

2024-2025



**Viola
Public Schools
Handbook**

Viola Public Schools 4 Day Calendar 2024-25

The superintendent shall present to the personnel policies committee (PPC) a school calendar which the board has adopted as a proposal. The Superintendent, in developing the calendar, shall accept and consider recommendations from any staff member or group wishing to make calendar proposals. The PPC shall have the time prescribed by law and/or policy in which to make any suggested changes before the board may vote to adopt the calendar. The District shall not establish a school calendar that interferes with any scheduled statewide assessment that might jeopardize or limit the valid assessment and comparison of student learning gains.

The Viola School District shall operate by the following calendar:

School will be closed every Monday. By Arkansas law and board approval, teachers' contracts must include: a minimum of six days (36 hours) of professional development, Elementary Open House / Seventh Grade and New Student Orientation, two parent-teacher conferences, and 144 days of student interaction.

June 1-August 9	Prof. Development as approved by the Principal. Additional days scheduled as needed.
August 7	Classified Staff reports to work (unless otherwise directed by their supervisor)
August 8	Elementary Open House-6pm / Seventh Grade & New Student Orientation-6:30pm
August 14	First Day of School (Wednesday)
Sept 23 (Monday)	Teacher PD – 9am to noon
	Progress Reports/Parent-Teacher Conferences – noon to 6pm
October 11 (Friday)	1 st Quarter Ends (35 days)
October 18 (Friday)	Report Cards
November 8 (Friday)	Progress Reports
November 20	Annual Public Meeting – 6 pm
November 23-December 2	SCHOOL CLOSED for Thanksgiving Break
December 20	First Semester Tests
December 20	2 nd Quarter Ends (36 days / 71 semester days)
December 21-January 6	SCHOOL CLOSED for Christmas Break
January 7	Second Semester Begins
January 10 (Friday)	Report Cards
February 10 (Monday)	Teacher PD – 9am to noon
	Progress Reports/Parent-Teacher Conferences –noon to 6pm
March 7 - tentative	3 rd Quarter Ends (36 days)
March 14 - tentative	Report Cards
March 22-31	SCHOOL CLOSED for Spring Break
April 11 - tentative	Progress Reports
April 18	SCHOOL CLOSED for Good Friday (makeup day)
May 21	2 nd Semester Tests
May 21	4 th Quarter Ends (37 days / 73 semester days / 144 Total Days)
May 22	Last Day for Teachers / Grades Due
May 24	Alumni Homecoming

Any days canceled for inclement weather will be made up in the order listed below (if available).

- The first full day missed in any week will be made up on the following Monday.
- Any other days missed in a week will be made up in the following order:
 1. Use **Alternative Methods of Instruction** (AMI packets or virtual classes) for a full day missed (The District has enough extra hours of instruction scheduled to use 1 full AMI day.)
 2. Use a Snow day for a partial day missed
 3. Makeup day on Good Friday (April 18)
 4. Makeup days by adding a days to the end of the school year, prior to Memorial Day. (May 22-23 in 2025)
 5. Make up days during Spring Break (March 28th, 27th, 26th, then 25th)
 6. Make up days after Memorial Day (starting May 27th in 2025)
- If the District is approved for an attendance waiver or additional AMI days from ADE/DESE, the waiver or AMI days will take precedence over #4-7 above.

VIOLA SCHOOL DISTRICT

STUDENT HANDBOOK

AND

DISCIPLINE POLICIES

2024-2025

ALMA MATER

Oh, sing me a song of Viola High
Her glories shed untold.
Her battles fought and victories won
Beneath the Orange and Black.
Some other Alma Mater
May be good and fine.
But for her royal fellowship,
Give me Viola for mine.

SCHOOL COLORS

Orange and Black

SCHOOL EMBLEM

Longhorn



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FORMS SECTION: Optional forms may be filled out and returned to the high school office

VIOLA SCHOOL DISTRICT NO. 15

MEMBERS OF THE BOARD OF EDUCATION

* Approved by the Viola Board of Education

President — Charlie Wray
 Vice President — Dustin Cotter
 Secretary — Mike Richardson
 Farra Rowden
 Darick Brown

ADMINISTRATIVE STAFF

Superintendent - Kyle McCarn
 District Bookkeeper - Charlotte Bridges
 High School Principal - Jared Johnson
 Elementary Principal - Wade Powell

HIGH SCHOOL FACULTY

Dalena Allen	Mathematics
Sandra Cooper	Science & E.A.S.T.
Cody Divelbiss	Social Studies
Jessica Gardner	Science
Taylor Guffey	English
Sonya Hammond	Special Education
Jason Hughes	Girls Basketball, Driver's Ed
Cody Hutson	Social Studies
Sharmin Jennings	K-12 Art, & Drama
Rick Luna	Boys Basketball, Baseball, P.E.
Corby May	Agriculture
Pam May	K-12 Counselor
Karen Meeks	Special Education, Dyslexia Intervention
James Muchmore	K-8 Music, Choir, & Band
Melissa Muchmore	English
Jurlene Richmond	K-12 Librarian
Rachel Stone	Health & GT
Kevin Thrasher	Business Education
Kandie Walker	Family and Consumer Science & Career Orientation
Ryan Walker	Mathematics

ELEMENTARY FACULTY

Terri Knapp	Kindergarten
Beth Waltrip	Kindergarten
Renea Houghtaling	First Grade
Emily McIntosh	First Grade
Misha Rains	Second Grade
Denise Browning	Second Grade
Julie Goff	Third Grade
Ashley Neal	Third Grade
Tammy Newton	Fourth Grade
Angela Brown	Fourth Grade
Corby James	Fifth Grade
Bridgett McGough	Fifth Grade
Carla Duncan	Sixth Grade
Tina Jollif	Sixth Grade
Sharmin Jennings	K-12 Art
Lisa Shrable	Physical Education
Diane Holt	Special Education
Ashley Cupp	Special Education
Mandy Adams	Reading Specialist
Pam May	K-12 Counselor
Jurlene Richmond	K-12 Librarian
Debbie Kinder	K-12 School Nurse

VIOLA PUBLIC SCHOOL COMPACT

Student Agreement:

It is important that I work to the best of my ability. Therefore, I will strive to do the following:

- * Attend school regularly
- * Come to school each day with pencils, pens, paper and other necessary tools for learning
- * Complete and return homework assignments
- * Observe regular study hours
- * Conform to rules of student conduct

Parent/Guardian Agreement:

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- * See that my child is punctual and attends school regularly
- * Read with my child and let my child see me read
- * Insist that all homework assignments are done each night
- * Discuss at a designated time, what my child has learned at school
- * Remind my child of the necessity of discipline in the classroom, especially self-discipline
- * Provide a quiet well-lighted place for study and homework

Teacher Agreement:

It is important that students achieve. Therefore, I will strive to do the following:

- * Provide homework assignments for students
- * Provide necessary assistance to parents so that they can help with the assignments
- * Encourage students and parents by providing information about student progress
- * Use special activities in the classroom to make learning enjoyable

Principal Agreement:

I support this form of parent involvement. Therefore, I will strive to do the following:

- * Provide an environment that allows for positive communication between the teacher, parent and student
- * Encourage teachers to regularly provide homework that will reinforce classroom instruction

INTRODUCTION

FOREWORD

The Viola School District recognizes its obligation to provide a safe, comfortable and well ordered learning environment. These policies are not to be construed as leading to punishment, but to correcting student behavior, attitudes and self-image, and to protect students and staff. The district's purpose is to produce a well-rounded, harmonious individual, and to that end these policies are adopted.

Viola School strives to educate each child to his/her utmost potential regardless of race, creed, color, social, or economic background. It encourages students to develop deeply held values, forming a caring, safe environment with open communication between students, faculty, and administration.

We are committed to preparing students to compete in the twenty-first century. The faculty constantly strives to improve methods of teaching and learning. Various hands on experiences allow students to gain a greater understanding of difficult concepts.

Our school strives to instruct each individual child in a manner that they will be ready to live a full and active life. We will develop the skills needed by vocational and college bound students. Guidelines for the development of student discipline policies shall be established by the State Department of Education. Viola Public School has developed discipline policies consistent with these guidelines. The committee, consisting of students, parents, teachers, administration, and school board members, has established the following policies.

The law requires that a signed statement from each parent, stating that he/she has received a copy of these policies, be on file at the local school. (Signing of this statement does not mean you agree or disagree with these policies but that you have received them.) Parents are encouraged to make suggestions or recommendations, in writing, concerning these policies to the superintendent's office or to the committee.

5.1—EDUCATIONAL PHILOSOPHY

The Viola 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.
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.

For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

ORGANIZATIONAL CHART

1. CITIZENS OF VIOLA SCHOOL DISTRICT #15
2. BOARD OF EDUCATION
3. SUPERINTENDENT OF SCHOOLS
 - TRANSPORTATION SUPERVISOR
 - CAFETERIA SUPERVISOR
 - MAINTENANCE/GROUND SUPERVISOR
 - PRINCIPALS
 - TEACHERS
 - PUPILS

1. The policy-making body of the school is the Viola Board of Education. This body has the legal responsibility of providing educational facilities and an educational program for this legally constituted school district.
2. The Administrative Staff shall be the superintendent and the principal, who will implement and administer the program.
3. During the ordinary course of events, the above lines of authority will be followed.

GRIEVANCE PROCEDURE

If a student and/or the parent of a student involved in a disciplinary ruling wishes to contest a disciplinary ruling, they must follow the prescribed procedure.

- A. State their complaint in writing to the school principal asking that the ruling be changed.
 1. The Principal shall have three school days from receipt of the written notice to render a decision.
 2. The Principal's decision shall be given to the complainant in writing in such time that the complainant should reasonably be expected to receive it no longer than five days after receipt of the complaint by principal.
- B. If dissatisfied with the Principal's decision, the student and/or parent may appeal to the superintendent.
 1. Such appeal shall be delivered to the superintendent before the end of the fifth day following receipt of the Principal's decision.
 2. The appeal should detail the complaint and the Principal's response along with reasons for disagreeing with the Principal.
 3. The Superintendent shall rule on the appeal no later than the end of the third day following receipt of complaint. Such ruling shall be delivered in writing in such time and manner, so as to reasonably expect receipt of said ruling by the complainant not later than the end of the fifth day following receipt of the appeal by the Superintendent.
- C. Appeal to School Board— An aggrieved party may appeal the Superintendent's ruling to the School Board as follows:
 1. Appeal must be submitted in writing to the School Board not later than the end of the fifth day following receipt of the Superintendent's ruling.
 2. The School Board must rule on the appeal and deliver a written ruling to the aggrieved party not later than the end of the fifth day following receipt of the appeal from the aggrieved party unless the School Board or the aggrieved party request a hearing. Such hearing shall be scheduled on a date mutually agreeable and within seven days following such request.

ASBESTOS STATEMENT

There are buildings on campus which contain some asbestos materials. However the district has a management plan to safely control the asbestos. Anyone with questions about the plan should contact the superintendent's office. We are in full compliance with all regulations regarding asbestos on our campus.

STUDENT ADMISSION/REGISTRATION

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 who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

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

Cross References: 4.40—HOMELESS STUDENTS and 4.52—STUDENTS WHO ARE FOSTER CHILDREN

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:
 - o Will attain the age of five (5) on or before August 1 of the year in which the student is seeking initial enrollment; or
 - o 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
 - o 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.

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 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” 4 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.

“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” 4 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 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;
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.

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

COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge of any child age five(5) through seventeen(17) years on or before August 1 of that year who resides, as defined by policy (4.1 Residence Requirements), within the District shall enroll and send the child to a District school with the following exceptions:

1. The child is enrolled in private or parochial school.
2. The child is being 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, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen(16) or seventeen(17) and has met the requirements to enroll in an adult education program as defined by A.C.A.&6-18-201 (b).
7. Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

4.5—SCHOOL CHOICE

Standard School Choice

Definition

“Sibling” means each 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 who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, the transfer application must be postmarked, emailed, or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, applications postmarked, 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.

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

The Superintendent 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 either fails to initially enroll under the timelines and provisions provided in this policy who chooses to return to his/her resident district, or who enrolls in a home school or private school voids the transfer and must reapply if, in the future, the student seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.

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

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

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 which must be done, in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

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

Transfers Out of the District

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

- Academic Distress or classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227
- Facilities Distress under A.C.A. § 6-21-812; or
- Foster Child School Choice under A.C.A. § 6-18-233

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

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

Facilities Distress School Choice Applications

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

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

Opportunity School Choice Transfers into the District

For the purposes of this section of the policy, a “lack of capacity” is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the ADE Rules for the

Standards of Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity at the District’s school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student who is enrolled in or assigned to a school classified by the ADE to be in academic distress or in a district classified by ADE as in need of Level 5 Intensive Support is eligible to transfer to the school closest to the student’s legal residence that is not in academic distress or a district classified as in need of Level 5 Intensive Support. The student’s parent or guardian, or the student if over the age of eighteen (18), must successfully complete the necessary application process by July 30 preceding the initial year of desired enrollment.

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

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

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

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

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

Transfers out of the District

If a District school has been classified by the ADE as being in academic distress or the District has been classified by ADE as in need of Level 5 Intensive Support, the District shall timely notify the parent, guardian, or student, if the student is over eighteen (18) years of age, as soon as practicable after the academic distress or in need of Level 5 Intensive Support designation is made of all options available under Opportunity Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to enroll the student in any public school or school district that has not been classified by the ADE as a public school in academic distress or school district 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.

