference

Maximum - Expulsion

Legal References: A.C.A. § 5-60-122
 A.C.A. § 6-19-119 (b)
 Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of
 Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

4.20—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.

Minimum – Conference

Maximum – Expulsion

Legal References: A.C.A. § 6-18-511
 DESE Rules Governing Student Discipline and School Safety

4.21—STUDENT ASSAULT OR BATTERY

A student shall not threaten, physically abuse, attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures; vulgar, abusive, or insulting language;



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taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs.

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

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

Minimum – Saturday School
Maximum - Expulsion

Legal References: A.C.A. § 6-17-106 (a)
 DESE Rules Governing Student Discipline and School Safety

4.22 — WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

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

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

“**Weapon**” means any:

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

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

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



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

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

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

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

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

- Legal References:
- A.C.A. § 5-4-201
 - A.C.A. § 5-4-401
 - A.C.A. § 5-27-210
 - A.C.A. § 5-73-119(b)(e)(8), (9), (10)
 - A.C.A. § 5-73-133
 - A.C.A. § 6-18-502
 - A.C.A. § 6-18-507 A.C.A. § 6-21-608
 - DESE Rules Governing Student Discipline and School Safety
 - 20 USC § 7961

4.23 —TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited.

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

Students who violate this policy will be subject to legal proceedings in addition to student disciplinary measures after their first offense.

Minimum – Suspension
Maximum - Expulsion



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4.24—DRUGS AND ALCOHOL

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

Therefore, no student in the Magnet Cove School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.

This policy applies to any student who:

- Is on or about school property;
- Is in attendance at school or any school sponsored activity;
- Has left the school campus for any reason and returns to the campus; or
- Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to:

- Alcohol, or any alcoholic beverage;
- Inhalants or any ingestible matter that alter a student’s ability to act, think, or respond;
- LSD or any other hallucinogen;
- Marijuana;
- Cocaine, heroin, or any other narcotic drug;
- PCP;
- Amphetamines;
- Steroids;
- “Designer drugs”;
- Look-alike drugs; or
- Any controlled substance.

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

Legal References: A.C.A. § 6-18-502
 DESE Rules Governing Student Discipline and School Safety
 Arkansas Constitution Amendment 98 § 6

Minimum – Suspension
Maximum - Expulsion

4.25—STUDENT DRESS AND GROOMING

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



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

A student shall not be disciplined or discriminated against based upon the student's natural, protective, or cultural hairstyle. A student’s natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locks, braids, cornrow braids, Bantu knots, curls, and hair styled to protect hair texture or for cultural significance.

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

Legal References: A.C.A. § 6-10-138
 A.C.A. § 6-18-502(C)(1)
 A.C.A. § 6-18-503(C)

4.26 —GANGS AND GANG ACTIVITY

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

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

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. Extorting payment from any individual in return for protection from harm from any gang.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

Minimum – Conference
Maximum – Expulsion

Legal References: A.C.A. § 6-15-1005(b)(2)
 A.C.A. § 5-74-201 et seq.

4.27 —STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT

The Magnet Cove School District is committed to providing an academic and work environment that treats all students and employees with respect and dignity. Student achievement is best attained in an atmosphere of equal educational and employment opportunity that is free of discrimination. Sex-based harassment is a form of sex discrimination that undermines the integrity of the educational and work environment and will not be tolerated.

The District believes the best policy to create an educational and work environment free from sex discrimination and sex-based harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal



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guardians/other responsible adults, and employees on sex-based harassment. The informational materials and training on sex-based harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

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

Definitions

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sex discrimination or sex-based harassment.

“Complaint” means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged sex discrimination or sex-based harassment.

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

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination or sex-based harassment.

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

1. A District employee:
 - a. Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in sexual conduct; or
 - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
 - a. Unwelcome; and
 - b. Is subjectively and objectively offensive and so severe, or pervasive that it limits or denies a person the ability to participate in or benefit from the District’s education program or activity based on the totality of the circumstances; or
3. Constitutes:
 - a. Sexual assault;
 - b. Dating violence
 - c. Domestic violence; or
 - d. Stalking.

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

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



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Actionable sex-based 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, sex-based harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sex-based harassment include, but are not limited to:

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

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

- Discuss the availability of supportive measures;
- Consider the complainant’s wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a complaint;
- explain to the complainant the process for filing a complaint; and
- Provide the complainant information on the District’s grievance procedures.

Title IX Coordinator Initiated Complaint

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, the Title IX Coordinator shall determine whether to initiate a complaint. When determining whether or not to initiate a complaint, the Title IX Coordinator shall consider the following factors, at a minimum:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding initiation of a complaint;
3. The risk that additional acts of sex discrimination or sex-based harassment would occur if a complaint is not initiated;
4. The severity of the alleged sex discrimination or sex-based harassment, including whether it would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is a District employee;
6. The scope of the alleged sex discrimination or sex-based harassment, including information suggesting a pattern, whether the sex discrimination or sex-based harassment is ongoing, or the sex discrimination or sex-based harassment is alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination or sex-based harassment occurred; and



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8. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.
 After considering these and other relevant factors, the Title IX Coordinator may initiate a complaint if the Title IX Coordinator determines that the conduct as alleged:
- A. Presents an imminent and serious threat to the health or safety of the complainant or other person; or
 - B. Prevents the District from ensuring equal access on the basis of sex to its education program or activity.
- If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall notify the complainant prior to doing so and appropriately address reasonable concerns about the safety of the complainant or others, which may include providing supportive measures.

Supportive Measures

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

The Title IX Coordinator shall designate an individual to whom the District’s providing, denying, modifying, or terminating of supportive measures may be appealed. The designated individual shall have authority to modify or reverse the District’s decision if it is determined that the decision to provide, deny, modify, or terminate the supportive measure(s) was inconsistent with the definition of supportive measures. A party shall have the opportunity to seek additional modification or termination of a supportive measure applicable to them if there is a material change in circumstances.

Students with Disabilities

If a complainant or respondent is a student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team or the student’s 504 team to ensure compliance with the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 throughout the grievance process.

Complaint

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

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



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

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

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

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

At least five (5) days prior to completion of the investigative report, the District shall send to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least five (5) days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties’ inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- To the party proposing the questions, provide an explanation regarding any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other



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than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than five (5) days following the completion of the investigation period, the decision-maker shall issue a written determination regarding responsibility. The written determination shall include:

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

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

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

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

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

- o The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein;
- o The District was unable to identify the respondent after taking reasonable steps to do so;
- o The respondent is no longer employed or enrolled at the District;
- o Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or allegations therein; or
- o The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination or sex-based harassment.

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

The Title IX Coordinator may delegate the investigation or the determination as necessary to prevent a conflict from arising or the appearance of bias, including hiring an individual or individuals to conduct the investigation or to act as the decision-maker when necessary.

Appeals



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

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

For all appeals, the District shall:

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

Confidentiality

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

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

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

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

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

Emergency Removal

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



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Retaliation Prohibited

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

Disciplinary Sanctions

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

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

Barriers to Reporting

The Title IX Coordinator shall monitor for barriers to reporting information about conduct that reasonably may constitute sex discrimination or sex-based harassment and shall take steps reasonably calculated to address such barriers.

Records

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

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



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notification the Title IX Coordinator received of information about conduct that reasonably may constitute sex discrimination.

- Legal References: 20 USC 1681 et seq.
 34 C.F.R. Part 106
 A.C.A. § 6-15-1005
 A.C.A. § 6-18-502
 A.C.A. § 12-18-102

4.28—LASER POINTERS

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

Minimum – Conference
Maximum - Suspension

- Legal References: A.C.A. § 6-18-512
 DESE Rules Governing Student Discipline and School Safety

4.29—INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY

Definition

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

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

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

Technology Protection Measures

The Magnet Cove School 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 Magnet Cove School District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

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



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Internet Use and Safety

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

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

Misuse of Internet

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

Misuse of the Internet includes:

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

Legal References: Children’s Internet Protection Act; PL 106-554
 FCC Final Rules 11-125 August 11, 2011
 20 USC 6777
 47 USC 254(h)(1)
 47 CFR 54.520
 47 CFR 520(c)(4)
 A.C.A. § 6-21-107
 A.C.A. § 6-21-111

4.29F—STUDENT INTERNET USE AGREEMENT
 (Forms available in the office)

4.30—SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period



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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:

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

Legal References: A.C.A. § 6-18-507
 DESE Rules Governing Student Discipline and School Safety
 Goss v Lopez, 419 U.S. 565 (1975)

4.31 —EXPULSION

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

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

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

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

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

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

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

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



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

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

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

Legal References: A.C.A. § 6-18-502
 A.C.A. § 6-18-507
 DESE Rules Governing Student Discipline and School Safety

4.32 —SEARCH, SEIZURE, AND INTERROGATIONS

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

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

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.

