

MAYFLOWER PUBLIC SCHOOLS



STUDENT SERVICES PLAN 2018-2019

**Mayflower Elementary
Mayflower Middle School
Mayflower High School**

This Student Services Plan will serve as a guide for the Mayflower Public Schools. Changes will be made when the need arrives. Our school district will always strive to meet the needs of every student.

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A. FOUNDATION OF MAYFLOWER SCHOOLS COUNSELING PROGRAMS

The Mayflower Schools counseling program is a comprehensive total instructional program that provides all students the opportunity for optimum growth and development. It is with this and the Mayflower Schools mission statement, that the Mayflower School Counseling Program has adopted the following comprehensive counseling model.

Vision Statement: The Mayflower School District Counselors, in partnership with parents, educators, and community, will facilitate a comprehensive school counseling program to ensure ALL students are prepared academically, intellectually, and emotionally with the knowledge and skills essential for life-long learning in an ever-changing society.

Mission Statement: All students are entitled to receive the benefits of a school counseling program that is developmental in nature, preventive in design, and comprehensive in scope. By having access to professional school counselors, every student can obtain the tools necessary to become responsible productive citizens and life-long learners. Mayflower School Counselors will facilitate in the academic, career, personal/social development of all students to help maximize their potential as productive human beings and prepare them to function effectively in an ever-changing society.

Purpose: The focus of Mayflower school counseling program is student success. The competencies and objectives, grouped by academic, career development, personal/social development, are aligned with the goals of high student achievement as well as safe school environments. The program's purpose is to have such a well-established program that, even when there is turnover of counseling staff, the program itself will be ongoing.

The counseling program promotes the knowledge that will assist the graduates in the skills needed for the workplace. Additionally, the social and emotional well-being of students are a focus as students are faced with unique situations that impact their daily lives. The students of Mayflower are the city and schools' our most valuable resource. The school staff prepares students for careers, and responsible family and community citizenship. Comprehensive programs in school counseling is essential if educational excellence is to be reached.

Mayflower counseling program provides each student access to the school counseling program to support each student's right to be respected and treated with dignity.

Therefore, we believe that all students:

- can achieve at high academic levels
- can achieve career, and personal/social success

- shall be provided equitable access to school counseling programs and services and that an effective school counseling plan should:
- be guided by the American School Counselor Association's Principles of Ethical Standards for School Counselors. ensure appropriate goals, expectations, support systems, and experiences for each student
- be developmental, comprehensive, and preventative in nature
- Include programs focused on prevention, intervention, and student developmental needs
- be planned, coordinated, and managed by school counselors in collaboration with nurses, school resource officers, social workers, and community resources with the support of administrators, parents, and community
- provide annual self-appraisal and evaluations of the counseling program.

Advantages and Benefits of the Mayflower Schools Counseling Program

Students: Mayflower Schools guarantees services to all students that focus on students' developmental needs and ensures equitable access to educational opportunities. Students make connections between education and future success, explore career opportunities, generates knowledge about the changing world, develop decision-making/problem-solving skills, and interpersonal relationship skills. Furthermore, they learn to facilitate cooperative peer interactions

Parents/Guardians: Mayflower School encourages involvement of parents in students' learning environment. Parents are provided timely access to appropriate support and resources, parent, student, and counselor interaction, and understanding of the counseling program. Parents can become advocates for their child's academic, career, and personal/social development, develop partnerships to support academic and career planning for students, and participate in training and informational workshops.

Teachers: Mayflower teachers benefit from the counseling program by creating a team effort to address student needs, consultation to assist in the teachers' guidance and advisement role, and support a positive school climate and the learning community.

Administrators, School Board, and Regulatory Bodies: The Mayflower Counseling Program creates a structured program aligned with the National School Counseling Standards that facilitates a team approach between administration and school counseling program. The counseling program is assured that a high-quality school counseling program is available to every student, an understanding for requiring appropriate credentials for all school counselors is provided, and that school counseling program is aligned with the school's academic mission. Furthermore, a basis for determining funding allocations for school counseling programs and professional development opportunities is provided along with an analysis of data for school improvement and program evaluation.