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 ADE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.

REGISTRATION AND ENROLLMENT

Viola students will be pre-enrolled in the spring prior to summer vacation. Final registration is held on the first day of school.

Class changes must be made during the first two weeks of each semester.

Transfer students may enroll during registration or at any time during the year providing they are in good standing at the sending school.

Exchange students may enroll during registration or at any time during the year with approval and appropriate documentation from licensed exchange organizations. All exchange students will be enrolled as juniors (11th grade) or other underclassmen.

Suspended students from other districts will not be enrolled until the terms of suspension have expired.

Consideration for enrollment is on an individual basis.

Expelled students from other districts are not eligible for enrollment.

Appeals of this policy should be directed to the High School Principal's office.

Late enrollment will be considered during the first 10 days of school. After that date, only transfer students from other districts, who have been in school, will be permitted to enroll for credit. All others must wait until the beginning of the following semester, or enroll without receiving credit.

Dropout/Re-entry students who dropout during a semester, are encouraged to return to school. However, they may not be allowed to re-enroll until the next semester if 10 days have elapsed from the drop date. If allowed to re-enroll, the student will not receive credit. They may return at the start of the next semester.

WITHDRAWAL PROCEDURE

Students must return books and pay outstanding charges. An official transcript and withdrawal grades will be forwarded upon request from the new school.

GUIDELINES FOR STUDENT PLACEMENT

Home School Transfers:

Realizing that home schooled students may have been working under varying curriculum requirements that may have enabled them to work at different academic levels than the public school students of their age group, it is necessary for the Viola Schools to adopt procedures for the placement of these students. A student transferring from home school will be placed in accordance with (Policy 4.6-Home Schooling). In accordance with Act 300, 1997, these procedures will include the administration of placement tests to determine the appropriate academic level of each home schooled student. The evaluation tool may be the IOWA or a similar test which meets the needs of the student and district. After the results of the test are known, the school counselor and principal will determine the placement of the student and award credits based on the test results. For home schooled students in grades nine through twelve, achievement test scores will only be used for core academic areas and are not intended to indicate acceptance of credit in physical education, vocational, and business education courses. For the subjects in which credits are allowed, there will be no letter grade recorded, only a unit of credit. Grade point averages and class rank will be computed using only those grades earned in attendance at Viola High School. Students who transfer credits from home-schools will not be eligible to compete for senior scholastic honors including class valedictorian and salutatorian. Appeals for exceptions to this policy may be made to the high school principal.

Transfers from Non-Accredited Schools:

The procedure for students transferring from non-accredited institutions will include the administration of placement tests to determine the appropriate academic level of each home schooled student. The evaluation tool may be the IOWA or a similar test which meets the needs of the student and district. After the results of the test are known, the school counselor and principal will determine the placement of the student and award credits based on the test results. For home schooled

students in grades nine through twelve, achievement test scores will only be used for core academic areas and are not intended to indicate acceptance of credit in physical education, vocational, and business education courses. For the subjects in which credits are allowed, there will be no letter grade recorded, only a unit of credit. Grade point averages and class rank will be computed using only those grades earned in attendance at Viola High School. Students who transfer credits from non-accredited institutions will not be eligible to compete for senior scholastic honors including class valedictorian and salutatorian. Appeals for exceptions to this policy may be made to the high school principal.

Transfers from an Accredited Institution:

K-8 : The student will be placed at the same grade level in which he/she was placed by the sending institution.

9-12 : Successfully completed credits will be accepted from the sending institution.

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.

Enrollment after Semester Begins:

K-8 : Students who enroll more than three weeks after a semester begins and have not been attending school regularly somewhere else will be referred to the principal and counselor for testing and placement.

9-12 : Students who enroll more than three weeks after a semester begins and have not been attending school regularly somewhere else will not receive credit for that semester. An appeal may be made to the building principal.

TRANSPORTATION

All students residing in the District are eligible to receive bus transportation. Students shall cooperate in maintaining a safe and comfortable school transportation. A student desiring to ride a bus other than the regularly designated bus must present a written request from the parent to the principal and get a permit to ride the requested bus. Each student shall board and leave the bus only at the student's regular stop unless prior permission is obtained. Students are encouraged not to bring anything onto the bus which might impede the bus driver if more than three guests are to ride the bus. Students must adhere to the following school bus safety rules:

FOLLOW THESE RULES:

1. Students **MUST** obey the driver promptly.
2. Observe same conduct as in the classroom.
3. Be courteous, use no profane language.
4. Keep head, hands, & feet inside the bus.
5. No eating or drinking on the bus.
6. Bus driver is authorized to assign seats.
7. Keep the bus clean.
8. Do not smoke or use tobacco products of any kind.
9. Do not be destructive.
10. Stay in your seat.
11. Cooperate with the driver.
12. "Boombboxes" and other similar devices are not permitted to be turned on.

Any offense committed by a student on a district- owned or contracted bus shall be punished in the same manner as if the offense had been committed at the student's assigned school. Misconduct will be treated the same as school building misconduct. In addition to the penalties stated elsewhere in this policy, students who fight or engage in any activity on a bus which is a safety hazard will be suspended from the bus for minimum of 30 days. Parents of suspended students are responsible for getting their children to school. Students who violate the bus driver's rules will be disciplined as follows:

- First Offense: Conference with Principal, paddling, and/or up to 5 days detention
- Second Offense: Paddling and/or up to 10 days detention
- Third Offense: 5 days suspension from the bus
- Fourth Offense: 10 day suspension from the bus
- Five or More: Suspension until the end of the semester or up to 45 days.

STUDENT DRIVING AND PARKING

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.

Students who drive and/or park a vehicle on the Viola School Campus or to school events on which is displayed vulgar, profane, and/or offensive messages, images, magnets, window decals, bumper stickers, etc. will immediately lose their school driving privileges for a minimum of three weeks.

1. Students who drive must file a "*DRIVING PRIVILEGES*" form with the principal showing the license number of any vehicle (s). Students must also provide a copy of their driver's license and proof of insurance. The form *MUST* be signed by the student's parent or guardian.
2. Students who drive must go directly to the student parking lot, exit the vehicle and walk immediately to the school buildings and grounds. Loitering in or around automobiles is not permitted at any time.
3. The parking lot is off limits at break or during the noon hour unless the student has a shortened schedule, or has properly checked out and is leaving school or has permission from the principal's office.
4. Aimless driving (cruising) on campus or on adjacent streets is prohibited.
5. Vehicles leaving the student parking lot immediately after school *MUST* turn away from campus, towards Highway 62-412, as to not interfere with departing buses. Students who "cut in" to the line of departing buses will be subject to disciplinary measures and could lose driving privileges.
6. Students must park in an orderly manner as described in the driving privileges form.
7. Careless or reckless operation of a vehicle is prohibited. Students must not "Squeal tires" when turning out of the parking lot or when pulling out onto highway 62. The speed limit anywhere on campus is 5 mph. The speed limit on Longhorn Drive is 10 mph during school hours or during school activities.
8. Students must observe the parking procedure as outlined in the driver's privileges form.
9. When exiting the parking lot at the end of the school day students will yield the right of way to school buses. If a bus is leaving the campus, students will not pull out in front of the bus.
10. Any student that chooses to park a vehicle on campus is granting permission for school or law enforcement authorities to search that vehicle.
11. Any student driver who accumulates excessive *arrival* tardies without proper documentation may lose driving privileges.

Violations of any part of this policy will result in:

- First Offense: loss of driving privileges for up to 3 weeks
- Second Offense: loss of driving privileges for up to 3 months
- Three Or More Offenses: Loss of driving privileges for the school year or one calendar year.

GRADUATION REQUIREMENTS BEGINNING WITH THE CLASS OF 2010

Changes in Arkansas State Law require all parents of the beginning class of 2010, to choose which curriculum their student is to pursue. They must choose between the “*Smart Core Curriculum*” or the “*Core Curriculum*”. The Smart Core Curriculum is a college prep track. According to the law, parents must make a choice as to which curriculum their student is to follow and sign a form informing the school of their choice. Either a meeting of all 7th grade parents or a registration prior to the first day of classes will be set for this purpose. If parents cannot attend that meeting, they must come by individually for a conference. See Forms section: (Smart Core Consent or Smart Core Waiver form)

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS

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, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed form in the student’s permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students’ permanent record.¹ 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 requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

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

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

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

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district’s annual professional development shall include the training required by this paragraph. To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 22 units is required for graduation for students participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional 2 units to graduate for a total of **24 units**. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

Civics Test

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

CPR Requirement

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

Digital Learning Courses

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

Personal and Family Finance

Beginning with students in the graduating **Class of 2021**, all students shall receive credit in a course covering the Personal and Family Finance Standards.

Computer Science

Beginning with the Class of 2026, all students shall earn one (1) unit of credit in a computer science course in order to graduate.

A. SMART CORE: Sixteen (16) units

English: four (4) full years (this may be more than 4 units) – 9th, 10th, 11th, and 12th

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

Mathematics: four (4) full years (this may be more than 4 units)(all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

1. Algebra I *
2. Geometry *

*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:
5. 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.

Science: three (3) full years (this may be more than 3 units) with lab experience chosen from:

- 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) full years (this may be more than 3 units) including:

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

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

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

Health and Safety: one-half (1/2) unit

Economics – one half (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 (1/2) unit

CAREER FOCUS: - Six (6) units

Survey of Business: one (1) unit – through the Class of 2025

ADE-Approved Computer Science Course: one (1) unit – beginning with the Class of 2026 (This credit will meet the Digital Learning Course requirement.)

All other 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.

B. CORE: Sixteen (16) units

English: four (4) full years (this may be more than 4 units) – 9, 10, 11, and 12

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

Mathematics: four (4) full years (this may be more than 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) full years (this may be more than 3 units) with lab experience chosen from:

- 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) full years (this may be more than 3 units)

- Civics one-half (1/2) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

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

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

Health and Safety: one-half (1/2) unit

Economics – one half (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 (1/2) unit

CAREER FOCUS: - Six (6) units

Survey of Business: one (1) unit – through the Class of 2025

ADE-Approved Computer Science Course: one (1) unit – beginning with the Class of 2026 (This credit will meet the Digital Learning Course requirement.)

All other 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.

**** Viola Schools require 8 units of electives and 24 total units for graduation.**

REQUIREMENTS FOR THE ARKANSAS ACADEMIC CHALLENGE SCHOLARSHIP

Starting with the class of 2016, the only requirement is a 19 on the ACT, or an equivalent score on any other acceptable college placement exam. Students must also have completed the Free Application Federal Student Aid (FAFSA).

VOCATIONAL COMPLETERS

To be a Completer in a Vocational area (Family & Consumer Science, Animal Science, Ag Mechanics, and Office Administration) a student must complete the base year course in that particular vocational strand and complete two additional years of courses approved for that particular vocational strand. E.A.S.T. may *not* be used to fulfill completer requirements for other programs of study.

JUNIOR AND SENIOR CLASSIFICATION

To be classified as a junior, you must have acquired a minimum of 8 credits. To be classified as a senior, you must have acquired a minimum of 16 credits.

CLASS RANK (Part of board policy 5.17. Subject to change via board discretion)

The eSchool computer software will generate a class rank based on 100%. The computer will average all of the grades which have been entered into the system by student's teachers. A student's class rank will be based on this average.

- AP classes receive weighted credit (an additional 10%) on the 100% scale for class rank if the student completes the yearlong AP Course and takes the applicable AP test.
- Concurrent credit college classes must receive board approval to receive weighted credit on the 100% scale. By Board approval, concurrent credit classes offered through Ozarka College, (Composition I, General Biology & Lab, College Algebra, and American History I), will receive an additional 10% on the 100% scale for class rank. This means concurrent credit courses will only count as a 1 semester class when calculating class rank.

5.17—HONOR ROLL AND HONOR GRADUATES

HONOR ROLL

Students in kindergarten through grade six (K-6) who maintain a 3.5 grade point average (GPA) for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

Students in grades seven through twelve (7-12) who participate in the Smart Core Curriculum and maintain a 3.5 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

HONOR GRADUATES

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the Higher Education Coordinating Board and the State Board of Education and have a cumulative GPA of 3.5 will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

VALEDICTORIAN AND 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 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 _ 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 High School. Their selection shall be separate from and in addition to selection of the valedictorian from non-consolidated/annexed students enrolled in 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 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 High School. Their selection shall be separate from and in addition to selection of the salutatorian from non-consolidated/annexed students enrolled in High School.

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.

GRADUATION SPEAKERS (Part of board policy 4.63)

In addition to the valedictorian and salutatorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony as part of the reading of the Class History:

- The highest numerically ranked student available after the valedictorian and salutatorian have been chosen
- A class officer chosen from the graduating class's president, vice-president, secretary, and historian (in that order)

COURSE OF STUDY

The construction of the course of study is the duty of the superintendent of schools and his administrative staff. The course of study should meet the recommendations of State Board of Education. The curriculum is as follows:

ENGLISH:

Because the student must be able to communicate through written and spoken words, it is the responsibility of every teacher to insist on good reading habits, correct spelling, neat composition and use of correct grammar by Pupil's in all classes. Along with these aims, the English teacher shall supplement the course of studies with literature, speech, and journalism.