A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

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

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



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officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

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

Legal Reference: A.C.A. § 6-18-513
 A.C.A. § 12-18-608,609, 610, 613
 A.C.A. § 12-18-1001, 1005
 A.C.A. § 9-13-104

4.33—STUDENTS’ VEHICLES

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

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

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

4.34—COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100 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 blood borne, food borne, 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.



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A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health. The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

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

Legal References: A.C.A. § 6-18-702
Arkansas State Board of Health Rules and Regulations Pertaining to Immunization Requirements
Division of Elementary and Secondary Education Rules Governing Kindergarten Through 12th Grade
Immunization Requirements

4.35—STUDENT MEDICATIONS

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

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

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

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

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

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

Schedule II Medications



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

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy. Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

Self-Administration of Medication

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

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

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
 - a. Is capable of completing the proper method of self-administration of the stress dose medication; and
 - b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

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

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

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

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



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Emergency Administration of Glucagon and Insulin

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

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

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

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

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

Emergency Administration of Epinephrine

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

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

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

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

Emergency Administration of Albuterol

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

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

The school nurse for each District school shall keep albuterol on hand. The school nurse or other trained school employee designated by the school nurse as a care provider who has been certified by a licensed physician, advanced practice registered nurse, or physician



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assistant may administer albuterol to those students who the school nurse, or other trained school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand and the school nurse and school resource officer shall possess an anti-opioid at all times when on duty. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication 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 trained school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

Seizure Disorder Medications

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
 - The student's name;
 - The name and purpose of the medication;
 - The prescribed dosage;
 - The route of administration;
 - The frequency that the medication should be administered; and
 - The circumstances under which the medication should be administered;
1. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.



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The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

- Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities
 Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students
 A.C.A. § 6-18-701
 A.C.A. § 6-18-707
 A.C.A. § 6-18-711
 A.C.A. § 6-18-714
 A.C.A. § 6-18-717
 A.C.A. § 6-18-720
 A.C.A. § 6-18-721
 A.C.A. § 17-87-103 (11) and (14)
 A.C.A. § 20-13-405

4.35F- MEDICATION ADMINISTER CONSENT FORM
(Forms available in the nurse’s office)

4.35F2- MEDICATION SELF-ADMINISTER CONSENT FORM
(Forms available in the nurse’s office)

4.35F3— GLUCAGON ADMINISTRATION CONSENT FORM
(Forms available in the nurse’s office)

4.35F4— EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM
(Forms available in the nurse’s office)

4.35F5—ALBUTEROL EMERGENCY ADMINISTRATION CONSENT FORM
(Forms available in the nurse’s office)

4.35F6—STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM
(Forms available in the nurse’s office)

4.35F7—STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM
(Forms available in the nurse’s office)

4.36—STUDENT ILLNESS/ACCIDENT

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

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

4.37 —EMERGENCY DRILLS

All 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. Students who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.



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The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District’s emergency communication method with law enforcement. 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 emergency communication with law enforcement method. Students shall be included in the drills to the extent practicable.

- Legal References:
- A.C.A. § 12-13-109
 - A.C.A. § 6-10-110
 - A.C.A. § 6-10-121
 - A.C.A. § 6-15-1302
 - A.C.A. § 6-15-1303
 - A.C.A. § 6-15-1304
 - Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

4.38 —PERMANENT RECORDS

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

- Legal References:
- A.C.A. § 6-18-901
 - A.C.A. § 6-28-107
 - DESE Rules Governing Student Permanent Records

4.39 —CORPORAL PUNISHMENT

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

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

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

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



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Legal References: A.C.A. § 6-18-503(b)
 DESE Rules Governing Student Discipline and School Safety
 DESE Rules Governing Special Education and Related Services Section 11.00 Discipline

4.40 —HOMELESS STUDENTS

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

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

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

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

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

- The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool; and
 - The designated receiving school at the next grade level for all feeder schools when the child completes the final grade provided by the school of origin.
1. Continue the child's or youth's education in the school of origin for the duration of homelessness:
 - In any case in which a family becomes homeless between academic years or during an academic year; and
 - For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
 2. Enroll the child or youth in any public school that non homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

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



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

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

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

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

A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.

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

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

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

Legal References:

- A.C.A. § 6-18-115
- A.C.A. § 9-25-106
- 42 U.S.C. § 11431 et seq.
- 42 U.S.C. § 11431 (2)
- 42 U.S.C. § 11432(g)(1)(H)(I)
- 42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II)
- 42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii)
- 42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii)
- 42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii)
- 42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii)
- 42 U.S.C. § 11432 (g)(3)(G)
- 42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E)
- 42 U.S.C. § 11434a



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4.41 —PHYSICAL EXAMINATIONS OR SCREENINGS

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

The rights provided to parents under this policy transfer to the student when he/she turns eighteen (18) years old. Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

Legal References: A.C.A. § 6-18-701

**4.41F—OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS
 (Forms available in the nurse’s office)**

4.42—STUDENT HANDBOOK

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

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

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

4.43—BULLYING

Definitions

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

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

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



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

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

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

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

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

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

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

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

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

- Necessary cessation of instruction or educational activities;



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

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

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

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form. A building principal, or designee, who receives a credible report or complaint of bullying shall:

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

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



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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, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

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

Copies of this policy shall be available upon request.

The administration may exercise more extreme action in severe situations, or in situations in which a student has been involved in other rule infractions.

**Minimum – Saturday School
 Maximum - Expulsion**

Legal References: A.C.A. § 5-71-217
 A.C.A. § 6-18-514
 DESE Rules Governing Student Discipline and School Safety

4.44—NATIONAL ANTHEM

Each school in the District shall broadcast The Star-Spangled Banner at:

- The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of The Star-Spangled Banner may be performed at only one (1) of the events; and
- At least one (1) time each week during school hours.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

- A school-sanctioned band program;
- A school-sanctioned chorale program, vocal group, or vocalist; or
- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

Legal References: A.C.A. § 6-10-135
 DESE Rules Governing the Star-Spangled Banner Act

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2025

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



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curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

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

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional 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; and/or
- Distribution of a newsletter(s) to parents or guardians of the district’s students.

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

SMART CORE: Sixteen (16) units



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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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



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CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

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

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

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3



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DESE Guidelines for the Development of Smart Core Curriculum Policy
 DESE Rules Governing Distance and Digital Learning
 Smart Core Information Sheet
 Smart Core Waiver Form
 Commissioner’s Memo LS-18-082
 A.C.A. § 6-4-302
 A.C.A. § 6-15-2906
 A.C.A. § 6-15-2911
 A.C.A. § 6-16-122
 A.C.A. § 6-16-143
 A.C.A. § 6-16-149
 A.C.A. § 6-16-150
 A.C.A. § 6-28-115

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026

4.7

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

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

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

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional 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; and/or
- Distribution of a newsletter(s) to parents or guardians of the district’s students.

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

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



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GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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



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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 appropriate.

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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



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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 appropriate.

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

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

- Legal References:
- Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
 - DESE Guidelines for the Development of Smart Core Curriculum Policy
 - DESE Rules Governing Distance and Digital Learning
 - Smart Core Information Sheet
 - Smart Core Waiver Form
 - Commissioner’s Memo LS-18-082
 - A.C.A. § 6-4-302
 - A.C.A. § 6-15-2906
 - A.C.A. § 6-15-2911
 - A.C.A. § 6-16-122
 - A.C.A. § 6-16-143
 - A.C.A. § 6-16-149
 - A.C.A. § 6-16-150
 - A.C.A. § 6-16-152
 - A.C.A. § 6-28-115

4.45.2—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

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



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

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

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional 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; and/or
- Distribution of a newsletter(s) to parents or guardians of the district’s students.
-

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

Community Service

Except as otherwise provided by this policy, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.