Counselors: The Mayflower Counseling Program provides a clearly defined set of functions that integrates the school counseling program with other school curricula and

programs. Furthermore, competencies students are expected to achieve as a result of participating in a comprehensive, developmental school counseling program are articulated and defined roles and functions are outlined within the educational system. The program provides access to direct service with all students..

Other Support Personnel: The Mayflower Counseling Program communicates the roles and functions of the school counselor, enhance positive cooperative working relationships and ensures collaboration and teaming to ensure individual student success.

Post-Secondary Counselors and Institutes: The Mayflower Counseling Program ensures collaboration between counselor education programs and school counseling programs, serves as a model for site-based school counseling internships, creates framework for professional development to benefit school counseling practitioners, and develop alliances with other educator-training programs. Furthermore, post-secondary benefit from the equity and access to all forms of postsecondary education for all students, and the transition supports of students to postsecondary institutions to allow students to take advantage of advanced educational opportunities.

Community and Business: The Mayflower Counseling Program increases the opportunity for collaboration among counselors, students, community and businesses. It enhances the role of the counselor as a resource by generating community/school collaborations for mutual awareness of needs and affords opportunity for active participation in the school counseling program. The counselling program produces a workforce with decision-making skills, interpersonal relationship skills, employment skills, and increased worker maturity.

GUIDANCE AND COUNSELING SERVICES

1. CLASSROOM SUPPORT- School counselors with the support of teachers/faculty, parents, and administrators develop and organization guidance activities. The school team guidance topics focuses on:

- Problem-solving
- Decision-making
- Social and Emotional Learning
- Self-understanding
- Effective Interpersonal and Communication
- Counselor also interpreting student information, such as standardized tests
- Consult with other specialists such as, social workers, psychologists, and representatives.
- Conflict Resolution
- Effective Study
- Positive Attitudes toward School
- Career Awareness
- Substance Abuse Prevention
- Tobacco use and a focus on vaping

- Comprehension and Acceptance of Differences in People (racial, gender based, cultural, religious, physical)
- Parent Separation or Divorce
- Attendance

2018-2019 Focus Areas for each campus include:

K-4th- Character Education, Bullying, Hygiene

5th-8th – Student Success Plans, Bullying, Hygiene

9th-12th- College and Career Focus

2. INDIVIDUAL AND SMALL GROUP COUNSELING- Mayflower counselors work with students in small groups and individually to provide developmental guidance, remediation, and crisis intervention including, self-harm and all types of abuse. This guidance is tailored to the students' needs. Topics may include SEL, divorce, or grief. Referrals along with covered topics covered are communicated from stakeholder referrals and/or assessments.

3. COORDINATION - Mayflower counselors coordinate the use of school and community resources. The team assists parents in gaining access to services their children need such as child psychologist through a referral and follow-up process. The team serves as liaison between the school, home, and community agencies so that efforts to help students are successful and reinforced. Additionally, student support counselors work in conjunction with the school counselor to assess well-being of students and support them emotionally and academically.

When making referrals, counselors maintain relationships with a variety of school staff and community agencies. These agencies include departments of health and social services, mental health centers, juvenile courts, and advocacy groups. Counselors identify school and community resources and establish procedures for communication. Counselors may be involved with helping students and their families gain access to the services they need such as identifying special needs and referring them to resources in and outside the school; maintaining contacts with outside resources; developing, publishing, and/or distributing a list of community resources, referral agencies, and hotlines for parents. Mayflower Schools maintains a Community Resource Brochure for families. Counselors refer students to mental health agencies.

4. CONSULTATION- Mayflower Schools support consultation and it is adjusted based upon individual student needs. These services can include: conducting professional development workshops and discussions with teachers and other school personnel on subjects such as substance abuse, child abuse, SEL, human trafficking bullying; assisting in the identification and development of programs for students with special needs; participating in school committees that address substance abuse, human growth

and development, school climate, and other guidance-related areas; conducting parent education classes; Counselors also support the school RTI team.