MATHEMATICS:

Mathematics should contribute to the purpose of education in general while seeking to develop specifically the ability to understand quantity, to analyze and solve problems, and to attain a high degree of accuracy. Algebra I may be offered to 8th graders who are ready for it for credit toward graduation. Trigonometry is a pre- or co-requisite for Physics enrollment.

SCIENCE:

The science program should make users of science more informed and appreciative of the methods of science, the wonders of the natural world, and the products of modern science, while selecting through proper guidance those interested in and capable of advance studies in science.

SOCIAL STUDIES:

The social studies curriculum is organized to prepare the high school students to understand the problems facing them as today's citizens. Social studies courses shall be correlated with each other and all with actual life and conditions.

BUSINESS EDUCATION:

Recognizing the need to provide our students with adequate preparation for living as well as for earning a living, the business education curriculum shall have as its aim to help students prepare for competency, including skill training and development of occupational understanding.

PHYSICAL EDUCATION:

In keeping with the national trend for improvement in the physical education program, the aims of this field are to assist the pupils in acquiring a wide variety of physical skills and to provide an opportunity for the development of leadership, fellowship, sportsmanship, and group cooperation. Soft-soled gym shoes and gym clothing will be specified by the P. E. Instructor.

HEALTH:

Lesson plans will be made covering CPR, bleeding control, and health hazards such as alcohol, tobacco, drug abuse, and sexually transmitted diseases. Good nutrition habits will be stressed.

AGRICULTURE:

Instruction in agriculture emphasizes the development of specific knowledge and skills necessary for successful participation in an agriculture occupation. A desirable balance is maintained between instructional activities of the classroom and farm-mechanic shop and the practical experiences provided on the farm and in non-farming agriculture activities of the community.

FAMILY AND CONSUMER SCIENCE:

Improving the quality of home and family living should be the major goal of the homemaking education program. The home economics program should contribute to the school's counseling program, and to various other projects connected with the growth and development of youth and adults. Economic education shall be included where possible. Career education is also taught in the home economics department at the junior high level.

FOREIGN LANGUAGE:

Its purpose is to develop a practical control of the four fundamental language skills, listening comprehension, speaking, reading, and writing and to liberate some unicultural limitations by gradually expanding and dispensing knowledge of foreign culture and civilization. Spanish I may be offered to 8th graders for credit toward graduation.

MUSIC:

Music is significant in the curriculum because it is part of everybody's world. Music education includes activities and learning which develop the social aspects of life. There is evidence that music at home or work relieves tension and increases productivity. Thus, music, in general, seems to improve health in a unique way that justifies its position in the curriculum.

ART:

Art offers something unique to every individual. It offers more opportunity for developing creativeness and the powers of perception than most other subjects.

COMPUTER EDUCATION:

Instruction in computer literacy and more advanced classes including computer applications are taught. Computer Education begins early in elementary, and opportunities for increased knowledge continue throughout high school.

DRIVERS EDUCATION:

Drivers Education is offered to teach proper and safe operation of a motor vehicle. It is not offered for credit but as a service to our students. Taking the course will help reduce insurance rates in addition to teaching correct driving skills.

EXTRACURRICULAR ACTIVITIES:

An extracurricular program shall be included in the program of instruction. The school recognizes this as a vital part of a well-balanced program. Only those activities that provide educational value will be permitted. The extracurricular program shall be reviewed periodically by the superintendent and reports and recommendations made to the board.

SPECIAL PROGRAMS:

Title I is operated in kindergarten through high school as a supplement to the regular classroom reading, language arts, and math program. The purpose is to give the needed help to students who may demonstrate a weakness in one or more areas.

Special Education is provided for students who are in some way handicapped which makes it difficult to cope in a regular classroom environment.

Enrichment is a program to challenge students. These students are eligible to participate in programs which will enhance their special area of interest.

COURSES OFFERED 7TH-12TH

7 TH GRADE	8 TH GRADE	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
ng 7 Math 7 Sci 7 Geog 7 (sem) Ark Hist 7 (sem) Career Orient. (sem) Health 7 (sem) PE 7 Jr. Girls BB Jr. Boys BB Band 7 Music 7 (sem) Art 7 (sem)	Eng 8 Math 8 PreAP Alg I Sci 8 Hist 8 World Ag 8 (sem) Keycode 8 (sem) FCSI PE 8 Jr. Girls BB Jr. Boys BB Sr. Band 8-12 Music 8 (sem) Art 8 (sem)	Eng 9 2nd Part Alg One PreAP Alg I Alg II Geometry Phys.Sci Integrated 9 World History Pre AP World Hist CBA 9 PE 9-12 Jr. Girls BB Jr. Boys BB Health 9-12 (sem) Sr. Band 8-12 Choir Art I Ceramics Speech (Oral Com) FACS Leadership and Service Learning Span I (VA) EAST Ag Sci 9 Economics (sem) Civics (sem) Computer Science Concurrent Credit	Eng 10 Alg II Geometry 10 Pre AP Biology Integrated 10 Biology Integrated 10 World History Civics (sem) Economics (sem) Health 9-12 (sem) Sr. Girls BB Sr. Boys BB PE 7-12 Sr. Band 8-12 Choir Art 1 Adv.Art / Art II 10-12 Ceramics Speech (Oral Com) Computer Science EAST Ag Mechanics Ag Sci Animal Sciences Ag Structures Dynamics of Human Relations Personal Finance (sem) Life Span Development FACS Leadership and Service Learning Virtual AR Concurrent Credit	Eng 11 Algebra II PreCal 11-12 AP Biology Integrated 11-12 (VA) Physics 11-12 Chem istry Integrated 11-12 Anatomy 11-12 Astronomy 11-12 AP US Hist 11 US Hist 11 Civics (sem) Economics (sem) Government (sem) Geography (sem) Sr. Girls BB Sr. Boys BB PE 8-12 Health 9-12 (sem) Sr. Band 7-12 Choir Art I Adv.Art/Art II 10-12 Ceramics Speech (Oral Com) Spanish I (VA) Spanish II (VA) Business Procedures 10-12 Accounting 10-12 Business Procedures Computer Science EAST Ag Mechanics Ag Structures Animal Sciences. Dynamics of Human Relations Personal Finance (sem) Life Span Development FACS Leadership and Service Learning Drivers Ed 11-12 (sem) College English Environmental Sci. 11-12 Algebra III 11-12 Virtual AR Concurrent Credit	Transitional Literacy 12 Eng 12 AP Calculus 12 Col. Alg / Col. Trig 12 PreCal Algebra III 11-12 Transitional Math Technical Math Biology Integrated AP Biology Integrated 11-12 (VA) Physics 12 Chemistry Integrated 11-12 Anatomy 11-12 Astronomy 11-12 Civics (sem) Economics (sem) Government (sem) Geography (sem) Sr. Girls BB Sr. Boys BB PE 7-12 Health 9-12 (sem) Sr. Band 7-12 Choir Art 1 Adv.Art/Art II 10-12 Ceramics Speech (Oral Com) Spanish I (VA) Accounting 10-12 Business Procedures Computer Science EAST Ag Mechanics Animal Sciences Ag Structures Dyanamics of Human Relations Personal Finance (sem) Life Span Development FACS Leadership and Service Learning Drivers Ed 11-12 (sem) Virtual AR Concurrent Credit

ADVANCED PLACEMENT, CONCURRENT CREDIT, TELECOURSES, AND CORRESPONDENCE COURSES

In compliance with Act 57 of 1983, Viola School District will offer any student the opportunity to attend AP classes in which the teacher has had advanced placement training and provided he/she has met the following qualifications:

1. The student is a fully accredited junior or senior and has taken and successfully completed the approved Pre-AP course.
2. The student has been recommended by a majority vote of the review committee for the program. The committee consists of the superintendent, principal, and two current teachers.
3. The student has successfully completed all previous high school level courses in the subject area including the Pre-AP course in that area of study. As mandated by Act 2152 of 2005, AP Classes shall receive weighted credit. Viola School District awards weighted credit on the four point GPA scale, equivalent to adding one letter grade to a passing student's grade, and toward the 100% scale which determines class rank. It is also the policy of the Viola School District to recognize credit earned by telecourses and correspondence courses if the student is unable to obtain a desired class due to scheduling problems.
4. 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. Ninth (9th) grade will be allowed to take one (1) concurrent credit course per semester, tenth (10th) grade will be limited to two (2) concurrent credit courses per semester, and eleventh (11th) grade will be allowed three (3) courses.

As permitted by the DESE Rules Governing Concurrent College and High School Credit Grading and Course Credit, a student who takes a three (3) -semester hour remedial/developmental education course receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The student
- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution of higher education the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities, graduation.

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

Juniors and seniors who are eligible to enroll in concurrent credit courses from Ozarka College can take up to three (3) concurrent credit courses each semester and have them paid for by the school district. The cost of the required texts are the responsibility of the student/guardian. The courses the district pays for must be placed in the student's schedule and taken during the school day. Students wanting to withdraw from a concurrent credit course must transfer to a high school class and the withdrawing grade will transfer to the new class. Any student who withdraws from a concurrent credit course more than two weeks after the start of the semester or if a student receives a failing grade in a concurrent credit course, that student will forfeit their privilege of having the district cover the cost of future concurrent courses. The high school principal can waive the loss of this privilege in exceptional circumstances.

GUIDELINES FOR CHANGING CLASS SCHEDULES

All students in grades nine through twelve will be pre-registered for classes for the coming year. Circumstances such as a schedule change, subjects offered, demand for a class, and other unforeseen events make it impossible to be entirely accurate in pre-registration. However, the student is expected to pre-register for classes.

Changes in class schedules must be made during the first two weeks of each semester.

GRADING

Basis for marking and grading are outgrowths of the graded school and felt needed for information concerning status and progress of pupils. Grading gives information for pupil guidance and counseling, shows achievement of pupils in relation to others, assists in grouping, retention, transfer, and grade placement and informs parents of the progress of their children. It also helps administrators evaluate the effectiveness of the school program. A, B, C, D, F, I (Incomplete), and NC (No Credit) marking system will be employed. Marks of S (Satisfactory) and N (Needs Improvement) will also be utilized in the elementary. The grading policy will be based only upon academic objectives.

The grading scale for **regular academic** classes is based on the **4.0 GPA** system as follows:

A = 90-100 (4.0) B = 80-89 (3.0) C = 70-79 (2.0) D = 60-69 (1.0) F = Below 60

Weighted Credit will be awarded for **AP, IB, and ADE Honors classes**. Grading scale for these classes is based on the 5.0 GPA system as follows:

A = 90-100 (5.0) B = 80-89 (4.0) C = 70-79 (3.0) D = 60-69 (2.0) F = Below 60

“Weighted Credit” or “Quality Points” for AP, IB, and ADE Honors courses will be awarded **only** if the student completes the required testing.

Promotion of pupils will be by the teachers and principal when they feel the pupil is able to do the advanced work. This would generally mean that a student who is regular in attendance for the year and makes passing grades will be promoted. Promotion policies will take into consideration the individual’s abilities (results of I.Q. & Achievement Tests), the school’s objectives & the curriculum & social conditions of the next grade. All final grades shall be arrived at mathematically & shall be defensible. Academic grades shall not be lowered because of unsatisfactory conduct.

*Grades are based on academic objectives only. Each teacher will base a percent (not to exceed 10 percent) of the student’s grade on effort and participation in class.

Final Exams: Final exams will be given in all core classes. All students must take the final exam unless exempt. The final exam will count no more than 20% of the final grade.

SCHOOL ORGANIZATIONS

*Students have the right to join an existing club and shall not be restricted for membership on the bases of race, sex, national origin, or other arbitrary criteria, except as stated below.

*Students may be restricted to membership on the basis of their sex, but only if the organization is entitled to Title IX exemption under the Bayh Amendment or other applicable exemption.

*School fraternities, sororities, and secret societies are banned in Arkansas Public Schools. Act 171, 1929.

*Students who are convicted of participation in hazing or the failure to report hazing shall be expelled. Act 1264 of 2015

* All class and club officers or representatives must have a minimum GPA of 3.0

Student Council: (7-12) The Student Council at Viola High School is an organization to promote leadership, honor, and responsibility in the school and to represent the students. The Student Council is a tie between the faculty, community, and student body. The aims of the Student Council are to establish higher and better ideals of conduct to train students to acquire experience and efficiency in the practice of democracy, to encourage students to participate in all activities, and to create and foster a spirit of cooperation between students and faculty. In order to be eligible for membership in the Student Council or to be a Class Officer, a student should possess leadership ability, good conduct, willingness to cooperate with all concerned, and have a minimum GPA of 3.0. The members of the Student Council shall be elected in the following manner:

1. There may be one boy and one girl elected to the Student Council from each class. One student will be elected to represent each organization or club that is recognized as such by Viola High School. The president of each class and club will automatically be a Student Council representative.

2. Any student with a minimum GPA of 3.0 will be eligible to run for an office. The president of the Student Council must have served as a representative on the Student Council at least one year before being eligible for the presidency. It is not necessary for other officers to have served on the Student Council before election.

BETA Club: BETA Club is a service organization which recognizes student’s academic achievements. Students must have a cumulative GPA of 3.5 to join BETA Club. They must keep a 3.25 GPA to remain a member.