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The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

- Fifteen (15) hours for students in grade nine (9);
- Twenty (20) hours for students in grade ten (10);
- Twenty (20) hours for students in grade eleven (11); and
- Twenty (20) hours for students in grade twelve (12).
-

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

- 5) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
- 6) 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.

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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



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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 appropriate.

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit



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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 appropriate.

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

- Legal References:
- Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
 - DESE Guidelines for the Development of Smart Core Curriculum Policy
 - DESE Rules Governing Distance and Digital Learning
 - Smart Core Information Sheet
 - Smart Core Waiver Form
 - Commissioner’s Memo COM-24-021
 - Commissioner’s Memo LS-18-082
 - A.C.A. § 6-4-302
 - A.C.A. § 6-15-2906
 - A.C.A. § 2911
 - A.C.A. § 6-16-122
 - A.C.A. § 6-16-143
 - A.C.A. § 6-16-149
 - A.C.A. § 6-16-150
 - A.C.A. § 6-16-152
 - A.C.A. § 6-16-1901 et seq.
 - A.C.A. § 6-28-115

4.46—PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

1. During the first-class period of each school day;
2. At the commencement of each school-sanctioned after-school assembly; and
3. At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall either stand or sit quietly while the other students recite the Pledge.



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Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

Legal References: A.C.A. § 6-10-115
 A.C.A. § 6-16-108

4.47 — POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

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

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

As used in this policy, “electronic devices” means any electronic device that can be used to transmit or capture images, sound, or data, which includes, without limitation, a

- A. Cellular telephone;
- B. Paging device;
- C. Beeper;
- D. Mobile telephone that offers advanced computing and internet accessibility;
- E. Digital media player;
- F. Portable game console;
- G. Tablet, notebook, or laptop computer;
- H. Digital camera; and
- I. Digital video or audio recorder.

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

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

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



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

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

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

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

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

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

Students who do not surrender their cell phone to staff members when they violate these policies may be subject to suspension.

MAGNET COVE SCHOOL DISTRICT IS NOT RESPONSIBLE FOR STOLEN, LOST, OR DESTROYED CELL PHONES, ELECTRONIC DEVICES, OR ACCESSORIES.

- Legal References:
- A.C.A. § 6-15-2907
 - A.C.A. § 6-18-515
 - A.C.A. § 27-51-1602
 - A.C.A. § 27-51-1603
 - A.C.A. § 27-51-1609
 - DESE Test Administration Manual
 - DESE Rules Governing Student Discipline and School Safety

4.48 —VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

The Board of Directors and has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As a part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors



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have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy’s following paragraph, the district’s video recordings may be erased any time they were created.

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

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

Legal References: 20 USC 1232(g)
 20 U.S.C. 7115
 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

4.49—SPECIAL EDUCATION

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

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

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

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

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

Legal References: 34 C.F.R. part 300
 20 U.S.C. §1400 et seq.
 29 U.S.C. § 794
 42 U.S.C. §12101 et seq.
 A.C.A. § 6-41-102



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the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment; or
- Depositing funds through the District’s online service;

A student’s parents will be contacted by authorized District personnel regarding a student’s prepaid account balance at the following times:

- Weekly automated phone calls for balances \$25 or greater in the negative
- Weekly SMS messages for all negative balances
- Monthly letters mailed home for balances \$25 or greater in the negative

Unpaid Meal Access

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal at no charge.

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

Legal References: Commissioner’s Memo CNU-17-003
 Commissioner’s Memo CNU-17-024
 A.C.A. § 6-18-715

4.52—STUDENTS WHO ARE FOSTER CHILDREN

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

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

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

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

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

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



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calendar day prior to the first day of classes at the beginning of the academic year. The school shall honor the request unless it would require the school to add an additional class to the sibling’s grade level. If one parent of multiple birth siblings requests a placement that differs from that of the other parent of the same multiple birth siblings, the school shall determine the appropriate placement of the siblings.

The school may change the classroom placement of one or more of the multiple birth siblings if:

- There have been a minimum of 30 instructional days since the start of the school year; and
- After consulting with each classroom teacher in which the siblings were placed, the school determines the parent’s classroom placement request is:
 - Detrimental to the educational achievement of one or more of the siblings;
 - Disruptive to the siblings’ assigned classroom learning environment; or
 - Disruptive to the school’s educational or disciplinary environment.

If a parent believes the school has not followed the requirements of this policy, the parent may appeal the multiple birth siblings’ classroom placement to the Superintendent. The Superintendent’s decision regarding the appeal shall be final.

Legal Reference: A.C.A. § 6-18-106

4.54 - STUDENT ACCELERATION

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. Acceleration can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability, and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content-based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator. The district/school Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring, which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process, which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing, to the District's GT Coordinator. The District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

Legal Reference: DESE Gifted and Talented Rules



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4.55—STUDENT PROMOTION AND RETENTION

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

Each time a student is assessed by use of a high-quality literacy screener, with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student’s independent grade-level-equivalency in reading and, in a parent friendly manner, the student’s reading progress.

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

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

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

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

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

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

Each time a student is assessed by use of a high-quality literacy screener, at with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student’s independent grade-level-equivalency in reading and, in a parent friendly manner, the student’s reading progress.

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

- Guide the student along pathways to graduation;



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- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

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

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

A student’s SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student’s selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student’s SSP annually and to revise the student’s SSP as necessary to identify the courses to be taken each year until all required core courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student’s diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

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

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

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

Legal References:

- A.C.A. § 6-15-2001
- A.C.A. § 6-15-2005
- A.C.A. § 6-15-2006
- A.C.A. § 6-15-2907
- A.C.A. § 6-15-2911
- A.C.A. § 6-17-429
- A.C.A. § 6-17-431
- A.C.A. § 9-28-205
- DESE Rules Governing the Arkansas Educational Support and Accountability Act
- Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)
- DESE Rules Governing Grading and Course Credit



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4.56.1 —EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Definitions

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

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

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

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

Extracurricular Eligibility

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

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

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

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

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

Legal References:

- A.C.A. § 6-4-302
- A.C.A. § 6-15-2907
- A.C.A. § 6-16-151
- A.C.A. § 6-18-713
- A.C.A. § 6-28-108
- Commissioner’s Memo LS-18-015



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4.56.2 —EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

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

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if:

- The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or
- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

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 interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in interscholastic activity that the home-schooled student is unable to meet because of his or her enrollment in a home school.

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

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

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

A home-schooled student who has met the try out criteria, and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;



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

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A home-schooled student may begin participating in an interscholastic activity immediately upon being approved to participate by the District if:

- The home-schooled student has not withdrawn from an Arkansas Activities Association member school; or
- The student has withdrawn from an AAA member school and enrolled in a home school but did not participate in an interscholastic activity that is a varsity sport at the student’s resident district prior to the students withdrawal from the AAA member school.

A student who withdrew from an AAA member school who participated in an interscholastic activity that is a varsity sport at the student’s resident district during the previous three hundred sixty-five (365) days shall not be eligible to immediately participate in an interscholastic activity that is a varsity sport in the District. The student will not become eligible for full participation until the completion of the three hundred sixty-five (365) day period from when the student withdrew. A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period from when the student withdrew.

Legal References: A.C.A. § 6-15-509
 A.C.A. § 6-16-151
 A.C.A. § 6-18-232
 A.C.A. § 6-18-713
 Arkansas Activities Association Handbook
 Commissioner’s Memo COM-18-009
 Commissioner’s Memo LS-18-015
 Division of Elementary and Secondary Education Rules Governing Home Schools

4.56.2F - HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT RESIDENT DISTRICT
(Forms available in the office)

4.56.2F— HOME SCHOOLED STUDENTS' LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY
(Forms available in the office)

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

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

“**Extracurricular activities**” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating,



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recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

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

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

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

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

Extracurricular Eligibility

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

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

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

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

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

Interscholastic Activities

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

ACADEMIC REQUIREMENTS: Junior High

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



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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Intrascholastic Activities

AAA Governed Activities

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

Non-AAA Governed Activities

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

- Legal References:
- Arkansas Activities Association Handbook
 - A.C.A. § 6-4-302
 - A.C.A. § 6-15-2907
 - A.C.A. § 6-16-151
 - A.C.A. § 6-18-713
 - A.C.A. § 6-28-108
 - Commissioner’s Memo COM-18-009



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Commissioner's Memo LS-18-015

4.57 —IMMUNIZATIONS

Definitions

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

"**Serologic Testing**" refers to a medical procedure used to determine an individual's immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements

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

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

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

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

- A. Licensed physician;
- B. Health department;
- C. Military service; or
- D. Official record from another educational institution in Arkansas.
- E. An immunization record printed off of the statewide immunization registry with the Official Seal of Arkansas.