5. PARENTAL INVOLVEMENT -Mayflower Counseling Programs offer parenting classes that focus on providing adults with valuable techniques for helping their children meet their academic, personal, and social potential. Counselors also conduct workshops on specific issues such as normal growth and development, development of study habits, counteracting negative peer pressure, preventing substance abuse, helping children cope with divorce, financial management, and/or managing disruptive behaviors. Counselors encourage parents to participate in volunteer opportunities within the school setting. School counselors encourage parents, during regular parent conferences, to support partnerships in their children's learning and career planning process. Schools Parent Involvement plans can be found on the Mayflower Public Schools website. Mayflower Schools understands the importance of involving parents and the community as a whole in promoting higher student achievement and general goodwill between the District and those it serves. Therefore, the District shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. This policy shall be part of the Mayflower School's Title I plan and individual schools Title I plan.

6. PARENT AND TEACHER COMMUNICATION- Teachers shall communicate with the parent(s) or guardian(s) of students during the school year to discuss the student's academic progress. Frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade occurs. Personal conferences will be held with parents if a student is to be retained at any grade level. Parents will receive a notice of retention and the reasons for retentions shall be communicated.

7. SPECIALIZED POPULATIONS AND NEEDS- Counselors work with students from culturally diverse populations and students with disabilities. Counselors' promote acceptance through classroom guidance lessons, group support, and one-to-one discussions.

8. PEER MENTORS- Counselors provide structured opportunities for students to serve as peer mentors under the supervision of a counselors. Peer mentors support new students and parents.

9. ORIENTATION PROGRAMS - Orientation programs by grade band and level are included.

- K-4th, students and families are welcomed to tour of the school, attend Open House and Kindergarten Orientation. Parents are invited to have lunch with their child and grandparents are encouraged during grandparent's day to participate in school events. Students begin holding student led conferences.
- 5th-8th, Tour-Welcome to Middle School, Open House, and Student Success Plans.

- 9th-12th, Open House, Senior Night for Parents, and Financial Aid Night for Parents.

10. CAREER AWARENESS- School counselors provides a career planning process for students to include career awareness, employment readiness, career information, and/or the knowledge and skill necessary to achieve career goals.

1. Provide employment opportunities, college choices, and career planning materials available for students
2. Work with students on the importance of selecting the proper courses throughout school in order to meet graduation requirements
3. Prepare students for employment or for admission to post-secondary institutions.
4. Provide materials on occupational and post-secondary institutions.
5. Work with individual students on postsecondary educational and work alternatives.
6. Provide current materials for career awareness and exploration and resume building and interview skills.
7. In the 2018-2019 school year, each eighth grade student and above will have a Student Success Plan in place. This plan will be developed by school personnel in collaboration with the parent and student; it will be updated annually. Student Success plans guide the student along pathways to graduation, address accelerated learning opportunities, address academic deficits and interventions, and include college and career planning components.
8. School college and career fairs are held. This collaboration includes visits from the colleges, universities, technical schools, military recruiter, and local businesses. In high school, students are encouraged to be CTE Career Pathway Completers.
9. High school students also have the opportunity to take specific classes in a CTE pathway or multiple pathways.
10. Job Shadowing for Career Development students in grade 8.
11. Teacher Cadet Program.
12. Small Business Entrepreneurship.

11. ACADEMIC CLASS SELECTION- Counselors act in a consulting capacity at all levels in guiding students toward educational and career objectives. School activities include Smart Core Training for staff and parents. Students beginning in eighth grade will have an individualized Student Success Plan. In grades K-8, academic goals and advisement are shared in student led conferences. An RTI process is implemented if needed. Interest inventories are given to students in 8th and 9th grade. Teachers utilize MAPS scores; ACT Aspire Scores and teacher input for advisement and class selection. In Intervention meetings, each student's progress is discussed. In 7th grade, students receive assistance in junior high course selection in the spring semester. In grades 6-8, counselors use ACT Aspire, MAP, and parent input to advise for course selection. In 8th, students are involved in a school presentation where they are advised of the rigor of Pre-AP courses, high school credit, and course descriptions. Specifically in high

school, teachers make recommendations for student course placement. The course selection process begins mid-January and lasts until courses are selected.