Annual Staff: The annual is prepared by the Annual Staff class. Under the supervision of the Annual Staff teacher the group will create “The Corral”.

Membership: The Annual Staff will consist of students enrolled in the Annual Staff class and the editor must have a “B” average.

FBLA: Future Business Leaders of America provides an opportunity to actually participate as individuals in group projects conducted under the guidance of representatives of education, business, and the honorably with their colleagues on the local, state, and national levels, and how to act in individual and group business affairs. FBLA is especially designed for those students who are looking forward to careers in the business world.

FFA: The primary aim of the Future Farmers of America, a national organization, is the development of agricultural leadership, cooperation, and citizenship. Any student who takes agriculture may become a member.

FCCLA: The Family, Career and Community Leaders of America is the national organization for students currently enrolled in homemaking classes of those who have completed at least one semester of home economics classes. The overall objective of the organization shall be to help individuals improve personal, family, and community life.

Fire Marshalls: The primary job of a fire marshal is to see that all the exit doors are open and hallways are clear. When the alarm sounds, the fire marshal is to make sure the windows are closed and the furnace is turned off. He/she is to keep the student body moving toward the nearest exit quickly and quietly.

Basketball: The primary sport in Viola High School is basketball. There are four teams which participate on an interscholastic basis: Senior Boys, Senior Girls, Junior Boys, and Junior Girls. Practice begins soon after school opens in the fall and ends with the State Tournament held in March.

Baseball and Softball: Baseball and softball season begins soon after basketball season ends. The schedule consists of about fifteen games each spring and ends with the State Tournament held in May.

Shooting Sports Team (AYSSP): The Arkansas Youth Shooting Sports Program has two divisions. Viola Junior division is for grade 8 and the Senior division is for grades 9-12. Trap shooting is the sanctioned sport of AYSSP. The season begins February 1 and ends July 31.

Golf: Students may compete in District, State, and Regional Tournaments.

Tennis: Tennis is a fall sport. Grades nine through twelve may participate if eligible.

Volley Ball: is a fall sport. Grades seven through twelve may participate if eligible.

GUIDELINES FOR EXTRACURRICULAR ACTIVITIES

Extracurricular activities supplement the regular instructional program and afford opportunities for social interaction, enrichment or individual personal resources and wholesome competition. In this school district, extracurricular activities are defined as those school sanctioned activities which:

1. Are not directly associated with a specific unit of the instructional program which requires that periodic evaluation of student performance be permanently documented and reported to parents/guardians.
2. Are not directly associated with one or more of the educational goals adopted by the district's governing board.

Absence from Instruction:

Excessive student absences from classroom instruction due to participation in extracurricular activities shall not be allowed in this district. Occasionally, however, students may be required to miss classroom instruction due to participation in a school sanctioned activity. This shall occur only when scheduling of that activity has been approved by the school administrator and advance provisions have been made for the make-up of class work missed during the approved absence. Absences from instruction because of extracurricular activities will be kept to a minimum.

Scheduling of Activities:

- Activity events involving two or more schools shall be scheduled on weekends or holidays or after 3:30 pm on school days.
- No student shall be penalized for nonparticipation in any extracurricular activity scheduled on a holiday or during a holiday period if he/she is instead participating in a preplanned family activity.
- Any interscholastic event scheduled shall require AAA sanction and written approval from either the school principal or superintendent of our district.
- Whenever possible, extracurricular activities shall not be scheduled on days or evenings during final evaluations at the close of each grading period nor shall they be scheduled on days or evenings prior to or during periods of standardized or state competency testing.

Academic Requirements:

In this school district, student participation in extracurricular activities is subject to the following requirements:

1. Students in grades K-6 shall have maintained during the previous semester a passing grade in at least four full credit courses as specified in the Arkansas Department of Education Standards for Accreditation or be making satisfactory progress on his/her IEP.
2. Students in grades 7 and the first semester of grade 8: Students promoted from sixth grade to the seventh grade automatically meet scholarship requirements. A student promoted from the seventh grade to the eighth grade automatically meets the scholarship requirements for the first semester. The second semester eighth grade and first semester ninth grade student must successfully pass four academic courses the previous semester, three of

which must be in the core curriculum areas as specified by the ADE Standards for Accreditation of Arkansas Public Schools.

3. Ninth Grade students must meet the requirements of the senior high scholarship rule as set forth in part four 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.
4. Senior High Eligibility Requirements: In order to remain eligible for competitive interscholastic activity, a student must have passed four academic courses the previous semester and meet *one* of the conditions below:
 - A. Have a minimum grade point average of 2.0 from all academic courses the previous semester.
 - B. If a student has passed four academic courses the previous semester but does not meet the above conditions they must be enrolled and attending a supplemental instruction program of at least 100 minutes duration each week outside the regular school day in the subject areas where inadequate performance has occurred and have no unexcused absences for the current semester and have no school disciplinary action for the current semester.
 - C. To maintain eligibility under the Supplemental Instructional Program, the student must show improvement of at least one tenth of one point in their GPA after the first semester of participation in the supplemental program. To continue to participate following the second semester in the SIP the student must have reached the 2.0 GPA. (2005-06 AAA Handbook)
5. *Students with disabilities under idea* must pass at least four courses required by the student's Individual Education Program.

Attendance Requirements:

1. All students are expected to be in attendance for a minimum of 5 class periods on the day of an extracurricular activity in order to participate.
2. Exceptions to this policy are sickness in the immediate family and death in the immediate family.
3. Doctor appointments (family, eye, dental, etc. . .) and other reasons will be considered on an individual basis.
4. Students who miss more than seven unexcused days in a semester in any core class are not eligible to participate in extracurricular activities. The principal will make the final decision in this matter.

Transportation Requirements:

1. All students are required to use school transportation to and from activities.
2. Exceptions to this rule will include only a parent's request for their child to ride with them or a written request from the parent for the student to ride with another adult, which may or may not be granted. An administrator or coach will make the decision.

Dress Requirements:

Students will be encouraged to dress neatly and appropriately for their particular activity and conform to all school rules.

Conduct:

Viola High School is a member of the Arkansas Activities Association. Each student, faculty member, parent, and fan is responsible for abiding by AAA rules and regulations. Sportsmanship is the key objective of the AAA and is the real measure of true participants and fans.

Hazing: Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with any student organization, extracurricular activity, or sport program.

ATTENDANCE

(ASBA) 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.

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

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal; or
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

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

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

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

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

Unexcused Absences

Absences that are not defined above, do not have an accompanying note from the parent or legal guardian, presented or uploaded within the timeline required by this policy, shall be considered as unexcused absences. Students departing early and returning during the same day without appropriate documentation of a doctor's appointment or other excused absence will be credited with unexcused absences for classes which they miss any portion thereof. Students with **8** 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 **4** unexcused absences, his/her parents, guardians, or persons 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 **10** unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law.

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

Students who attend in-school suspension shall not be counted absent for those days. Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

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

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record.

Students who receive a grade of "NC" in any class may submit an appeal. An appeal *must be* submitted within one week after the semester ends in order that the reasons for the absenteeism may be considered. *Students are encouraged to appeal. Failure to appeal will be construed as acceptance of the "NC" grade and loss of credit.* The appeal form shall be returned to the principal's office and shall provide information regarding the reasons for the excessive absenteeism, including doctor's notes or other verification of absences. The administration may accept or reject the appeal, request additional information, or require a conference with the parent and student. Acceptance of an appeal will be granted only if it is determined that the excessive absenteeism was due to unavoidable extenuating circumstances, all days of absence were valid reasons, and make-up work was completed. Questions regarding the appeals procedure should be directed to the principal.

ATTENDANCE REQUIREMENTS FOR EXTRACURRICULAR ACTIVITIES (Excluding Seniors)

1. All students are expected to be in attendance for a minimum of 5 class periods on the day of an extracurricular activity in order to participate.
2. Exceptions to this policy are sickness in the immediate family and death in the immediate family.
3. Doctor appointments, eye appointments, dental appointments and other reasons will be considered on an individual basis.
4. Students who miss more than seven unexcused days in a semester in any core class are not eligible to participate in extracurricular activities. The principal will make the final decision in this matter.

Seniors are allowed two college days and one job shadowing day where they are excused from school to visit a college, technical training school, or job. *Students must schedule these days in advance* with the counselor and must present proof that they visited the school/job. *Juniors are not eligible* to use a college day or a job shadowing day.

School Activities: School sponsored activities (field trips, interscholastic competition, athletic events, etc..) are exempt and shall not count toward the total number of absences. *Students* who will be absent from class *are expected* to check with the teacher in advance to arrange for make-up work.

CLOSED CAMPUS

By school board action, Viola Schools has a closed campus. No outside vendors will be allowed unless pre-approved by the principal or superintendent. When visiting school, parents and visitors are to check in at the office. Non-student visitors will not be allowed to attend classes unless there is an educational purpose for doing so.

SUSPENSION

A student who is suspended (out-of-school) for a disciplinary problem for any number of days will have that number of days charged against the 8 permitted in the policy. If, however, the student is suspended for any number of days which causes him/her to exceed 8 days, he/she may request an approval for an extension from the principal. *The student's past attendance record will be considered* before a request is granted. Disciplinary suspension days are considered unexcused absences. Make-up of tests is not permitted for unexcused absences.

TRUANCY

Truancy is when a student: (A) leaves the campus without permission from the office; (B) comes to school but does not attend any or all classes; (C) is somewhere other than at school when the parents think the student is at school; (D) obtains permission from a teacher or the office to go to a certain place on campus, but does not go there; or (E) brings a parent-signed note that is forged or sets forth an invalid reason for the absence. Students who are truant will not be allowed to make up work missed, and disciplinary action will be taken. *Truancy is considered an unexcused absence. Make-up of tests is not permitted for unexcused absences.*

TAKING STUDENTS OUT OF CLASS

Teacher Requests:

Teachers should not cause a student to be absent from another teacher's class unless *ABSOLUTELY NECESSARY*. Prior approval must be obtained from the teacher whose class will be missed. A note from the requesting teacher must be brought by the student to the teachers involved.

Parental Requests:

Parents may sign their students out at any time. However, students must attend at least 25 minutes of the present class in order to not be counted absent. Students departing early and returning during the same day without appropriate documentation of a doctor's appointment or other excused absence will be credited with unexcused absences for classes which they miss any portion thereof.

LATE ARRIVALS/TARDIES

Students who arrive at school anytime after the start of first period must report to the Principal's office, sign in properly, and pick up an admission slip to class. Students who fail to do so will be considered truant.

Tardiness:

Tardiness is defined as an unexcused appearance of a student beyond the scheduled time that a class begins. Three incidents of unexcused tardies to a class will be considered to be equal to one absence. Tardies of 20 minutes or more will be considered an absence. Teachers will notify the student when such incidents occur. Four or more tardies per semester to a particular class will result in disciplinary action by the principal.

STEPS TO FOLLOW WHEN ABSENT FROM SCHOOL

1. Parent/Guardian must call the office or write an excuse giving the *date/s and reason* for absence.
2. If the school has contacted your parent's, it is not necessary to bring a written excuse.
3. Forgery of an excuse or parent's signature will result in disciplinary action.
4. Doctor's notes, dentist's notes, and notes from other health-care professionals, will not be accepted after the 2nd day a student returns to school.
5. Student reward days must be preapproved or used by the 2nd day a student returns to school. No student reward days may be used within the last 5 days of a semester unless this use is approved by all of the student's classroom teachers and the building principal or assistant principal.

6. Only 3 parent notes or phone calls per semester will be considered as excused absences. All other absences must be appointments which cannot be arranged outside of school hours, such as appearances in court, taking the driver's test and other extenuating circumstances.

MAKE-UP WORK

Students are responsible for initiating and completing all class work to be made up when they are absent. The deadline for make-up work shall be equal to and not exceeding the time missed. Tests, term papers, notebooks, etc., which have been announced prior to the absence, are due on the day the student returns to school. 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), and/or as required/permitted by the student's Individual Education Program or 504 Plan. 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 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. Cross References: 4.7-ABSENCES, 4.57-IMMUNIZATIONS

PROCEDURE FOR LEAVING SCHOOL GROUNDS—CHECKING OUT

By school board action, Viola School has a closed campus. Students are not permitted to leave the school grounds while school is in session without obtaining permission from the principal, assistant principal, or the superintendent. Permission will not be granted unless the request is accompanied by a parent or guardian identification. Students should not ask to be excused during the day except in cases of extreme need or emergency. Due to safety concerns, students are not allowed to check out and walk from campus. Students must sign out when leaving the campus and sign back in immediately upon their return to campus. Students who leave campus without properly signing out will be considered truant.

ELEMENTARY PARENT VISITS, TARDIES, AND EARLY CHECK-OUT

When visiting school, parents are to check in at the office and not go directly to the classroom. All students must be signed out in the office before leaving during the school day. Students picked up before 9:30 will be counted absent a full day. Students leaving before 2:30 will be counted absent a half day. Students leaving *after* 2:30 will be credited with a tardy. We encourage parents to get their child/children to school on time. We ask that you not pick them up before the end of the day unless it is very important.