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

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

- 1) Proof of immunization showing the student to be fully age appropriately vaccinated;



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

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

Temporary Admittance

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

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

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

Exclusion from School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for no fewer than twenty-one (21) days or even 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.



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

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

- a. August 1 for Fall semester courses; or
- b. December 1 for Spring semester courses.

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

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

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

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

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

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

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

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

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

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

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

Legal References: A.C.A. § 6-15-509
 A.C.A. § 6-18-232



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A.C.A. § 6-18-702

A.C.A. § 6-47-401 et seq.

DESE Rules Governing Distance and Digital Learning

DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

Commissioner's Memo COM-19-021

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive Behavioral Intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.

Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

"Behavioral Intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

"Behavior Intervention Plan" (BIP) means a written plan that:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:
 - A definition or description of the desired target behavior or outcome in specific measurable terms;
 - A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
 - A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
 - A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
 - A plan for managing a crisis situation;
 - A system to collect, analyze, and evaluate data about the student;
 - The school personnel, resources, and training needed before implementation of the BIP; and
 - The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical Restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other



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qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to himself or herself or others.

"Crisis Intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.

"Dangerous Behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:

- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:

- Occurs within the context of data-based problem-solving and involves:
 - o The review of existing records and other sources of information;
 - o Diagnostic or historical interviews;
 - o Structured academic or behavioral observations; and
 - o Authentic, criterion-referenced, or norm-referenced tests; and
- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

"Imminent Danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

"Mechanical Restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

"Physical Escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

"Physical Restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

"Positive Behavioral Support" means the application of behavior analysis that:

- Is used to achieve socially important behavior change;



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- Occurs at the:
 - Prevention level for all students in a school;
 - Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
 - Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal:
 - Of establishing a positive and supportive school environment that:
 - Teaches and reinforces prosocial behavior in a student;
 - Holds a student positively accountable for meeting an established behavioral expectation; and
 - Maintains a level of consistency throughout the implementation process; and
 - That is accomplished by using positive behavioral programs, strategies, or approaches.

"Prone Restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

"Serious Physical Harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

"Supine Restraint" means the restraint of a student in a face-up position on the student’s back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

Positive Behavioral Supports

The District shall implement positive behavioral supports to be used at the:

1. Prevention level for each student in a school;
2. Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
3. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District’s positive behavioral support shall include:

- a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- b. Holding a student positively accountable for meeting an established behavioral expectation;
- c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- d. The following interrelated activities:
 - Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
 - Focusing on preventing the development and occurrence of problem behavior;
 - Regularly reviewing behavior data to adapt the District’s procedures to meet the needs of every student; and
 - Providing a multitier approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

The following principles shall form the basis of the District’s positive behavioral support system and conflict resolution or de-escalation approach:

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;



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3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District’s system of positive behavioral support; and
5. Each student who exhibits an ongoing behavior that interferes with the student’s learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

Problem Solving and Intervention Team

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student’s problem-solving and intervention team shall:

- a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
- b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
- c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- o When imminent danger or serious physical harm to the student or others dissipates;
- o If a medical condition occurs that puts the student at risk of harm;
- o Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- o After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- o In the following manner:
 - To punish or discipline the student;
 - To coerce the student;



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- To force the student to comply;
- To retaliate against the student;
- To replace the use of an appropriate educational or behavioral support;
- As a routine safety measure;
- As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
- As a convenience for school personnel; or
- To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's problem-solving and intervention team;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.



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school personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

1. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. Be maintained in the student's education record; and
3. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:

- a. A member of school personnel who was present during the incident;
- b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
- c. A school administrator; and
- d. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
 - o Reevaluate the training needs of school personnel;
 - o Reevaluate the physical restraint policy and practices; and
 - o Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
 - a. The concerns of the student's parent;
 - b. The student's social and medical history;
 - c. The student's FBA, if one exists; and
 - d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether positive behavior supports were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
 - a. The student;
 - b. The student's parent; and
 - c. Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.



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Legal Reference: A.C.A. § 6-18-2401 et seq.

4.61 —STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Multiple Occupancy Room" means an area in a District building that is designed or designated to be used by one (1) or more individuals at the same time and in which one (1) or more individuals may be in various stages of undress in the presence of other individuals, which includes, without limitation, a restroom, locker room, changing room, or shower room.

"Sex" means the physical condition of being male or female based on genetics and physiology, which may be demonstrated by the sex identified on a student’s original birth certificate.

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student’s sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

Legal Reference: A.C.A. § 6-21-120

4.62 —STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
2. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

- a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or
- b. Pronoun or title that is inconsistent with the person's biological sex.

Legal Reference: A.C.A. § 6-1-108

4.63 —STUDENT RELIGIOUS EXPRESSION



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The Magnet Cove School District Board of Directors does not allow the discrimination against a student based on a student’s voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student’s public voluntary expression of a religious viewpoint, if any.

Student Assignments

Student assignments include, but are not limited to:

- Homework;
- Classwork;
- Artwork; and
- Other written or oral assignments.

A student may express the student’s religious viewpoint, if any, in the student’s assignments without discrimination based on the religious content, if any. A student’s assignments shall:

1. Be graded and judged:
 - By ordinary academic standards of substance and relevance; and
 - Against other conventional, pedagogical topics as identified by the District curriculum; and
2. Not be penalized or rewarded based on the religious content, if any, of the student’s assignments.

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student’s sincere religious belief provided such accommodation doesn’t amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Standards material than if the material is required by the Standards.

A student or the student’s parent can request the student’s teacher accommodate the student’s objection based on a religious belief to an instructional activity. Any such request must be made at least twenty-five (25) school days prior to the assignment’s due date. Any objection must be raised in accordance with this policy’s requirements or it will not be considered.

Upon receiving such a request, the student’s teacher shall determine within five (5) work days if an accommodation is possible under the provisions of this policy. If the teacher decides an accommodation cannot be made or if the student or the student’s parent believes the accommodation to be unreasonable, the student or the student’s parent may request a conference with the teacher and the teacher’s principal. A requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The principal shall have five (5) working days in which to make a decision on the appeal. If the student, the student’s parent, or the teacher is unsatisfied with the principal’s decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

Student Presenters

A student’s expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak.

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.



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If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student’s presentation at the scheduled forum. The principal may require the student to amend the student’s remarks to the extent necessary to address any portions that are determined to be inappropriate. A student’s refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District’s Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to cease such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District’s Student Code of Conduct

There shall be a disclaimer that a student speaker’s speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students.

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District’s graduation ceremony:

- Legal References:
- A.C.A. § 6-10-139
 - A.C.A. § 6-18-101
 - A.C.A. § 6-18-1201 et seq.

5.1—EDUCATIONAL PHILOSOPHY

The Magnet Cove School 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 life-long 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.



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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.

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district, in collaboration with administrators, teachers, other school staff, parents, the community, and students, shall develop a school-level improvement plan (SLIP) to:

- Establish goals or anticipated outcomes based on an analysis of students’ needs;
- Identify student supports and evidence-based interventions and practices to be implemented;
- Describe the professional learning necessary for adults to deliver the supports or interventions;
- Describe the implementation timeline for monitoring of the interventions and practices for effectiveness;
- Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness; and
- Evaluate and modify a parent, family, and community engagement plan.

Each SLIP shall include a literacy plan that includes a curriculum program and a professional development program that is aligned with the District’s literacy needs and is based on the science of reading.

Some of the data that shall be considered when developing the SLIP includes, but is not limited to:

- Statewide assessment results;
- Interim assessment results;
- Similarly, situated school’s SLIPs; and
- Evaluation(s), including staff, student, and community feedback, of the existing SLIP.