12. UTILIZATION OF STUDENT RECORDS Mayflower counselors have access to files regarding their assigned students kept by the school district. Student records are kept in a central location. Counselors also use information from emergency cards, eSchool, 504 records, IEP records, Triand, and health forms as needed. High school counselors also utilize Student Success Plans, graduation checklists, and transcripts.

13. CONFLICT RESOLUTION - Mayflower Counselors help with conflict resolution. These services include educational and social programs which help students develop skills enabling them to resolve differences and conflicts. Conscious Discipline, Restorative Justice, and PBIS is used. One example is Anti-Bullying. Students are exposed to the definition of bullying and ways to handle situations. Bullying definition found in Mayflower Student Handbook. A school administrator who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

15. AT-RISK STUDENTS- When a student has high absenteeism and is questioning dropping out of school, counselors and administrators work to provide support and alternatives to dropping out of school including the districts alternative education center known as Archer Learning Center. The ALE environment for high school students supports the reduction of the dropout rate and increasing the rate of graduation.

Building administrators and counselors track student's attendance in eSchool and Cognos. The school teams support students through graduation and provide resources for post high school opportunities with the goal of producing productive workers and citizens. Additional support is provided for children with special needs who are underserved, categorized, ignored, unchallenged, and for whom expectations are low. High school counselors suggest and encourage students of alternative pathways to dropping out of school. For students who fail to reach proficiency on state-mandated assessments, Mayflower Schools creates a student's Academic Improvement Plan.

16. COUNSELOR GUIDELINES

- Classroom guidance shall be limited to 40 minutes of class session, not to exceed three per day and ten per week. (Arkansas School Law Annotated Code 6-18-1005)
- Service Documentation requires each building based school site in all school district to submit annual reports indicating service provided through the Student Service Plan to ADE. This report will include all accounting of all services provided by each counselor at a school or LEA on ADE provided forms.

- School Counselors will not take disciplinary action, administer discipline, witness corporal punishment, or involved in disciplinary action; administer psychological evaluations (unless certified and assigned part-time as an educational examiner); and assume the role of principal, clerical, or substitute teaching duties, i.e. due process for special education or school secretary.
- Mayflower Schools employs educational and/or psychological examiners to do specialized testing in the referral-placement process. Any test deemed necessary that cannot be legally or effectively given by a qualified staff member will be referred to an outside agency. The District provides consultation and counseling with parents, students, and school personnel, an RTI system for the early identification of learning potential and factors that affect the child's educational performance, and a system for liaison and referrals with resources available outside the school. Furthermore, Mayflower School's special education program is in compliance with federal and state guidelines. A full continuum of service options and related services is available to meet the needs of identified students from 3-21 years of age. If a student is found to be eligible for special education or related services, an Individualized Education Program (IEP) will be developed to ensure the provision of a Free Appropriate Public Education (FAPE).
- 75% of counselor time is OUR GOAL in providing counseling services to students and 25% of the time is in services related to guidance/counseling/career awareness and planning in school counseling programs.

17. OTHER DISTRICT STUDENT SERVICES-

- Psychological Services - Consultation and counseling with parents, students, and school personnel.
- Special Education - Special Education Program is in compliance with federal and state guidelines.
- School Health Services - Each Mayflower School has two full time nurses. Nurses provide basic healthcare services while in school, including health education and promotion. Each school takes proper measures to insure the safety of its students and protect against injuries, which may occur in or on the school facilities or site. Nurses are to be contacted if a child has a diagnosis of Asthma, Diabetes, Seizures, Anaphylaxis, or any other medically diagnosed health condition and an Individual Health Care Plan developed and kept on file. Students should be symptom free for 24 hours without requiring medication for fever, vomiting, diarrhea, or other symptoms prior to returning to school. The administration of medication will follow guidelines of ACT 1146 of 1995. All medications given during school hours require prescriptive authority and parent/guardian signed permission. Immunization: For a student to attend school, the district's immunization guidelines must be followed.