DISCIPLINE

** All disciplinary actions stated here are examples and recommendations but are subject to administrative discretion on a case by case basis. The prior disciplinary record of each student will always be a consideration in deciding just punishment. Punishment for violations will range from a minimum of a verbal warning to a maximum of recommendation for expulsion.*

STUDENTS RIGHTS AND RESPONSIBILITIES

The Constitution of the United States, through the Bill of Rights and subsequent amendments, gives all persons certain rights. Students do not shed those rights by walking through the school door. Any right or privilege has a companion duty of responsibility. While an individual does have a right to pursue his/her own self-fulfillment, those rights terminate at the point where they infringe on the rights of others.

1. A. Students have the right to pursue, through student and self application, a quality education at public expense, and to attain personal goals through participation in the entire school program.
 - B. Students have the responsibility to attend classes daily, be on time to all classes, and obey school rules.
2. A. Students have the right to participate in school activities without being subject to unlawful discrimination on any basis. Where access to participation in programs or activities is on a competitive basis, each student has the right to compete on an equal basis.
 - B. Students have the responsibility to foster good human relations within the school by practicing courtesy and tolerance in their dealings with each other and members of the school staff and to respect the dignity and worth of other individuals.

3. A. Students have the right to practice freedom of speech, freedom of expression of ideas, and freedom of the press.
B. Students have the responsibility to refrain from libel slanderous remarks and obscenity in verbal and written expression.
4. A. Students have the right to express views or protest symbolically so long as the manner of expression does not interfere with the orderly operation of the school or the rights of others.
B. Students have the responsibility to develop tolerance of the viewpoint and opinions of others, recognize the rights of other individuals to form different points of view and to dissent in an orderly manner.
5. A. Students have the right to participate in patriotic exercises or refrain from participating.
B. Students have the responsibility to respect the rights of classmates and others who do or do not wish to participate.
6. A. Students have the right to be secure in their persons, papers, and effects against unreasonable searches and seizures and have privacy in regard to their personal possessions unless there is reasonable suspicion that the student is concealing materials prohibited by law.
B. Students have the responsibility to respect the rights, property, and privacy of other students and school personnel, carry only those materials which are acceptable under the law and which are not hazardous to any person or property, and accept the consequences for articles stored in their lockers.
7. A. Students have the right to determine their own dress except where such dress is unsafe or unclean or is so distracting as to clearly interfere with the learning and teaching process.
B. Students have the responsibility to observe basic standards of cleanliness, modesty, good grooming and wear clothing which contributes to their own health and safety as well as that of others.

4.17—STUDENT DISCIPLINE

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

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

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

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

Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The District 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 Viola 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.

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;
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;
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.

Disciplinary Record: A student and/or the student’s parents may question any part of the student’s disciplinary record maintained by the school district on the grounds that it is an inaccurate record or that the conduct did not warrant the discipline assessed. The principal will receive any evidence tendered on behalf of the student on the issue and will make such other necessary investigations. If the record is found to be inaccurate, it will be corrected: if it is found that the student’s conduct did not warrant the discipline assessed, the record will be amended to reflect that finding. If the student and/or the student’s parents are not satisfied with the principal’s decision, they may appeal through the grievance procedure as provided elsewhere in this policy. Disciplinary actions will not be entered on the student’s permanent record except for expulsion. Individual records shall be treated as confidential and disclosed only under proper authorization.

4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

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

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

“Weapon” means any:

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

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

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

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

grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of 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.

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 Viola 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.

4.25—STUDENT DRESS AND GROOMING

The Viola 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.

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

STUDENT DRESS CODE

All students are expected to come to school clean and neat in appearance. Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however to a costume or uniform worn by a student while participating in a school-sponsored event. The Principal will make the final decision if questions arise. The following list of clothing which is not allowed is to be used as a guide for all Viola students. However, it is not intended to be a complete list.

Not Allowed

1. Halter tops or similar items.
2. Very sheer blouses or "see through" tops.
3. Spandex type pants, skirts, shorts, or dresses as primary apparel or showing below other clothing.
4. Clothing advertising any product or activity that is considered damaging to a persons health or morals including things thought to be sexually or racially oriented that would be considered demeaning to either sex or any race (example: tobacco, alcohol, drugs, profanity, etc.).
5. *All High School students* (boys or girls) must remove their hat upon entering any classroom. *All Elementary students* (boys or girls) must remove their hat when entering any school building.
6. Sleeveless shirts must not have thin or "spaghetti" straps, and any sleeveless shirt must have sewn straps and not have oversized arm or neck openings.
7. Any clothes with holes considered inappropriate and any clothing which has been intentionally altered, torn, or cut. Pants, jeans, or shorts with an un-patched hole above the knee will not be permitted.
8. Gang related paraphernalia or clothing.
9. Extremely low or sagging pants. Pants must fit at waist or belt must be worn to keep clothing at waist.
10. Chains hanging from pockets or belt loops.
11. Any visible body piercing that causes disruption to the educational process will not be allowed and must be removed when asked by staff, and not be worn back.
12. Shorts, skirts, running shorts, biker shorts, or similar garments must be no shorter than the length of a dollar bill above the knee.
13. Dog collars or similar items are not to be worn as articles of jewelry.
14. Any clothing, jewelry, or tatoos considered inappropriate, revealing, or disruptive to the educational process.

Students representing Viola Schools during extracurricular events on or off campus will dress appropriately. Appropriate clothing generally means that the same standards apply both on and off campus.

Violation of the Dress Code:

- First Offense: Student will be detained in the office until he/she can obtain suitable clothing, and or paddling, or detention.
- Second Offense: Up to 5 days detention, or paddling.
- Three Or More Offenses: Paddling, and/or up to 10 days detention, or 1-5 days suspension, Principal's discretion.

4.27—STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT

The Viola 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 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;¹
- 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;² or
 - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;²
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.

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; and

- 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
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:

- Notice of the District’s grievance process and a copy of the procedures governing the grievance process;
- 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;
- 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;
- A statement that retaliation is prohibited;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant, and not otherwise impermissible, to the complaint of sex-based harassment; and
- That the District’s code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

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 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 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:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein;
- The District was unable to identify the respondent after taking reasonable steps to do so;
- The respondent is no longer employed or enrolled at the District;
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or allegations therein; or
- 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

Either party may appeal a determination regarding responsibility or from a dismissal of a ~~formal~~ 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.

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

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.

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.

STUDENT CONDUCT CODE

The Student Code of Conduct is designed to foster student responsibility, respect for the rights of others, and to insure the orderly operations of district schools. No code can be expected to list each and every offense which may result in the use of disciplinary action. However, it is the purpose of this Code to list certain offenses which, if committed by a student, may result in the imposition of a specific penalty. The administration has discretion on a case by case basis. The previous discipline record of each student will always be a consideration.

Students will be bound by the Conduct Code whenever they are on any School District property, or engaged in any school function, regardless of the time or reason(s) for their presence. Any direct or personal act or behavior which is prohibited under the Conduct Code is also prohibited when performed by use of computers, the Internet, cell phones, telephones or other communications media when the communication originates or ends on District property or at any school function or may in the judgment of district officials disrupt or interfere with the educational process; or pose a threat to the safety of any person lawfully on district property or at a school function.

The circumstances surrounding an incident and the student's previous disciplinary record will be taken into account in determining appropriate punishment. Therefore, it is sometimes necessary to take more firm disciplinary action than the guidelines might call for because of repeated misconduct or other circumstances. Teachers will formulate their own classroom management system which will take care of minor, day to day violations of their rules. Unless otherwise stated below, the violations named below will be tabulated on a yearly basis for the purpose of determining how many violations have occurred.

Violations Against Persons

- A. Assault:** Attempting to cause injury to another, intentionally placing another in reasonable apprehension of imminent physical danger.
- B. Fighting:** Mutual combat in which both parties have contributed to the conflict either verbally or by physical action.
- C. Hazing:** Initiations, intentional intimidation, harassment, teasing, frightening, tormenting, coercion, humiliation, sexual harassment, etc. of any student or groups of students by other students.

- First Offense: Paddling and/or up to 5 days detention
- Second Offense: Paddling and/or up to 10 days detention
- Third Offense: up to 10 day suspension, possible expulsion

D. Instigating A Fight: Students shall not instigate fights by actively encouraging other to fight, carrying messages which result in fights, nor take part in any other activity which encourages violent behavior. All students who are observed gathered to watch a fight will be held accountable under this rule.

- First Offense: Paddling and/or detention
- Second Offense: Paddling and/or detention
- Third Offense: up to 5 days suspension

E. Weapons: Students are forbidden to bring onto school grounds or property any item ordinarily considered to be a weapon. Examples include knives, firearms, chains, metal knuckles, handcuffs, explosives, or any other instrument or substance capable of causing bodily harm. *Any student who brings firearms or other weapons onto school grounds may be expelled. Circumstances and intent may be investigated and suspension rather than expulsion may be elected by administration after parent conference and notification to law enforcement agency.*

- First Offense: Suspension pending investigation or Expulsion
- Exception: Pocket knives (if not deemed to be intended for threatening use.)
- First Offense: Detention, and or paddling.

F. Fireworks: Students are forbidden to bring fireworks onto school or property.

- First Offense: Paddling, detention, or up to 5 days suspension
- Second Offense: up to 10 day suspension

G. Verbal Abuse To Staff: Disrespectful language to a staff member.

- First Offense: Paddling and/or up to 10 day detention
- Second Offense: Up to 10 days detention or suspension
- Third Offense: Up to 10 day suspension
- Fourth Offense: Expulsion

H. Verbal Abuse to Staff Of A Threatening Nature: Disrespectful language to a staff member that is threatening in nature. *ACT 1189 of 1993 states that a student commits terroristic threatening in the first degree if with the purpose of terrorizing another person, he threatens to cause physical injury or property damage to a teacher or other school employee acting in the line of duty. Terroristic threatening in the first degree is a Class D Felony.*

- First Offense: Paddling and/or up to 10 day suspension, refer to law enforcement agency
- Second Offense: 10 day suspension and parent conference, refer to law enforcement agency
- Third Offense: Expulsion

I. Threats of Violence: If a student threatens another individual at school or a school event, including threats of firearms, bombs, any weapons, or death threats will not be tolerated.

- *Students making such threats may be suspended, recommended for expulsion, and/or turned over to the local sheriff, juvenile officials, and parents.*

Violations Against Public Health And Safety

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

Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any ingestible matter that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance. Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage is prohibited. (4.24 Drugs and Alcohol)

A. Possession and/or Use: of alcohol or other drugs, paraphernalia, (or substances represented to be such, including legal and illegal drugs and paraphernalia, while on school premises, property owned or leased by the district, including school

buses, or at a school-related function is prohibited.

- First Offense: Up to 10 days detention or suspension and notification of local law enforcement authorities. Chemical Dependency Evaluation at an approved facility may be recommended.
- Second Offense: 10 days suspension, possible expulsion unless student obtains a Chemical Dependency Evaluation at an approved facility. Notification of local law enforcement personnel.
- Third Offense: Expulsion

B. Sale Or Distribution: of alcohol or other drugs and paraphernalia, or substance represented to be such including legal and illegal drugs and paraphernalia, while on school premises or at school-related function is prohibited.

- First Offense: Suspension pending investigation of circumstances and possible expulsion and notification of law enforcement.
- Second Offense: Expulsion and notification of law enforcement.

C. Tobacco Use: The possession and/or use of any tobacco product on school premises, in or on any property owned or leased by Viola Public School District, or at school-related activities is prohibited. Tobacco and/or nicotine products and delivery systems including e-cigarettes will be confiscated and destroyed. It is against the law in the State of Arkansas for minors to buy or use tobacco products. With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product, including any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pips, or any other name or descriptor. First Offense: Paddling or up to 5 days detention and referral to law enforcement.

- Second Offense: Paddling and up to 10 days detention
- Third Offense: Up to 5 days suspension
- Fourth Offense: Up to 10 days suspension
- Fifth Offense: Expulsion

D. Controlled substances for which the student has a current prescription are to be brought to the school nurse who will administer the drug. The substance must be in the original container provided by the pharmacy.

Violations Against Property

A. Extortion: Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from the student.

- First Offense: Paddling and up to 5 day detention
- Second Offense: Up to 10 days detention or suspension
- Third Offense: Expulsion

B. False Alarm: Making any false alarms, such as bomb threats or fire alarms

- First Offense: Suspension pending investigation and possible expulsion and notification of law enforcement.

C. Theft: Stealing or attempting to steal private or school property.

- First Offense: Restitution, up to 10 days detention, and notification to law enforcement
- Second Offense: Restitution, up to 10 days suspension, and referral to law enforcement
- Third Offense: Suspension pending expulsion and referral to law enforcement

D. Willful damage to school staff or student property:

- First Offense: Restitution and up to 10 days detention and notification to law enforcement
- Second Offense: Restitution and up to 10 days suspension and notification to law enforcement

Violations Against School Attendance Policy

A. Truancy: See page 11 for definition. Truancy will be tabulated on an annual basis.

- First Offense: Paddling and/or up to 5 days detention
- Second Offense: Paddling and/or up to 10 days detention
- Third Offense: Up to 10 day suspension
- Fourth Offense: Expulsion and referral to juvenile authorities

B. Tardiness: This is defined as an unexcused appearance of a student beyond the scheduled time that a class begins.

Tardies will be tabulated on a semester basis.