The SLIP is to be reviewed on an ongoing basis with reports to the board on the implementation progress of the SLIP throughout the year of implementation. By May 1 of each year, the SLIP to be implemented in the upcoming school year shall be presented to the District Board of Directors for review and approval. The District will post the District’s SLIP(s) to the District’s website under State-Required Information by August 1 of each year.

The district shall develop, with appropriate staff; school board members; and community input, a school district support plan (SDSP). The SDSP, in coordination with the District’s SLIPs, shall:

- Specify the support the District will provide to the District’s schools;
- Collaboratively establish priorities regarding goals or anticipated outcomes with the District’s schools, including feeder schools;
- Identify resources to support the established priorities;
- Describe the time and pace of providing support and monitoring for the established priorities;
- Describe the measures for analyzing and evaluating that the District support was effective in improving the school performance; and
- Establish, evaluate, and update a parent, family, and community engagement plan; and
- Direct the use of Enhanced Student Achievement funding for strategies to close gaps in academic achievement.



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If the District's data reflects a disproportionality in equitable access to qualified and effective teachers and administrators, the District shall develop and implement strategies to provide equitable access as part of the SDSP.

If forty percent (40%) or more of the District's students scored “in need of support” on the prior year's statewide assessment for reading, the District shall develop a literacy plan as part of the SDSP that includes:

- Goals for improving reading achievement throughout the District; and
- Information regarding the prioritization of funding, including without limitation, Enhanced Student Achievement funding, for strategies to improve reading achievement throughout the District.

The District shall post the District's SDSP to the District's website under State-Required Information, including any updates to the District's SDSP.⁵

The District's Board of Directors shall hold a meeting by October 15 of each year to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting, with the most recent annual report posted by August 1 of each year. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

Legal References:

- A.C.A. § 6-15-2914
- DESE Rules Governing the Arkansas Educational Support and Accountability Act
- DESE Rules Governing Parental Involvement Plans and Family and Community Engagement
- DESE Rules Governing Documents Posted to School District and Education Service Cooperative Websites
- Standards for Accreditation 1-B.4, 3-B.1, 3-B.2, 3-B.2.1, 5-A.1
- Commissioner's Memo COM-20-021

5.3—CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on the Arkansas Academic Standards. Curricula should be in alignment with the District's vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education. Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.

The District shall not purchase curriculum for the District's reading program that is not from the list of curricula approved by the Division of Elementary and Secondary Education.

No curriculum or classroom instruction shall be provided on the following topics before grade five (5):



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- Sexually explicit materials;
- Sexual reproduction;
- Sexual intercourse;
- Gender identity; or
- Sexual orientation.

Legal References: Standards for Accreditation 1-A.1, 1-A.4
 A.C.A. § 6-15-1505(a)
 A.C.A. § 6-15-2906
 A.C.A. § 6-16-157
 A.C.A. § 6-17-429

5.4—SCHOOL IMPROVEMENT TEAMS

A team structure is officially incorporated into the school-level improvement plan. New school administrators shall receive a description of the teams’ purposes and how each team is constituted; In addition, each new administrator shall receive training on methods for effective teams.

All teams shall create work plans for the year, which shall include specific work products for the team to produce. To aid in maintaining the work plan, all teams shall develop an agenda and keep minutes for each meeting. The school principal shall be responsible for maintaining a file of the agendas, work products, and minutes of all teams.

Team meetings shall take place outside of the student instructional day.

Leadership Team

Each school shall have a Leadership Team that consists of members that include:

1. The principal;
2. The chair of each Instructional Team;
3. The school guidance counselor;
4. An instructional facilitator; and
5. Other key professionals designated by the principal.

The Leadership Team shall meet for a minimum of one (1) hour at least two (2) times each month during the school year. Based on school performance data and aggregated classroom observation data, the Leadership Team shall make decisions and recommendations on curriculum, instruction, and professional development; in addition, the Leadership Team shall serve as a conduit of communication to the rest of the faculty and staff.

Instructional Teams

The teachers in each school shall belong to an instructional team. The instructional teams shall be organized by:

- a. Grade level;
- b. Grade level cluster; and/or
- c. Subject area.

Each Instructional Team shall appoint a chair for the school year who shall conduct the team meetings and shall be part of the school Leadership Team. Each Instructional Team shall meet for a minimum of forty-five (45) minutes at least two (2) times a month during the school year.³

The purpose of the Instructional Teams is to develop and refine units of instruction and review student learning data.



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Legal References: DESE Rules Governing the Arkansas
 Educational Support and Accountability Act
 School-Level Improvement Plan Indicator 36
 A.C.A. § 6-17-114
 AG Opinion 2005-299

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

Definitions

"Curriculum" means: the sequences of public-school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender Identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional Material" means instructional content that is provided to a public-school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual Orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

The use of instructional materials, including classroom events or activities associated with classroom instruction, beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials, including classroom events or activities associated with classroom instruction, used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

In addition to all other inspection rights under this policy, the following shall be made available for inspection regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program:

- a. Curricula;
- b. Materials;
- c. Tests;
- d. Surveys;
- e. Questionnaires;
- f. Activities; and
- g. Instruction of any kind.

Except when directly related to a requirement under the Arkansas academic standards; a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction, the District shall provide written notification to parents and legal guardians of their ability to exercise their rights under this policy to review items A-G above or to challenge and/or opt their



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student out of items under A-G above as permitted under Policy 5.6. The District’s notification method shall ensure that the District receives a confirmation of the written notification receipt from parents and legal guardians.

The same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the District provides to students.

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

- Legal References:
- 20 USC § 1232h
 - A.C.A. § 6-16-155
 - A.C.A. § 6-16-157
 - A.C.A. § 6-16-1006

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Definitions

"Curriculum" means: the sequences of public-school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

"Gender Identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional Material" means instructional content that is provided to a public-school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual Orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

Instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are selected for their compatibility with the District’s educational program and their ability to help fulfill the District’s educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials, including classroom events or activities associated with classroom instruction, may do so by filling out a *Challenge to Instructional Material* form available in the school’s office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal’s response to those concerns to the Superintendent.

If the contesting individual is not satisfied with the principal’s response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent’s response to those concerns. The Superintendent shall create a file of his/her



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response along with a copy of the principal’s response and a copy of the contesting individual’s *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent’s response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent’s decision to the Board. The Superintendent shall present the contesting individual’s *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board’s primary consideration in reaching its decision shall be if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- Misleading;
- Factually inaccurate; or
- Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program except when the item is directly related to a requirement under the Arkansas academic standards; a District employee is responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction:

- a. Curricula;
- b. Materials;
- c. Tests;
- d. Surveys;
- e. Questionnaires;
- f. Activities; and
- g. Instruction of any kind.

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

The same notification requirements and opt out options as above for gender identity and sexual orientation shall apply to the sexual abuse and assault and human trafficking prevention education the District provides to students.

The rights provided to parents under this policy transfer to the student when the student turns eighteen (18) years old.

- Legal References:
- 20 USC 1232h
 - A.C.A. § 6-16-155
 - A.C.A. § 6-16-157
 - A.C.A. § 6-16-1006

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS, EVENTS, AND ACTIVITIES
(Forms available in the office)

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS



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The ultimate authority for the selection and retention of materials for the schools’ media centers rests with the Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools’ libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school’s students and that will help them attain the District’s educational goals.

Selection Criteria

The criteria used in the selection of media center materials shall be that the materials:

1. Support and enhance the curricular and educational goals of the district;
2. Are appropriate for the ages, learning styles, interests, and maturity of the schools’ students, or parents in the case of parenting literature;
3. Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
4. Help develop critical thinking skills;
5. Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
6. Have literary merit as perceived by the educational community; and
7. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center’s collection to the school’s curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three (3) years.

Gifts

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

Challenges

The parent, legal guardian, person having lawful control of a student, or person acting in loco parentis of a student affected by a media selection, or a District employee, may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal’s office with a licensed media center employee. The complainant shall be given a copy



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of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain the complainant’s reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, the complainant may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal’s office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be licensed personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. All meetings of the committee shall be open to the public. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet to discuss the material. The committee shall vote to determine whether the contested material shall be relocated within the media center’s collection to an area that is not accessible to minors. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee’s decision and the summary shall be given (by hand or certified mail) to the complainant.