- Screening
 - Vision: (A.C.A. 6-18-1501) Students in grades K, 1, 2, 4, 6, 8 and transfer students to have a vision screening (Act 1438 of 2005).
 - Hearing: Hearing screens are mandated for students in grades K, 1, 2,4,6,8, and transfer students.
 - Height and Weight: Grades: Pre-K, K, 2, 4, 6, 8, and 10 shall have their height and weight assessed (Act 1220).
- These acts require girls in 6th grade and all students in 8th grade to be screened for scoliosis (Act 95 of 1989 and Act 41 of 1987).
- A student Health History form must be completed annually and updated as needed by the parent. It is important for parents to bring to the nurse's attention any medical problems either physical or emotional. The nurse may need to consult with the teacher/staff on an "as need to know basis" to not only ensure the safety and welfare of your child but to possibly modify activities if needed.
- When a child is absent due to a communicable disease diagnosed by a medical professional, the parent should call the office with that information. This is particularly important if the child has chicken pox, measles, influenza, pertussis, pink eye, etc. A written excuse, preferably by the doctor, should accompany your child when he/she is medically cleared to return to school. The school nurse will inform the Arkansas Department of Health of all cases of reportable communicable diseases and will follow their protocol.
- Crisis and Safety Plans-Each school will implement emergency drill preparedness procedure as prescribed by law. These will include fire, tornado, and intruder alerts and drills. All staff are to follow directions explicitly and take all necessary measures to insure that students are safe at all times. Emergency procedures are to be posted in each classroom and in large group areas by the first day of school. Fire drills are to be held at least once per month; tornado drills at least once per semester. Crisis intervention teams have been identified in each school to be activated in case of a crisis. Emergency procedures are posted in each classroom and drills are to be conducted at least three times a year. In the event of terrorism and/or national disasters, governmental agencies will intervene. Mayflower School District developed a Comprehensive Suicide Protocol. Suicide Staff Develop is a requirement by the ADE.
- Child Abuse-
 - Reporting Child Abuse- When any staff member suspects any form of child abuse, that staff member should immediately report suspicion to the Arkansas Child Abuse Hotline 1-800-482-5964. After the staff member reports their suspicion to the ACAH they should immediately report the details of the incident to their building guidance counselor and administrator. After reviewing all the information available the building principal, assistant principal, and counselor should develop an action plan

on how to proceed. Documentation should be collected and a plan should be put in place to address the student's needs.

TRANSPORTATION REGULATIONS FOR STUDENTS (Board Policy 4.19)

The purpose of the Transportation Department of Mayflower Public Schools is to provide the safest and most efficient transportation possible for those students who are to be transported between their homes and schools. Students and parents/guardian (s) are asked to read these regulations carefully. They must be followed if the district is to provide safe, efficient transportation for the students of this district.

SUSPENSION: LOSS OF BUS RIDING PRIVILEGES OR OTHER DISCIPLINARY SANCTIONS MAY BE IMPOSED WHEN STUDENTS VIOLATE THE REGULATIONS OUTLINED AS FOLLOWS:

1. Be at the bus stop before the bus is scheduled to arrive.
2. Try to be on the proper side of the road while you wait even if you must cross the street or road to enter the bus.
3. Wait until the bus has come to a complete stop and the driver has given you directions before crossing a street to enter the bus.
4. NEVER PUSH OR SHOVE WHILE STANDING IN LINE OR LOADING.
5. Respect the property rights of others while waiting for the bus. Don't litter or make unnecessary noises.
6. Don't gather under carports, on porches, or on lawns without permission.
7. Stand back at least ten (10) feet from the bus stop and do not approach the bus until it has come to a complete stop and the door is open.