- Fourth tardy: Paddling or up to 3 days of detention
- 5-7 Tardies: Paddling or up to 5 days of detention
- Additional Tardies: Up to 10 days suspension pending parent conference

C. Elementary school campus: High school students are not to go to the Elementary campus or buildings during the school day without a written pass from the principal's office.

- Penalty: See Truancy

Violation Against Public Decency And Good Order

- A. Use of Obscene Language:** The use of obscene language is prohibited.
- First Offense: Paddling and/or up to 5 days detention, and notification of parent
 - Second Offense: Paddling and/or up to 10 days detention, and notification of parent
 - Third Offense: Up to 5 days suspension
- B. Use of Language That Is Demeaning or Threatening:** Words which are spoken solely to harass or injure other people, such as threats of violence, defamation of a person's race, religion, or ethnic origin.
- First Offense: Paddling and/or up to 5 days detention
 - Second Offense: Paddling and/or up to 10 days detention
 - Third Offense: Up to 5 days suspension, and parent conference before readmission
 - Fourth Offense: Up to 10 days suspension or expulsion
- C. Use of Disruptive Speech or Conduct:** Conduct or speech, be it verbal, written or symbolic, which materially and substantially disrupts classroom work, school activities, or school functions, such as talking in class when told not to do so, insubordination, refusal to work, cheating, or plagiarism.
- First Offense: Conference with Principal, paddling and/or up to 3 days detention
 - Second Offense: Paddling and up to 5 days detention
 - Third Offense: Paddling and/or 10 days detention
 - Fourth Offense: Up to 5 days suspension
 - Five or More Offenses: Suspension or Expulsion
- D. Bus Misconduct:** (see Transported Students)
- E. Public Display of Affection:** (No physical contact allowed.) Public display of affection, when taken to excess, is not appropriate behavior at school or any school activity. Failure to comply with the reasonable expectations of the school staff will result in disciplinary action.
- First Offense: Warning or detention, paddling
 - Second Offense: Up to 5 days detention or paddling
 - Three or More: Up to 10 days detention or paddling
- F. Hall Passes:** Any student out of regularly scheduled class during a scheduled class period, is REQUIRED to have in their possession a hall pass which has been authorized by the assigned teacher. Failure to meet this requirement will AUTOMATICALLY be considered Truancy.
- G. Soliciting:** Soliciting and/or selling of advertising by high students will be limited to the Annual Staff, athletic programs, or band organizations. Adult supervision is MANDATORY if students leave the campus to sell advertising.
- Penalty: Referral to Principal
- H. Dress Code Violations:** (see Student Dress Code)
- I. Failure to Comply with a Reasonable Command from a Staff Member:** Students are expected to comply with any request from a teacher or staff member which does not put the student in danger or is personally demeaning.
- First Offense: Up to 5 days detention and/or paddling
 - Second Offense: Up to 10 days detention and/or paddling
 - Three or More: Up to 10 days detention or suspension
- J. Food and Drink in the Classroom:** Students will not be allowed to bring food and drink into the classroom. Teachers may obtain permission for special events from the Principal. (No open containers are to be brought on campus.)
- First Offense: Warning and/or up to 3 days detention
 - Second Offense: Up to 5 days detention and/or paddling
 - Third Offense: Paddling and up to 10 days detention
 - Fourth Offense: Up to 10 days detention or suspension
- K. Gambling:** A student shall not participate in any activity which may be termed gambling or wagering where the stakes are money or any other object or objects of value.
- First Offense: Conference with Principal and/or up to 3 days detention or paddling
 - Second Offense: Paddling and/or up to 10 days detention or suspension
- Parents of minor students under the age of 18 and living with parents may be liable for damages caused by said minor in an amount not in excess of \$2,000.*

*All disciplinary action is stated as a guide or an example but may be modified by administration due to circumstances of investigation. The prior disciplinary record of the students involved will be considered to arrive at just punishment.

DISCIPLINE FOR HANDICAPPED

1. Handicapped students who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.
2. The Individualized Education Plan (IEP) team for a handicapped student shall consider whether particular discipline procedures should be adopted for that student and included in the IEP.
3. Handicapped students may be excluded from school only in emergencies and only for the duration of the emergency. In no case shall a handicapped student be excluded for more than ten days in a school year.

4. After an emergency suspension (within 3 days) is imposed on a handicapped student, an immediate meeting of the student's IEP team shall be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion.

CORPORAL PUNISHMENT

The Viola Public School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or his/her designated staff members who are required to have a state-issued license as a condition of their employment.

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

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

***Any parent/guardian that does not wish their child to receive corporal punishment must fill out the Corporal Punishment Opt Out form in the forms section of the handbook, and return it to the high school office each year.**

SUSPENSION AND EXPULSION

Suspension Procedure:

- A. A teacher may temporarily dismiss for disciplinary reasons any student from class.
- B. The teacher shall, when feasible, accompany the student to the office of the principal or designee and shall, as soon as practical, file with the Principal a written statement about the student's dismissal from class.
- C. The Principal or designee shall determine whether to reinstate the student in class, reassign him/her or take other disciplinary action.
- D. The Principal of any school or designee is authorized to suspend students from school for disciplinary reasons up to ten school days, including the day upon which the suspension was initially imposed.
- E. Prior to such suspension, the Principal or designee, shall inform the student either orally or in writing about the infraction.
- F. If the student denies the charges, the Principal shall explain to him/her the evidence which forms a basis of the charges and shall permit the student to present his/her side of the story.
- G. When the Principal considers that a suspension is proper, he/she shall send the student home with a suspension notice requesting a student-parent-Principal conference within 24 hours if possible.
- H. Additionally, the parent will be mailed a copy of the suspension notice which shall include the reasons for the suspension, its duration, the manner in which the student may be re-admitted to school and the procedure for review of the suspension.
- I. The Principal or designee may require the attendance of the student involved at said conference as a condition for considering reinstatement.
- J. When a student has been notified that he/she is suspended from school premises until the Principal or designee reinstates him/her, except that a suspended student may return to the school premises when accompanied by his/her parent/guardian for a student-parent-Principal conference.
- K. If, in the conference, no decision is reached by the Principal for reinstatement of the student, or if any suspended student or his/her parent or guardian (when the student is a minor) requests a hearing before the superintendent, the principal or designee shall extend the suspension of the student and shall furnish the superintendent of schools with a full report on the suspension within a period of five days from the request.
- L. The superintendent of schools or designee shall have the authority to revoke, terminate, or otherwise modify the suspension and will notify the principal and parents of his/her actions within five days of receipt of the principal's report.
- M. If the superintendent or designee agrees with the suspension or modifies the suspension imposed by the principal and if the student or his/her parent so request, a hearing shall be scheduled before the school board within five days after the superintendent has notified the parent or student of his/her action. Any student suspended from school is entitled to a hearing before the Viola School Board.
- N. A suspended student will be readmitted to school after being suspended for ten school days including the

- day upon which the suspension was initially imposed, even if the appeal process has not been completed.
- O. A suspension that does not amount to an expulsion for the remainder of the semester but is more than ten days is authorized. This long term suspension, however, shall come only after the student has been afforded notice, opportunity for a hearing, and the same procedural rights as for expulsion.
 - P. Notwithstanding the policy concerning suspension and expulsion, students may be suspended indefinitely with notice, hearing, and the other rights provided herein having been first given if the school is undergoing a violent upheaval or if orderly educational processes have otherwise been substantially disrupted. This would apply only in rare instances such as riots or where emergency circumstances make it unreasonable for the administration and board to consider the case within the usual time. In all such cases, notices, hearings, and other rights shall be provided in accordance with the normal provisions at the earliest practical date after order is restored.

Expulsion Procedure:

- A. The principal of a school may recommend that a student be expelled from school with loss of credit.
 - A written recommendation to the superintendent shall include a statement of the charge against the student.
- B. If the superintendent concurs with the recommendation, he/she shall schedule a hearing before the school board.
- C. The school board may expel a student for the remainder of the school year, or permanently, for conduct it deems to be of such seriousness as to make a suspension inappropriate, where it finds the student's continued attendance at school would be unacceptably disruptive to the educational program or would be attended with unreasonable danger to other students and faculty members.
- D. Permanent expulsion is appropriate only for those instances in which serious bodily harm occurred or reasonably could have been expected to occur to another person.
- E. The superintendent or designee shall give written notice, mailed within ten calendar days from alleged incident which caused the expulsion recommendation, to the parent if the student is a minor or to the student if he/she is an adult. Such hearing will be conducted not earlier than three calendar days or more than seven calendar days following the date of the notice except that the superintendent, the student, and the student's parent may agree in writing to a date not conforming to this limitation.
- F. The notice also will state charges against the student in clear and concise terms, the names of witnesses who will appear against the student and a brief statement concerning the nature of their testimony.
- G. In every case of a hearing held by a school board regarding the expulsion of a student, the board president or, in his/her absence, another member selected by the board shall preside at the hearing. The student shall be entitled to representation by a lawyer or lay counsel.
- H. The superintendent or designee shall present evidence and may present witnesses or statements of those persons who have personal knowledge of the events or circumstances which give rise to the expulsion recommendation at the hearing.
- I. The student or representative may then present witnesses or statements by witnesses with personal knowledge of events or circumstances relevant to the issues.
- J. Normally, formal cross-examination will not be permitted.
- K. During the course of the hearing, if the board determines that the credibility of any of the witnesses is an issue, it will permit cross-examination by the student, the superintendent or their representatives of those witnesses whose credibility has become an issue.
- L. Cross-examination should ordinarily be limited to the question(s) on which the credibility of the witness has become an issue.
- M. The student may observe all evidence offered against him/her.
- N. Members of the board may question any witness.
- O. At the conclusion of the hearing, the board may discuss the matter and dispose of it by vote.

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.

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.

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 Ark. Stat. Ann. 80-1516)

Due process afforded to students in disciplinary cases of some magnitude such as:

- A. Suspension
- B. Expulsion
- C. Statements removed from students' records
- D. Clearing one's reputation

The U.S. Supreme Court ruled in 1975, that for every suspension not exceeding ten days, the student has the right to be accorded the minimum requirements of the due process of the Fourteenth Amendment of the Constitution of the United States. The due process right of students and parents are as follows:

- 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.
- 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.

As part of the Improving America's Schools Act of 1994 Viola School District is required to implement a compact between students, parents, staff and administrators. The purpose is to outline our combined responsibilities in the effort to educate our children so that they can achieve their educational goals. Through careful consideration, the following has been developed by both parents and school personnel. Please review and discuss this compact with your child so that he/she may understand our combined commitment to his/her education.

POLICIES

4.42—STUDENT HANDBOOK

It shall be the policy of the Viola 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 Policies¹ 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current DESE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal and/or Counselor shall notify the Superintendent and Curriculum Coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

4.43—BULLYING

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.¹ In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus.² 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.³

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

Copies of this policy shall be available upon request.

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Viola 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 Race and Gender Equity Coordinator, who may be reached at 870-458-4006.

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.

BREAK PROCEDURES, (MORNING, BREAK, AND LUNCH)

1. Before school, elementary students will report to the cafeteria until 7:45 am, at which time they will go to their classroom. High School students who have studying to do may go in and quietly sit in a classroom where a teacher is present. Teachers will be in their rooms by 7:45 am.
2. Students are not to crowd into bathrooms to visit. We need the cooperation of everyone to help keep bathrooms clean.
3. If you bring your lunch to school, take it to the lunchroom to eat.
4. Pairing off of couples is not encouraged. Evidence of physical contact or actions unbecoming in public will result in disciplinary action... See "*Student Conduct Code*."
5. During morning break and lunch hour the students will be required to remain in the lunchroom, outside (in the area between the main high school building, the wall, the agri building, and the cafeteria), or if there is inclement weather, in the gym bleachers.
6. Elementary students will go outside for recess when weather permits unless they have a note from parents stating they should stay inside.

INTERNET SAFETY AND ELECTRONIC DEVICES

Students may have the opportunity to use a variety of electronic devices at school, including computers and the Internet. Students are to use electronic devices as directed by the staff in conformity with the school curriculum. Students who use any electronic device in an inappropriate manner and/or not as directed by the school are in violation of school policy and subject to discipline, up to and including the loss of right to use the electronic device (which may involve loss of credit if the electronic device use was course work). Students who violate electronic device use agreements are also subject to the penalties outlined in the agreement.

Students who use electronic devices to violate other policies will be subject to discipline for misuse of electronic devices as well as the policy violation. Example: A student sends a threatening E-mail message to another student. This student would be in violation of misusing an electronic device as well as threatening another student.

DISTRIBUTION OF LITERATURE

- A. Students shall have the right to distribute and possess literature including, but not limited to newspapers, leaflets, pamphlets, and magazines, except that the district may prohibit a specific issue of a specific publication if there is substantial factual basis to believe its possession or distribution will cause, or is causing, substantial disruption of school activities.
- B. Literature to be distributed must be reviewed by the administration before distribution. If there is no exception as provided for by Section A above, the literature may be distributed following these guide lines:
 1. Literature may be passed out only during the times when classes are not in session, (recess, lunch, before school, after school, etc.).
 2. At no time shall the distribution of literature be allowed to interfere with school activities.
 3. Literature may be passed out only on the campus near the outside entrance to classroom or activity buildings.
 4. The distribution of literature shall not be allowed to interfere with or inhibit a person's right to accept or reject any literature.
 5. The person or persons distributing literature shall be responsible for the proper disposal of said literature to prevent litter, clutter, or otherwise creating an undesirable appearance.
- C. All petitions shall be free of obscenities, libelous statements, and personal attacks and shall be within the bounds of reasonable conduct. Students signing such petitions shall be free from recrimination or retribution from members of the staff and administration. No person's right to accept or reject the petition shall be inhibited. Distribution of petitions shall follow the same rules as distribution of other literature as addressed in Section B above.
- D. Students are allowed to establish and maintain a school newspaper to report school news. Students are allowed the right to editorialize but must refrain from printing anything which might contain obscene language or libelous materials.