If the decision is to not relocate the material, the complainant may appeal the committee’s decision to the district Board of Directors by filing a written appeal to the Superintendent within five (5) working days of the committee’s decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee’s decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within fifteen (15) days of the committee’s decision. The Board shall review the material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board’s decision is final.

Legal Reference: A.C.A. § 6-25-101 et seq.

5.7F—REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS FORM
(Forms available in the office)

5.8—USE OF COPYRIGHTED MATERIALS

Use of Copyrighted Work in Face-to-Face Classroom

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or designee, will provide district personnel with information regarding the “fair use” doctrine of the U.S. Copyright Code as detailed in the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals” and “Guidelines for Educational Uses of Music.”

Use of Copyrighted Works in Digital Transmissions

Definitions



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“**Class Session**” means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work’s overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:

- The date set by the teacher for an assignment to be submitted; or
- The date on the school calendar for the end of classes.

“**Course Packs**” are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.

“**Mediated Instructional Activities**” includes textbooks, workbooks, and course packs.

“**Transmission**” is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed-circuit television, an educational television channel, or in a digital format on a password protected secure webpage.

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required using a copyrighted work in a face-to-face classroom, Federal law places several additional requirements on the District’s teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

The District shall make sure the server where materials are stored is secured, whether the server is located locally or remotely.

The District’s Informational Technologies staff shall develop the proper protocols and train teachers on their use in order to ensure:

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;
 - Each student shall have a unique ID and password for accessing digital courses/materials; or
 - Each course shall have a unique password to access course materials; and
 - The password to access the course materials shall be changed immediately following the close of the course.
2. To prevent students from retaining or further disseminating the copyrighted work for more than one class session;
 - The print function will be disabled;
 - A transparency shall be placed over any literary work, sheet music, or photograph;
 - Audio and video transmissions will be set to be streamed; and
 - The link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes and policy 5.11—DIGITAL

LEARNING COURSES as well as the following requirements in order to use a copyrighted work:

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
 - The entirety of a non-dramatic literary or musical work may be used. A non-dramatic literary work includes poems and short stories. A non-dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
 - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom



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while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.

- Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
- Works primarily produced or marketed for use in the digital education market may not be transmitted.
- Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
- Mediated Instructional activities may not be transmitted.

C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:

- Course syllabus;
- Home webpage for the course;
- Webpage for the particular class session; and/or
- Webpage with the copyrighted work.

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:

- A. The amount converted is only the amount allowed by law; and
- B. The District has no digital copy of the copyrighted work available; or
- C. The District’s digital copy of the copyrighted work that is available has technological protections that prevent the use of the copyrighted work in the manner prescribed by law.

The District will not be responsible for any employee violations of the use of copyrighted materials.

Legal Reference: 17 USCS § 101 to 1010 (Federal Copyright Law of 1976)

5.9—COMPUTER SOFTWARE COPYRIGHT

The District shall observe copyright laws governing computer software reproduction. Unless specifically allowed by the software purchase agreement, the Copyright Act allows the purchaser of software to:

1. Make one copy of software for archival purposes in case the original is destroyed or damaged through mechanical failure of a computer. However, if the original is sold or given away, the archival copy must be destroyed;
2. Make necessary adaptations to use the program; and/or
3. Add features to the program for specific applications. These improvements may not be sold or given away without the copyright owner's permission.

The District shall abide by applicable licensing agreements before using computer software on local-area or wide-area networks.

Legal Reference: 17 USC § 117

5.11—DIGITAL LEARNING COURSES

Definitions

For the purposes of this policy:

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



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“**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
1. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

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

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

Digital Course Offerings

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

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

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 as part of the Arkansas Course Choice Program by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

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

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

A student may elect to take any scheduled courses digitally. The student's attendance in the student's digital course(s) shall be determined in accordance with Policy 4.7—ABSENCES.

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

Except as required by Policy 5.19, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance



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in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

- Legal References: A.C.A. § 6-16-1401 et seq.
 A.C.A. § 6-16-1701 et seq.
 A.C.A. § 6-18-213
 A.C.A. § 6-18-222
 A.C.A. § 6-28-109
DESE RULES GOVERNING DISTANCE AND DIGITAL LEARNING

5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

Internships

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

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

1. Received enough credits to qualify as a junior;
2. Either:
 - Have at least one (1) credit from Division of Elementary and Secondary Education (DESE) approved computer science course; or
 - Submit computer science work product that satisfactorily demonstrates the competencies expected within the DESE Computer Science Standards to the building principal; and
3. At least a 2.5 GPA.

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

A student who completes a computer science internship shall receive credit for the internship as a Computer Science Flex Credit⁴ based on the amount of documented on-the-job work hours as follows:

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

Independent Studies

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

1. Either:
 - Have at least one (1) credit from a DESE approved computer science course; or



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

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

5.15—GRADING

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

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

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

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

The grading scale for all schools **other than K-2** in the district shall be as follows:

- A = 100 – 90**
- B = 89 – 80**
- C = 79 – 70**
- D = 69 – 60**
- F = 59 and below**

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

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

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

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



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

Legal References: A.C.A. § 6-15-902
 A.C.A. § 9-28-113(f)
 Standards for Accreditation 5-A.1
 Division of Elementary and Secondary Education Rules Governing Grading and Course Credit

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Traditional Progression

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

Alternative Progression

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

- The student’s grade point average;
- Recommendation from the student’s teacher(s);
- Completion of computer science internships or independent studies;
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.

Legal Reference: Arkansas Computer Science Standards for Grades 9-12
 Commissioner’s Memo COM-17-051

5.17—VALEDICTORIAN / SALUTATORIAN

The honor student with the highest GPA and who has been enrolled in public school in grades nine (9) through twelve (12) and in Magnet Cove High School for the student’s entire senior year shall serve as the valedictorian of the student’s graduating class. Students who finished their grade nine (9), grade ten (10), or grade eleven (11) enrolled in a high school which has been closed due to consolidation/annexation with the Magnet Cove School District shall be selected valedictorian on the basis of the criteria in existence in their high school at the time of the closure and their subsequent academic achievement in Magnet Cove High School. Their selection shall be separate from and in addition to selection of the valedictorian from non-consolidated/annexed students enrolled in Magnet Cove High School.

The honor student with the second highest GPA and who has been enrolled in public school in grades nine (9) through twelve (12) and in Magnet Cove High School for the student’s entire senior year shall serve as the salutatorian of the student’s graduating class. Students who finished grade nine (9), grade ten (10), or grade eleven (11) enrolled in a high school which has been closed due to consolidation/annexation with the 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 Magnet Cove High School. Their selection shall be separate from and in addition to selection of the salutatorian from non-consolidated/annexed students enrolled in Magnet Cove High School.



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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.

- Legal References: A.C.A. § 6-18-101 (a) (1)
 A.C.A. § 6-18-101 (a) (2)
 A.C.A. § 6-18-101 (b)
 A.C.A. § 6-18-101(e)
 A.C.A. § 6-61-217(a)

5.17F— HONOR ROLL AND GRADUATE OPT OUT FORM
(Forms available in the office)

5.18—HEALTH SERVICES

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

The District shall develop an age-appropriate seizure education program for the District’s students consistent with training programs and guidelines developed by the Epilepsy Foundation of America.

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

Annually, the information reported in the Division of Elementary and Secondary Education Health Services Survey shall be provided to the Board.

- Legal References: A.C.A. § 6-18-709
 A.C.A. § 6-18-720

5.19—ARKANSAS COURSE CHOICE PROGRAM

District students are eligible to take courses through the Arkansas Course Choice Program (ACCP) if the student is:

- Seeking to take a course not offered by the District; or
- Attending a District school that received a school letter grade of C, D, or F.

The ACCP course catalog shall be made available to all students during student course selection. The District shall not actively discourage, intimidate, or threaten a student during course selection to not take a course through the ACCP.

A student attending courses through the ACCP shall enroll in at least one (1) course at the District, which may be either in person or a digital course offered by the District.