ENTERING AND LEAVING THE BUS

1. Enter and leave the bus quickly and in an orderly manner.
2. Do not enter or leave the school bus by the back door except in the case of an emergency or unless directed by the driver to do so.
3. If you must cross the street after leaving the bus in the afternoon, go to a point on the shoulder of the street ten (10) feet in front of the bus and wait until the driver has signaled you to cross.
4. If you drop any object (book, paper, pencil) while leaving the bus, do not attempt to retrieve the object until the bus has left the scene and the street is clear of other vehicles.

RIDING THE BUS

1. Ride ONLY the bus to which you are assigned. Visitors are not allowed to ride buses.
2. Obey the instructions and directions of the driver. Students are under his/her supervision. The driver will report violations to the school principal.
3. Do not distract the driver's attention or disturb other riders on the bus. This rule means students must remain reasonably quiet while on the buses.
4. Remain seated while the bus is in motion or stopped except as the driver

directs.

5. Legs and feet should not be in the aisle.
6. Keep all books, lunches, coats, etc., OUT of the aisle of the bus.
7. Knives, firearms, sharp objects, clubs, pets, or other animals are not allowed on a school bus.

EMERGENCY EVACUATION

In an emergency, students should remain calm and quiet and listen for instructions from the driver. If the driver is unable to conduct emergency measures, students should follow the procedures below in leaving the bus:

1. If the exit is through the front door, students sitting in the front seat to the left of the aisle will move out first, followed by those in the right front seat and proceeding in this manner until all seats are emptied.
2. If the exit is through the rear emergency door, those students sitting next to the aisle will leave first, beginning with those students in the rear of the bus.
3. If a rapid exit is necessary and it is possible to exit from both doors, students in the rear half of the bus should move out the back, and those in the front half of the bus should move out the front door.
4. In the event of an accident resulting in injury, persons injured should, if possible, be moved only under competent medical supervision.
5. If the bus should be overturned, students are to move immediately off the roadway to a safe distance from traffic. They should **NOT** cross the road unless instructed by the driver.
6. In the event of a tornado or other natural disaster, students should follow the instructions of the bus driver regarding emergency procedures.

SCHOOL BUS RULES

1. Follow directions the first time they are given.
2. Remain properly seated at all times -- keep all parts of your body and all objects inside the bus.
3. Keep hands, feet, and objects to yourself.
4. Do not swear, use rude gestures, or tease anyone on the bus.
5. Do not litter, write on, or damage the bus in any way.
6. Cell phones must be off and out of sight.
7. All school handbook rules are to be followed.

CONSEQUENCES FOR BREAKING BUS RULES

If students are written up on the bus they will receive consequences based on the frequency of their write ups and their severity. Minimum: Warning and parent notification Maximum: Denial of bus privileges

Severe Clause: Students who distract a bus driver from his/her responsibility of safely driving the bus or who engage in conduct endangering other students such as but not limited to fighting, smoking, or disrespect toward the driver will receive

an immediate bus suspension from riding the bus. The driver may temporarily suspend students if a severe infraction occurs. Suspension time for a severe infraction could result in the denial of bus riding privileges for the remainder of the school year.

****A bus suspension from one bus constitutes suspension from all Mayflower Public School buses. The administrator/transportation director reserves the right to bypass any level of the discipline policy based on the severity of an offense.***

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

No calls or changes to transportation home can be made after 2:30.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated.

Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

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

1. The Superintendent or his designee shall annually establish the routes and may modify them as needed.
2. Every student who resides on an established route is eligible to ride the bus to school.
3. The District will meet all federal requirements or students with disabilities.
4. Possible disciplinary measures will be taken into account when considering the student's eligibility to ride the bus.