FREEDOM OF EXPRESSION AND ASSEMBLY

Students shall have the right to express themselves by speaking, writing, wearing, or displaying symbols of ethnic, cultural or political values (such as buttons, badges, emblems, and arm bands), through mode of dress or grooming style or through any other medium or form of expression. Any article of clothing in reference to this section must be in compliance with the student dress code. The principal may regulate expression provided there is a factual basis for believing a specific form of expression by a specific student will cause, or is causing, substantial disruption of refrain from expressing themselves. The freedom of students to assemble in a non-disruptive time, place, and manner shall be preserved.

4.63—STUDENT RELIGIOUS EXPRESSION

The Viola 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.

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.

4.34 COMMUNICABLE DISEASES AND PARASITES (HEAD LICE)

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 A, B or C, mumps, vomiting, diarrhea, and fever (100.4F 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 seat).

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.

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.

HOMESTUDY BY GRADE LEVEL RECOMMENDATIONS

<u>Level</u>	<u>Minutes Per Day</u>	<u>Days Per Week</u>	<u>Study Skills</u>
K	Minimal Use	Minimal Use	Recite names of letters and numbers, draw pictures, discuss new words.
1-2	15-20	2-3	Read to parents, practice writing, arithmetic skills, vocabulary words, spelling, and drawing
3-4	20-30	4	Drill and practice on basic skills in reading, language & arithmetic. Work with <u>little parental assistance</u> .
5-6	40-60	4	Maintain basic skills in reading language, & mathematics. Read independently to <u>acquire new concepts and facts</u> .
7-8	60-90	4	Reinforce basic skills. Reads independently for concepts & facts. Can identify main ideas & outline them in written form. <u>Can express self creatively in writing</u> .
9-12	90-110	4	Ability to apply, analyze, synthesize, evaluate facts & concepts. Can gain comprehension of complex subject matter independently. Sustains acceptable academic performance.

HOMEWORK/RAPID WRITING/INDEPENDENT STUDY SKILLS GUIDELINES

The Viola School District recognizes that homework is a beneficial addition to the in-school instructional program. It is a flexible and individual responsibility of the classroom teacher. For most students, additional study directly related to academic class work can make the difference between mastery and non-mastery, between satisfactory and exemplary achievement. Homework tells students that learning is more than just a classroom activity, that expectations go beyond minimum effort and well-formulated homework system, students will acquire academic content while also developing self-discipline, responsibility, and good study/work habits. Students who possess these characteristics will be prepared for both academic and/or vocational careers. Therefore, the Viola School District encourages the assigning of relevant homework to its students. The following guidelines are suggested.

- Each year students and parents will be informed concerning the homework procedure to be followed.
- Homework assignments should not be based on the assumption that parental or adult help will be available.
- The district recognizes that students work at different rates due to varying abilities. When daily homework is assigned, the following guidelines are suggested for the average student. Please understand time required depends on a student's work habits.

HOMELESS STUDENTS

The Viola Public 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 liaison for homeless children and youth whose responsibilities shall include coordinating with the state educational liaison for homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.

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. It is the responsibility of the District's local educational liaison for homeless children and youth to carry out the dispute resolution process.

To the extent feasible, the District shall do one of the following according to what is in the best interests of a Homeless child. (For the purposes of this policy "school of origin" means the school the child attended when permanently housed or the school in which the child was last enrolled.)

1. continue educating the child who becomes homeless between academic years or during an academic year in their school of origin for the duration of their homelessness;

2. continue educating the child in his/her school of origin who becomes permanently housed during an academic year for the remainder of the academic year; or
3. enroll the homeless child in the school appropriate for the attendance zone where the child lives.

If the District elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the District shall provide the parent or guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.

In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.

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 Liaison), to and from the child's school of origin.

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

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

MEDICATION POLICY

Viola Schools policy does not allow school officials to give over the counter medications without written permission from the student's doctor as well as their parent. However, Tylenol may be given with parent's permission. The policy regarding prescription medications is as follows:

1. Medications must be in the original container with the student's name on the prescription.
2. Medications which are given three (3) times daily or less will not be given at school. This does not include medications for hyperactivity and/or seizures.
3. A medication consent form must be signed before any medications will be given at school. Handwritten notes are not acceptable.
4. Permission for long-term medications must be renewed at the beginning of each school year.
5. Medications that come by bus must be given to driver and nurse must be alerted ahead of time.

In grades 7-12, any prescription or non-prescription medication, along with written permission from the student's parent, must be turned in to the high school office or the school nurse before the student may take the medication. All medications brought to school will be given to the school nurse for dispensing. Students are not to take any medication without permission from the office or school nurse.

It is understood that it is the student's responsibility for coming into the office or nurse's station and taking his/her medication. Students are responsible for taking the medications home at the end of the day. Inhalers, for whatever ailment, are medications and are required to be treated according to the above policy. Even if a child uses the inhaler on an as needed basis, supervision is desirable, especially in the elementary school.

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

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

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

The 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.

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
 - a. Possess on his or her person:
 - b. A rescue inhaler or auto-injectable epinephrine
 - c. or 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
- 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.

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 certified instructor 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 certified instructor 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. By this policy, parents are notified that ten (10) days after the last day of school, all medications will be disposed of that are left at the school. 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.

MEDICAL EMERGENCY RESPONSE PLAN

In the event that a medical emergency occurs, the following procedures are to be followed: The school nurse is to be notified immediately. If the nurse is unavailable, contact Lena Zimmer or call the first responders through the local sheriff's office at 870-895-2601. If it is deemed necessary, an ambulance may be requested by calling 870-895-2600, or activate the emergency response system by calling 911.

NUT ALLERGEN PLAN

Students that have an allergy to nuts and their byproducts to the extent that they can react to the mere contact with that food through touching, as well as ingesting the nut product, Viola school does:

- not offer nut products through our Cafeteria food service or our Family & Consumer Science kitchen.
- allow students to bring nut based products in their individual lunch from home but not for snacks or parties.
- provide a separate dining table for those students that do choose to bring nut products in their personal lunch.
- educate students who choose to bring nut products to clean their hands with proper materials such as anti-bacterial wipes before touching an exit door to leave the dining area.
- provide disposable gloves by the exit doors for the students with severe allergies to utilize and protect them from risk of contact (optional use).
- allow students with the severe nut allergies to elect to eat in the cafeteria or, with their parents permission, choose to eat in a different location provided by the school, possibly accompanied by a few friends.
- educate students not to share nor accept food from a home packed lunch due to fear of causing a possible allergic reaction in another student.

6.11—PARENT AND FAMILY ENGAGEMENT

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

1. Involve parents and the community in the development of the long range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;
5. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent and community involvement programs to suit the needs of our district;
10. Train parents to enhance and promote the involvement of other parents;
11. Provide reasonable support for other parental involvement activities as parents may reasonably request.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

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 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:

- A. 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
- B. Requests or requires a student to provide any of the eight (8) categories of information listed above; and/or
- C. Requests or requires a student to provide any of the following:
 - A student's name;
 - 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.

PRIVACY, SEARCH, AND SEIZURE

Attending Viola Schools is both a right and a privilege. Viola Schools will try to provide each student as much privacy as possible. However, when there is a reason to believe that violations of school policy or criminal law are occurring, a search of a student's person or property (including vehicles, book bags, lockers, etc.) may be authorized by the Principal or his/her designee. The established guidelines below are intended to protect the rights of students:

Confiscated Items: When suspected contraband is found, the items are confiscated, and a written receipt detailing the items taken is given to the student involved. A report is filed with the appropriate school and law enforcement authorities.

Law Enforcement Officials: Law enforcement officials wishing to contact students at Viola Schools for any reason should be directed to the building principal's office. When law enforcement officers present duly authorized warrants which justify a search, they will be allowed to search.

Personal Search: An adult witness shall be present when a personal search is conducted. A pat-down search of a student's person shall be done by a school official of the same sex.

5.25—MARKETING OF PERSONAL INFORMATION

The Viola 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.

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:

- a. College or other postsecondary education recruitment, or military recruitment;
- b. Book clubs, magazines, and programs providing access to low cost literary products;
- c. Curriculum and instructional materials used by elementary schools and secondary schools;
- d. 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;
- e. The sale by students of products or services to raise funds for school related or education related activities; and
- f. Student recognition programs.

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days¹ of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

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

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

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

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

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

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

When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.²

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

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

Unless the parent or guardian of a student (or student, if above the age of eighteen (18)) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective

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

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

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

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.⁶

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

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.

REPORT ON STUDENT PERFORMANCE

Conferences: Parents are invited to visit the school to confer with teachers and the principal relative to the instruction of their children. Except for emergencies, parents will be expected to arrange such conference by appointment in advance.

Report Card Conferences: Parents are requested to pick up their children's report cards at the end of the first and third nine weeks periods. At this time, the parent meets each teacher and discusses their child's progress. Documentation of a parent's participation is noted and filed in the principal's office.

Below Grade Level Conferences: Parents who have children who are not performing at the level expected for their grade will be contacted on a more frequent basis. This may be a parent-teacher conference, a telephone conference, or a home visit.

Progress Reports: Teachers send progress reports to parents during the fourth or fifth week of each nine weeks to all students. Students whose average is below 70 % will be required to get their parent's signature on the report card and return it to school within three school days. Failure to bring back the required signature or forgery of a parent/guardian's signature will result in disciplinary action.

RETENTION CRITERIA (Subject to change due to LEARNS Act)

A. Below National Norms: (K-8) A student who is one year below national norms for grade level in reading as measured by accepted achievement tests and teacher evaluation will not be promoted. A student who is one year below national norms for grade level in two or more subject fields (excluding art, music, and P.E.) as measured by accepted achievement tests and teacher evaluation will not be promoted. (9-12) Students must complete 24 credits for graduation.

B. Below Accepted Social and Mental Maturity: A student who is judged below accepted social and mental maturity by a promotion committee may not be promoted.

C. Below Proficient on State Mandated Assessment: (3-8) A student identified as not proficient (basic or below basic) on a benchmark assessment and who fails to participate in the subsequent academic improvement plan *shall be retained* and shall not be promoted to the next appropriate grade until the student is deemed to have participated in an academic improvement plan or the student passes the benchmark assessment for the current grade level". (ACT 2243 of 2005)

D. Below Proficient on State Mandated Assessment: (8-12) A student identified as not proficient (basic or below basic) on an end-of-course test and who fails to participate in the subsequent academic improvement plan *shall not receive* credit on his or her transcript for the course related to the end-of-course assessment.

E. Grades 9-12: Students must complete 24 credits for graduation. Students with less than 16 credits cannot be promoted to the 12th grade unless a plan for graduation has been approved by the administration. Likewise, students with less than 8 credits cannot be promoted to the 11th grade.

F. Exceptions: No student will be retained more than two years in his first eight years of school. Except in the rarest of cases, a student will not be retained more than one year in the same grade level.

SEMESTER TEST EXEMPTION POLICY

The following incentives will be offered to high school students each semester as a reward good attendance:

Perfect attendance and a passing grade in any class will result in that student being exempt from the semester test review and semester test for that class.

2. One semester absence and a "C" or better in any class will result in that student being exempt from the semester test review and semester test for that class.

3. Two semester absences and a "B" or better in any class will result in that student being exempt from the semester test review and semester test for that class.

4. Three semester absences and an "A" or better in any class will result in that student being exempt from the semester test review and semester test for that class.

SMART CORE CURRICULUM POLICY

The Viola School District will inform parents of the required Smart Core Curriculum, as well as the optional Core Curriculum, at the beginning of the 7th grade or upon enrollment to high school. All students will follow the Smart Core Curriculum unless the parent/guardian chooses, in writing, the optional Core Curriculum.

SOLICITING AND FUND RAISING

1. No soliciting of funds, circulation of petitions, or drives may be conducted without the approval of the superintendent or principal. (This includes visits of salesmen.)

2. Materials submitted by outside agencies are not to be distributed to the pupils or sent to the home unless authorization for such distribution has come from the superintendent or principal.

3. Grades 11-12 shall be restricted to one night time fund-raising activity per year in addition to the class play and matinee.

4. Clubs shall be restricted to one fund-raising activity per semester.

5. Collection of class dues shall not be considered a fund-raising project.

6. Any club or classes planning to have an activity must get permission from the principal at least two weeks before the requested activity. The principal will either approve or deny the request. This request must be made by the sponsor of the organization. (Exceptions will be pre-scheduled basketball games and tournaments.)

7. No activities shall be scheduled during semester test week or the last week of a semester.

All clubs and classes are to deposit their money in the office with the school bookkeeper. Sponsors of classes and clubs will be responsible for seeing that all checks (for dues, etc.) are deposited monthly. Checks will be written and signed by the

superintendent upon request from the class or club sponsor. Students cannot order any item and charge it to the school without the proper authorization form being signed by the sponsor giving their approval.