A District student attending courses through the ACCP is entitled to the following services as if the student were attending courses at the District:

1. Required assessments, including without limitation:
 - a. Statewide assessments;
 - b. Advanced Placement; and
 - c. International Baccalaureate,
2. Participation in extracurricular or co-curricular activities; and



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3. Special education services pursuant to the student's individualized education program.

Credits earned through the ACCP shall appear on a student's official transcript and count fully towards the student's graduation requirements.

Legal Reference: A.C.A. § 6-15-1701 et seq.

5.20– DISTRICT WEBSITE

www.magnetcove.k12.ar.us

The Magnet Cove School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district web site by establishing guidelines for their construction and operation.

The Magnet Cove School District web site shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site. The web site shall not use "cookies" to collect or retain identifying information about visitors to its web site nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

Each school's web page shall be under the supervision of the school's Web Master and the District's web site shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end, the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines:

1. All pages on the District's web site may contain advertising and links only to educational sources.
2. The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.
3. Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).
4. The District's web server shall host the Magnet Cove School District's web site.
5. No web page on the District web site may contain public message boards or chat rooms.
6. All web pages on the District web site shall be constructed to download in a reasonable length of time.
7. The District's home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.
8. With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by the District.
9. The District shall include the following information on its website through a link located on the District's homepage titled "State Required Information":



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- a. Local and state revenue sources;
- b. Administrator and teacher salary and benefit expenditure data;
- c. District balances, including legal balances and building fund balances;
- d. Minutes of regular and special meetings of the school board;
- e. The district's budget for the ensuing year;
- f. A financial breakdown of monthly expenditures of the district;
- g. The salary schedule for all employees including extended contract and supplementary pay amounts;
- h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
- i. The district's annual budget;
- j. The annual statistical report of the district;
- k. The district's personnel policies; and
- l. The annual School Performance Report;
- m. School-Level Improvement Plans; and
- n. The School District Support Plan.
- o. Student discipline policies;
- p. Comprehensive School Counseling Plan;
- q. The District financial policies;
- r. Student handbooks;
- s. The Annual Report to the Public; and
- t. The parent, family, and community engagement plan.
- u. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS;
- v. School District Calendar;
- w. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
- x. The District's Teacher and Administrator Recruitment and Retention Plan;
- y. The total amount of State funds used for teacher salaries;

The information and data required for items A through K in 9 above shall be the actual data for the previous two (2) school-years and the projected data for the current school-year.

Before July 15 of each year, the District shall post on its website the following information:

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

If the District's reading curriculum is not taken from the DESE list of approved curricula, the District shall post the reading curriculum the District uses and a statement that the curriculum is not on the list of DESE approved curricula.

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Title IX/Sex Discrimination":

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



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5.21—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, AND HONOR COURSES

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

- A = 100 – 90**
- B = 89 – 80**
- C = 79 – 70**
- D = 69 – 60**
- F = 59 and below**

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

- A = 5 points**
- B = 4 points**
- C = 3 points**
- D = 2 point**
- F = 0 points**

For a student to be eligible to receive weighted credit for an AP, or IB course:

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student’s grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.

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

For career and technical education courses taken after July 1, 2023, career and technical courses that are eligible for weighted credit are those career and technical education courses that are approved by DCTE to exceed the curriculum standards for a non-weighted class and lead to an approved industry-recognized certification. A student shall receive weighted credit for each approved career and technical education course upon the student:

- Completing the relevant career and technical pathway; and
- Earning the high-value industry credential aligned with the career and technical pathway.

A student who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses; and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at the student’s previous school(s) according to the preceding scale.

Legal References: DESE Rules Governing Grading and Course Credit
 A.C.A. § 6-15-902
 A.C.A. § 6-16-806

5.22—CONCURRENT CREDIT



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

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

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

- The student;
- The student’s parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution of higher education the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they’ve taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely matter; this may jeopardize students’ eligibility for extracurricular activities or graduation.

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

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

Legal Reference: A.C.A. § 6-15-902(c)(2)
 A.C.A. § 6-16-1201 et seq.
 A.C.A. § 6-18-232
 DESE: Governing Grading and Course Credit

5.23—EQUIVALENCE BETWEEN SCHOOLS

The Magnet Cove School District is committed to providing a quality education for all students in each of the district’s schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as a whole, be at least comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of highly qualified personnel shall be equivalent between all schools in the district when compared on a grade-span by grade-span basis, school-by-school basis. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as

1. Changes in enrollment after the start of the school year;
2. Varying costs associated with providing services to children with disabilities,
3. Unexpected changes in personnel assignments occurring after the beginning of the school year;
4. Expenditures on language instruction education programs; and
5. Other expenditures from supplemental State or local funds consistent with the intent of Title I.



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Legal References: 20 USC § 6321(a), (b), and (c) [NCLB Act of 2001 Section 1120A]

5.24—STUDENT PARTICIPATION IN SURVEYS

No student shall be required to submit to a survey, analysis, or evaluation that is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the student’s parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis that reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the student’s family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

No surveys, analyses, or evaluations shall be administered without the prior approval of the school principal.

The school shall take reasonable precautions to protect students’ privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight (8) categories listed above.

Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight (8) categories listed above shall be available to be inspected by a student’s parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis before the survey is administered or distributed by a school to a student. Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the survey, analysis, or evaluation shall be available for inspection for a period of ten (10) business days after the notice of intent to administer the survey, analysis, or evaluation is sent. The notice shall include information regarding how the survey, analysis, or evaluation will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey, analysis, or evaluation. Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis may refuse to allow their student to participate before or after reviewing the survey, analysis, or evaluation. The school shall not penalize or otherwise retaliate against a student whose Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis exercised their right to refuse to allow their student to participate in the survey, analysis, or evaluation.

The above requirements of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Except for assessments mandated by State or Federal law; State Rule; or Federal regulation and standardized scholastic achievement tests, prior written permission from a student’s Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis is required before any survey, analysis, or evaluation is administered to a student if the survey, analysis, or evaluation: Responses are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government; and

- A. Requests or requires a student to provide any of the eight (8) categories of information listed above; and/or
- B. Requests or requires a student to provide any of the following:
 - A student’s name;



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- The name of the student’s parents, legal guardians, persons having lawful control of the student, person standing in loco parentis, or other member of the student’s family;
- The address, telephone number, or email address of a student or a member of a student’s family;
- A personal identification number, such as a social security number, driver’s license number, or student identification number of a student or a member of the student’s family;
- Any information, the disclosure of which is regulated, or prohibited by any other State or federal law; State rule; or Federal regulation.

The rights provided to parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis under this policy transfer to the student when the student turns eighteen (18) years old.

Legal References: 20 USC § 1232h
 A.C.A. § 6-18-1301 et seq.

5.24F1—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS
(Forms available in the office)

5.24F2—PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION
(Forms available in the office)

5.25—MARKETING OF PERSONAL INFORMATION

The Magnet Cove School District shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide that information to others for that purpose.¹

Personal information is defined, **for the purposes of this policy only**, as individually identifiable information including:

1. The first and last name of a student or a student’s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
2. A home or other physical address (including street name and the name of the city or town);
3. Telephone number; and
4. Social security identification number.

The district may collect, disclose, or use personal information that is collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other postsecondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school related or education related activities; and
6. Student recognition programs.

Legal Reference: 20 USC § 1232h(c)

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.



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The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);
- The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardians, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two (2) of the characteristics from items a through l below:

- a. Disruptive behavior;
- b. Dropping out from school;
- c. Personal or family problems or situations;
- d. Recurring absenteeism;

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- e. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
- f. Abuse: physical, mental, or sexual;
- g. Frequent relocation of residency;
- h. Homelessness;
- i. Inadequate emotional support;
- j. Mental/physical health problems;
- k. Pregnancy; or
- l. Single parenting.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE; the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate); and the student, outlining the responsibility of the ALE; parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the Division of Elementary and Secondary Education (DESE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the DESE Rules.



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Legal References: A.C.A. § 6-20-2305(b)(2)
 A.C.A. § 6-48-101 et seq.
 DESE Rules Governing Student Special Needs Funding– 3.01, 4.00, and 8.0
 DESE Rules Governing Student Discipline and School Safety

5.26.1 — ALTERNATIVE LEARNING ENVIRONMENT PROGRAM EVALUATION

The District’s Alternative Learning Environment (ALE) program shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that:

- Is conducive to learning;
- Eliminates traditional barriers to learning; and
- Is in compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding.