CAFETERIA/FOOD SERVICES

Mayflower School District participates in the National School Lunch Program and provides meals to all students free, reduced or paid based on application approval. Mayflower Public Schools serves two meals per day. All students are encouraged to eat in the cafeteria. Breakfast is served starting at 7:30 a.m. and concluding at 8:00. Lunch is served between 10:45 a.m. and 1:00 p.m. each day. Information regarding the federal lunch program will be sent to parents on the first day of school or first day of enrollment. It is encouraged that these forms be completed and returned to school

to determine immediate eligibility. **Application for the federal lunch program may be made at any time during the year if income situations change. For a more secure and private way to apply go to www.EZMealapp.com** Applications are available on-line, through the cafeteria manager or the front office of each school throughout the year. **Any charges accrued prior to the federal lunch program application approval will be the financial responsibility of the parent.**

Parents may elect to send lunches with their child if they so choose. Students may not share items brought from home or a restaurant with another student. Parents are encouraged to come to school and have lunch with their child. Parents/Visitors must sign in at the front office and get a visitor’s badge before going to the cafeteria to meet your student. **Elementary students are not to have carbonated beverages their sack lunches from home.**

Menus for the week are available on the school district website. You may download an app called School Menus or use the QR Code from the school website to obtain menu information. Students are encouraged to bring breakfast and/or lunch money on Monday for the entire week.

SCHOOL	BREAKFAST	REDUCED BREAKFAST	LUNCH	REDUCED LUNCH	EXTRA MILK
ELEMENTARY	\$1.50	\$0.30	\$2.50	\$0.40	\$0.50
MIDDLE SCHOOL	\$1.50	\$0.30	\$2.75	\$0.40	\$0.50
HIGH SCHOOL	\$1.50	\$0.30	\$2.75	\$0.40	\$0.50
VISITOR/ADULT	\$2.00	N/A	\$3.75	N/A	\$0.50

Students may charge up to \$11.00 on their account. Once a student reaches this limit, the balance must be paid in full or an alternate lunch will be provided. A maximum amount of 10 alternate meals will be provided per student each school year. An alternative lunch will include as available, ham and cheese or grilled cheese sandwich, milk, and an extra fruit/vegetable offerings of the day. The student will not be allowed to charge until they have cleared the balance on his/her account. Extracurricular and field trip activities will be denied if charges are not paid in a timely manner. All student charges must be paid in full by May 10th and no charges will be allowed after that date. Ala-cart purchases may not be made to a student’s lunch account. Money can be put on a child’s account for ala carte purchases this year. There must be a positive balance in the student’s account to buy ala carte using the account. Ala Carte may also be purchased with cash. If a parent does not want a child using their lunch account for ala carte you can contact the Food Service Director at 470-0506 or kstephens@mayflowerschools.org to request a block on the account..

Families may register on www.EZSchoolPay.com to keep up with their child’s balance.

This system will text or email families when the balance goes negative. Families can make payments using this system subject to a convenience fee for the payment. To register you will need your child's school ID number/ eschool ID number. There are several ways to make payments without utilizing the web-site: give directly to the cafeteria manager, to the food service director at the administration office, or at the elementary school to the classroom teacher through the child's folder. Managers will send home balance slips for anyone that owes over \$5.00 once a week and the Food Service office will utilize an email system for anyone that we have an email on file to notify families of negative balances.

The same general rules for behavior apply in the cafeteria as in the classroom. Students can talk quietly in line, and are to keep their hands, feet and food to themselves. Classes/teams/grade levels will sit together. Students may leave their table when excused.

SCHOOL MEAL MODIFICATIONS (Board Policy 4.50)

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

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

The medical statement should include:

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

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

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

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

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

FOOD REMOVAL FROM FOOD SERVICE AREA (Board Policy 4.58)

Removing Food Items from the Food Service Area

No student shall remove school provided food items from the food service area at the end of the meal period, especially milk, juice, and other items requiring temperature controlled environments.

Except for food service workers as required by their job duties, District employees may only remove school provided food items for students from the food service area when required by a 504 plan or a student's IEP.

HEALTH SERVICES

***Communicable Diseases**

The School Board reserves the right to remove or exclude any student whose physical condition interferes with his ability to learn or expose other students to communicable diseases.

Communicable diseases control procedures regarding removal from school and readmission will be maintained in cooperation with the Arkansas Department of Health and the Faulkner County Department of Health. The Disease Control Guide for schools, prepared by the Arkansas Department of Education, will be available in all health rooms.