The evaluation shall specifically address how the use of ALE funds is in alignment with the district’s school district support plan in addressing identified achievement gaps and student performance deficiencies.

Legal References: A.C.A. § 6-15-2914
 DESE Rules Governing Student Special Needs Funding

5.27 —ENGLISH LEARNERS

The district shall utilize the special needs funding it receives for identified English Learners (EL) on activities, and materials listed in the DESE Rules Governing of Student Special Needs Funding.

The expenditures of EL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of EL funds is in alignment with the district’s school district support plan in addressing identified achievement gaps and student performance deficiencies.

Legal Reference: A.C.A. § 6-48-102, 103
 A.C.A. § 6-15-2914
 DESE Rules Governing Student Special Needs Funding – 3.09, 5.00, and 8.00
 Standards for Accreditation 2-J.2

5.28 —ENHANCED STUDENT ACHIEVEMENT FUNDING EXPENDITURES

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the Division of Elementary and Secondary Education (DESE) Rules Governing Student Special Needs Funding.

Using District specific data, the District shall conduct the DESE developed needs assessment to identify areas where Enhanced Student Achievement (ESA) funds need to be directed. The District shall develop a three (3)-year plan for the use of the District’s ESA funds. The District’s plan shall:

- Describe the District’s intended and implemented strategies to enhance student achievement;
- Describe how ESA funds will be used to support the strategies of the District as permitted by Arkansas law and DESE Rules;
- Include goals and measures of success for the areas where ESA funds will be directed;
- Specify the categories and types of expenditures the district intends to use to meet the needs that were identified through the needs assessment and supported by the District specific data, which may include without limitation: personnel, programs, materials, supplies, services, and equipment, which may include technology; and
- If the District uses ESA funds in areas not identified by the needs assessment or supported by the District’s specific data, justification for the use of the ESA funds in these areas.



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The District shall review the District’s enhanced student achievement plan at least annually, which shall include a review of the progress of the implementation of the District’s proposed strategies and the efficacy of the planned strategies. The District shall update the District’s enhanced student achievement plan at least annually. Any amendments to the District’s enhanced student achievement plan shall be submitted Along with the District’s annual budget to DESE.

Legal References: A.C.A. § 6-15-2914
 A.C.A. § 6-20-2305(b)(4)
 DESE Rules Governing Student Special Needs Funding - 3.12, 3.17, 3.18, 6.00, and 8.00

5.29---WELLNESS POLICY

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

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Division of Elementary and Secondary Education (DESE), but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

Wellness Committee

To enhance the district’s efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the District’s grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, 10, and 11 of the Centers for Disease Control’ (CDC) School Health Index as a basis for annually assessing each school’s progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in the school district’s support plan (SDSP), provided to each school’s principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the SDSP.

The SNPAAC shall be made up of Individuals from the following groups to the extent interested persons from each group desire to be included in the development, implementation, and periodic review of the District’s wellness policy:

- Members of the District’s Board of Directors;
- School administrators;
- School nutrition personnel;
- Teacher organizations;
- Teachers of physical education;
- Parents;
- Students;
- Professional groups (such as nurses);
- School health professionals (such as school nurses, school counselors, and social workers); and
- Community members.

The SNPAAC shall provide written recommendations to the District’s Child Nutrition Director concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the



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District on the requirements and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

The SNPAAC will meet at least quarterly. Meeting dates for the SNPAAC will be placed on the District’s calendar.

School Health Coordinator

To assist the SNPAAC in ensuring that the District fulfills the requirements of this policy, a District Level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District Level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols. To promote nutrition, physical activity, and other school-based activities that will improve student wellness, the District, working with the SNPAAC, has established the following goals:

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
2. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
5. Not use food or beverages as rewards for academic, classroom, or sports performances;
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards;
9. Meet or exceed the more stringent of Arkansas’ or the U.S. Department of Agriculture’s (USDA) Nutrition Standards for reimbursable meals and a la’ carte foods served in the cafeteria;
10. Restrict access to competitive foods as required by law and Rule;
11. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.
12. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
13. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

Food and Beverages Outside of the District’s Food Service Programs

The District will ensure that drinking water is available without charge to all students throughout the school including, but not limited to, in the District’s food service areas.

All food and beverages sold to students on school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages sold in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

All food and beverages provided, but not sold, to students on the school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages provided in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.



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Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the Federal Smart Snacks standards during the scheduled time. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

Food and beverages outside of the District’s food service programs may not be sold, served, or provided to students in the District’s food service areas during meal times.

Elementary students shall not have in-school access to vending machines.

The District does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

Advertising

In accordance with the USDA regulations, oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product shall only be permitted on school campus during the school day if they meet or exceed the Federal Smart Snacks standards. This restriction does not apply to:

- Materials used for educational purposes in the classroom, including, but not limited to:
 - The use of advertisements as a media education tool; or
 - Designing and implementing the health or nutrition curriculum;
- Clothing, apparel, or other personal items used by students and staff;
- The packaging of products brought from home for personal consumption; and
- Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing, and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

Adoption Awareness Instruction

The District shall provide any information provided to students on the District’s adoption awareness instruction that was in written form to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a pregnant student who is enrolled in the District.

Breast Feeding

In addition to providing age-appropriate education for students regarding the nutritional benefits of breastmilk and breastfeeding practices, the District shall provide:

- Space in the District’s school facilities for District employees, students, and volunteers who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, that contains Access to a power source for a breast pump or any other equipment used to express breast milk where an employee, student, or volunteer can express breast milk;
- Space in the District’s school facilities for District students who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, where a student can breastfeed the student’s child;
- Permission to bring a breast pump and any other equipment used to express breast milk to school;
- Access to a place to safely store breast milk, which shall include, but not be limited to, a refrigerator or cooler in:
 - A nurse’s office;
 - A teachers’ lounge; or
 - Another private location or location with limited accessibility in which the breast milk may be safely secured;



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- Access to a location to clean a breast pump and any other equipment used to express breast milk at school.
- Break time:
 - To an employee or volunteer for the purpose of expressing breast milk that, to the extent possible, shall run concurrently with existing break times; and
 - To a student that is a reasonable amount of time to accommodate the student’s need to express breast milk or to breastfeed the student’s child on the District’s campus;
- That a student shall not incur an academic penalty for expressing breast milk or for breastfeeding the student’s child on the District’s campus; and
- A student the opportunity to make up any work missed due to expressing breast milk or for breastfeeding the student’s child on the District’s campus.

Child Care

The District shall provide student mothers and fathers information regarding available child care services.

Community Engagement

The District will work with the SNPAAC to:

- a. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;
- b. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
- c. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
- d. Encourage the development of and participation in family-oriented community-based physical activity programs.

The District will annually inform the public:

- Of the web address where the policy is located;
- Of any changes made to this policy since the previous year;
- Of the health and wellness priority goals in the District’s SDSP;
- That a printed copy of the policy may be picked up at the District’s central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

Assessment of District’s Wellness Policy

At least once every three years, with input from the SNPACC, the District shall assess both the District as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District’s SDSP. The assessment shall be based, at least in part, on:

- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC’s School Health Index; and
- A description of the progress made in attaining the goals of this policy.

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the District’s annual report to the public.

The District will update the wellness policy based on the results from the three (3) year assessment.



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District Website



The District will place on its website: (www.magnetcove.k12.ar.us)

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;⁵
- The names of the members of the SNPAAC;
- Meeting dates for the SNPAAC;
- Information on how community members may get involved with the SNPAAC;
- A copy of this policy;
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

Legal References:

Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. as amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b))
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.
7 C.F.R. § 210.18
7 C.F.R. § 210.31
A.C.A. § 6-16-158
A.C.A. § 6-18-234
A.C.A. § 6-18-718
A.C.A. § 6-20-709
A.C.A. §§ 20-7-133, 134, and 135
DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index For Age Assessment Protocols
Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School
Commissioner's Memo CNU-17-010
Commissioner's Memo CNU-17-013
Commissioner's Memo CNU-17-016
Nutrition Standards for Arkansas Public Schools