For diseases not referred to in the Guide, and in cases where proof of treatment cannot be clearly verified, the Board reserves the right to require a physician's statement for readmission to school. Similarly, the Board will recognize physician authorization for earlier re-admission than called for in the Guide when the physician deems it appropriate.

Protocol for communicable diseases will be prepared and disseminated by the District health nurse. Students with communicable diseases or with parasites shall demonstrate respect for other students by not attending school while they are contagious. In some instances, a letter from a health care provider may be required prior to the student being

readmitted to the school.

***District Wellness Policy**

The Mayflower School District, in accordance with Act 1220 of 2003, has an established wellness policy filed with the Arkansas State Department of Education. The school district has adopted objectives for improving the school nutrition environment, promoting student health, and reducing childhood obesity (Public Law 108-265, Section 204).

The school district can only allow non-healthy items to be brought to school nine days per year for such things as class parties or special events. The administration and faculty of each building in accordance with the Arkansas Department of Education Rule 5.02.4 will decide those days.

Snacks may be provided or distributed by the school as part of the planned instructional program. Parents can provide snacks as long as they meet the United States Department of Agriculture Snack Patterns.

This policy does not restrict what parents may provide for their own child's lunch or snacks with the exception of elementary students are not allowed to have carbonated beverages.

Parents may provide foods of minimal nutritional value or candy items for their child's own consumption, but they may not provide restricted items to other children at school.

Body Mass Index ACT OF 2003

BMI ACT of 2003 requires schools to include as a part of a student health report to parents an annual body mass index percentile by age for each student and an explanation of possible health effects of body mass index, nutrition, and physical activity. The BMI will be conducted in a private setting. Health concerns for student with high BMI include: 1) Excess body fat in childhood increases the risk of chronic illness later in life. 2) A high BMI is sometimes associated with less physical activity leading to less physical endurance. According to the Children's Nutrition Research Center, exercise builds strong muscles with promotes good posture and strong bones, and burns calories which reduces body fat and improves self-confidence and body image. Students should be encouraged to eat at least the minimum number of servings from the Food Guide Pyramid every day to ensure proper nutrition. Young students should be discouraged from dieting.

COMMUNICABLE DISEASES AND PARASITES (Board Policy 4.34)

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: chicken pox, measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis B or C, mumps, vomiting, diarrhea, and fever (100.0F 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. **Students may not return to school until fever/diarrhea/vomiting free for 24 hours without the use of over the counter medications. 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.

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 at the end of the school day. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment. A parent or guardian must accompany their child on their return to school (do not send the child on the bus), and they will be checked again at that time. If no evidence of head lice (or nits) is found, the student will be allowed to return to school. The student that is found to have live lice may not be readmitted the same school day as they were excluded for the presence of live lice.

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.

STUDENT MEDICATIONS (Board Policy 4.35)

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, 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 and when a doctor's order for such medication is provided and on file.

Option One

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.

Option Two

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

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

authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

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

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

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

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

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

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

Students may 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, and other responsible adult, or medical personnel has arrived.

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

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of an epinephrine auto-injector in emergency situations.

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

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction. The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and regulations.

Notes: A.C.A. § 17-87-103(11) provides for the administration of Glucagon, insulin, or both to students suffering from diabetes.

If a student has surgery or is in an accident resulting in the student needing to take Schedule II medication, a 504 plan can be developed to cover the duration of the student's recovery. The plan could include homebound instruction.

STUDENT ILLNESS/ACCIDENT (Board Policy 4.36)

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.

PHYSICAL EXAMINATIONS OR SCREENINGS (Board Policy 4.41)

The district conducts routine 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 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.

SCHOOL REGULATED/STATE MANDATED SCREENINGS

The following screenings are performed during the school year by the school nurse in compliance with the Department of Education and Department of Health. BMI (Height & Weight), Scoliosis (Curvature of the spine), Hearing and Vision. These screenings are state mandated and school regulated. The intent of the above mentioned 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. All screenings are done in a private setting and results kept confidential in each student's file. Any results can be and will be provided upon request by a parent/legal guardian