TEACHER QUALIFICATIONS

Parents may request the following information regarding the professional qualifications of a student's teacher(s):

1. Whether the teacher has met the Arkansas Department of Education requirements for certification for the grade level and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or other provisional status through which Arkansas qualifications or certification criteria have been waived.
3. The college major and any graduate certification or degree held by the teacher.
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

Viola School is very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. The staff of your child's school is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure all of our teachers and paraprofessionals are highly skilled. If you wish to request information concerning your child's teacher's qualification, please contact one of the following:

High School Principal 870-458-2213
Elementary Principal 870-458-2511
District Superintendent 870-458-2323

TEXTBOOKS

1. The selection of textbooks for the local district shall follow the directions described in the school laws of the state.
2. The State of Arkansas shall provide basic textbooks for pupils attending the public schools of the state, without cost to the pupils, in grades k-12 inclusive.
3. Textbooks are the property of the state of Arkansas and are for the use of students only. Textbooks are not to be sold.

Textbooks must be returned in good condition or appropriate fines paid before academic credit will be awarded for course work. *Each Student will be held strictly accountable for textbooks used. Payment will be required for damaged and/or lost books. Textbooks must be in the student's possession or his/her locker*

WELLNESS POLICY

The Wellness Policy can be viewed at the following website:

<https://sites.google.com/a/viola.ncsc.k12.ar.us/district-info/Home/wellness>

DEFINITIONS

Certified employer: An individual employed by the school district who holds a certificate to teach issued by the Arkansas Department of Education.

Dismiss: Removal of a student from a specific classroom by a certified employee for that class period only.

Expulsion: Prohibition of a student from entering school or school grounds (except for a pre-arranged conference with an administrator) either until the end of the semester, the end of the current school year or permanently, depending upon the severity of the offense, with loss of academic credit. Expulsion must be by action of the School Board only.

Parent: The term "parent" shall include every parent, guardian, or person in parental relation having control or charge of any student in attendance in schools of this district.

Reasonable Force: The minimum amount of force necessary to stop or restrain a student from conducting himself/herself in an unlawful manner or in a manner which could cause physical injury to an individual.

Suspension: Prohibition of a student from entering the school or school grounds (except for a pre-arranged conference with an administrator) for a period of time set by the principal or superintendent. Suspension normally will not be longer than ten school days, including the day on which the suspension was ordered, unless it is deemed a long term suspension which must be determined by the School Board. Suspension does not carry with it loss of academic credit for the semester, however, make-up work may or may not be allowed.

In School Suspension: Prohibition of a student from participating in the regular school program but participating in an alternate program schedule as ordered by the principal or superintendent.

Detention: This is the loss of free time during the break and noon hour. Detention is for a specified length of time which will be determined by a school official.

Corporal Punishment: The paddle will be of reasonable size and will be used on the seat of the pants only with reasonable severity. The paddle will be administered according to the age, size, and sex of the student. It will be used with a certified staff member present, and will not be used before other students.

Shortened Schedule: This means leaving school after the fifth period and applies to seniors only.

Tardiness: This is defined as and unexcused appearance of a student beyond the scheduled time that a class begins.

MISCELLANEOUS

Accident Insurance for Students: School accident insurance is available on a voluntary basis the coverage's and insurance company were selected by a committee.

Activity Funds: All activity funds shall be received and disbursed through a central agent. All expenditures from the activity fund shall be checks. A financial statement shall be furnished for any activity (such as a club, class, etc.) upon request of its treasurer and sponsor.

Cafeteria Rules:

1. Talking is allowed in normal tones, but no yelling or excessively loud talking is permitted.
2. Leave the table clean.
3. High school students who charge lunch or breakfast must see the high school secretary by the end of morning break the next school day and pay the charge or make arrangements to pay it. Students who violate policy may be disciplined.

The following rules are for K-6:

- No running, pushing, or playing allowed in the cafeteria.
- Only those who do not drink milk need to go to the drinking fountain.
- Stay in your seat except for putting up you tray and when the supervisor tells you it is time to line up and leave.

Cancellation of School: Whenever possible, school cancellations will be broadcast on the following radio or TV stations: KYTV channel 3 in Springfield, KAIT channel 8 in Jonesboro, KSAR 92.3 in Salem, KKDY 102.5 in West Plains, and KPFM 105.5 in Mountain Home.

Class Sponsors: Beginning in grade seven, two or three class sponsors are selected for each class. These sponsors will serve with the same class until the twelfth grade year.

Elementary Parties: There will be a maximum of four parties allowed during the school year. They will be Halloween, Christmas, Valentines, and Easter. Other activities within the classroom will be cleared with the principal.

Entertainment Devices: Personal entertainment devices including but not limited to boom boxes, tape player, radios, electronic devices, etc. are not permitted on campus between 7:45 a.m. and 3:15 p.m. unless approved by principal. With sponsor's permission, they may be used on extracurricular bus trips.

Final Exams: Final exams will be given by all teachers. All students must take the final exam unless exempt. The final exam will count no more than 20% of the final grade.

Fire Drills: In accordance with state regulations, a fire drill will be conducted each month. The plans for leaving the building are posted in each room of the building, and the students have been instructed on the plans.

Honor Roll: Those students accumulating grades of no less than a "B" will be on the honor roll at the end of each nine week period.

Library: The library shall be organized as a resource center of instructional materials for the entire education program. The number of library and reference books, periodicals, newspapers, pamphlets, information files, audiovisual materials, and other teaching and learning aids shall be adequate for the number of pupils and the needs of instruction in all courses.

Lockers (7-12): Lockers will be assigned to students with priority of assignment given from twelfth grade downward. If doubling assignments for lockers is necessary, other than voluntary request for joint use, doubling will be at the seventh grade upward. Students will not be allowed to share lockers without special permission from the principal. Periodic noncompliance will result in disciplinary action.

Lost and Found: Articles found on or near the school ground should be turned in immediately to the principal's office. A lost article may be claimed upon proper identification. Be sure your property is marked with your name, keep it in the proper place, and do not bring unnecessary articles to school. Elementary students are discouraged from bringing toys to school.

Lunch Program: School lunch will be free to all students for the 2021-2022 school year.

Phone policy: Telephones in the offices are for official school business only. Telephones may be used by students with permission of a staff member. *We have a school cell phone that students may use in the high school office with permission of a staff member. Students will not be allowed to leave class or study hall to make phone calls.* Phones must be used only before school, break, noon, after school, or with permission from a staff member to go to the office to use the telephone.

Re-sealable Beverage Containers: Students are not permitted to bring any re-sealable container onto the school campus until after the regular school day is over (3 p.m.). Beverages such as sodas may be brought onto campus only if they are in cans. No breakable containers may be used.

Smoking and Chewing Tobacco: Smoking, chewing, or possessing tobacco is not allowed by students at school or school activities. With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Students are not allowed to wear clothing displaying alcohol, tobacco, or drugs.

School Store: (Elementary) School supplies are available during the afternoon recess. Students may also purchase school supplies in the office before school each day. An excessive amount of paper being thrown down on the school ground will result in the closing of the store.

Tornado Drills: Tornado drills are held periodically and our students attend meetings to keep posted on the latest information pertaining to safety in case of a tornado. Students will be instructed as to what measures to take in case of an approaching tornado. These instructions will be posted on the bulletin board.

Forms

The following forms are *optional*.

CORPORAL PUNISHMENT OPT OUT FORM
(PADDLING)

PARENTS/GUARDIANS MUST SIGN AND RETURN THIS FORM TO VIOLA HIGH SCHOOL

Corporal Punishment may be administered by the principal, his/her designee, or a teacher and must be done in the presence of another certified employee as it is defined and described in the Viola Public Schools Handbook.

Student's Name: _____

Please choose one of the following options:

- Corporal punishment may be administered to my child.

- Contact me before administering corporal punishment to my child.

- DO NOT administer corporal punishment to my child.

Parent/Guardian Signature: _____

Date: _____

4.29F—STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT

Student's Name (Please Print) _____ Grade Level _____

School _____ Date _____

The Viola Public School District agrees to allow the student identified above ("Student") to use the district's technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the district's access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.

2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal and state laws and regulations. The Student also agrees to abide by any Internet use rules instituted at the Student's school or class, whether those rules are written or oral.

3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action.

4. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:

- a. using the Internet for other than educational purposes;
- b. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
- c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
- d. making unauthorized copies of computer software;
- e. accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
- f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
- g. posting anonymous messages on the system;
- h. using encryption software;
- i. wasteful use of limited resources provided by the school including paper;
- j. causing congestion of the network through lengthy downloads of files;
- k. vandalizing data of another user;
- l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
- m. gaining or attempting to gain unauthorized access to resources or files;
- n. identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
- o. invading the privacy of individuals;
- p. 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, address, and phone number.
- q. using the network for financial or commercial gain without district permission;
- r. theft or vandalism of data, equipment, or intellectual property;

- s. attempting to gain access or gaining access to student records, grades, or files;
 - t. introducing a virus to, or otherwise improperly tampering with the system;
 - u. degrading or disrupting equipment or system performance;
 - v. creating a web page or associating a web page with the school or school district without proper authorization;
 - w. providing access to the District's Internet Access to unauthorized individuals;
 - x. failing to obey school or classroom Internet use rules; or
 - y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.
 - z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.
5. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.
6. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.
7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.
8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Signature: _____ Date _____

Parent/Legal Guardian Signature: _____ Date _____

5.17F—HONOR ROLL AND GRADUATE OPT OUT FORM

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to having the student named below publicly identified as an honor roll or honor graduate student.

Name of student (printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

**4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION
(Not to be filed if the parent/student has no objection)**

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Viola School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, etc., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

Deny disclosure to military recruiters

Deny disclosure to Institutions of postsecondary education

Deny disclosure to Potential employers

Deny disclosure to all public and school sources

Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources

Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information **to be included** in the school's yearbook and other school publications.

Name of student (Printed)

Signature of parent (or student, if eighteen (18) or older)

Date form was filed (To be filled in by office personnel)

5.20F—PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE

I hereby grant permission to the Viola School District to display the photograph or video clip of me/my student (if student is under the age of eighteen (18)) on the District's web site, including any page on the site, or in other District publications without further notice. I also grant the Viola 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 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 web site.

Name of student (Printed)

Signature of student (only necessary if student is over eighteen (18))

Signature of parent (required if student is under eighteen (18))

Date

School Web Address: <https://www.violalonghorns.org>

4.35F—MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

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.

I hereby authorize the school nurse, or designee, to administer the following medication to my student:

Name of medication _____

Name of prescribing health-care provider

Dosage _____

Instructions for administering the medication _____

Other instructions _____

I hereby authorize _____ to administer the above medication to my student in the unavailability of the school nurse at school in accordance with the above medication administration instructions.

I authorize the school nurse to take a photograph of my student to be used to verify my student's identification before the school nurse or an authorized individual administers medications to my student.

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of medications in accordance with this consent form.

Parent or legal guardian signature _____ Date _____

4.35F2—MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer rescue inhalers and/or auto-injectable epinephrine. Eligibility is **only** valid for this school for the current academic year.

- a written statement from licensed a health-care provider who has prescriptive privileges that he//she has prescribed the rescue inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- a statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler and/or auto-injectable epinephrine.

If the school nurse is available, the student shall demonstrate his/her skill level in using the asthma inhalers and/or auto-injectable epinephrine to the nurse.

Rescue inhalers and/or auto-injectable epinephrine for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container 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.

Students who self-carry a rescue inhaler or an epinephrine auto-injector shall also provide the school nurse with a rescue inhaler or an epinephrine auto-injector to be used in emergency situations.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature _____

Date _____

4.35F3—GLUCAGON and/or INSULIN ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from diabetes. The IHP authorizes the school nurse to administer Glucagon or insulin to my child in an emergency situation.

In the absence of the nurse, trained volunteer district personnel may administer to my child in an emergency situation.

Glucagon _____

Insulin _____

I hereby authorize the school nurse to administer Glucagon and insulin to my child, or in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the medication(s) I selected above to my child in an emergency situation. I will supply the medication(s) I selected above to the school nurse in the original container 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.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of Glucagon or insulin in accordance with this consent form and the IHP.

Parent or legal guardian signature _____

Date _____

4.35F4—EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable epinephrine to administer auto-injectable epinephrine in emergency situations when he/she believes my child is having a life-threatening anaphylactic reaction.

The medication 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.

Date of health-care provider's order _____

Circumstances under which Epinephrine may be administered _____

Other instructions _____

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature _____

Date _____

4.35F5—ALBUTEROL EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP that provides for the administration of albuterol in emergency situations. I hereby authorize the school nurse or other school employee certified to administer albuterol to administer albuterol in emergency situations when he/she believes my child is in perceived respiratory distress.

The medication 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.

Date of health-care provider's order _____

Circumstances under which albuterol may be administered _____

Other instructions _____

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of albuterol in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature _____

Date _____

4.35F6—STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from adrenal insufficiency. The IHP authorizes the school nurse to administer a stress or emergency dose medication to my child in an emergency situation.

Date of health-care provider's order _____

Circumstances under which the stress or emergency dose medication may be administered

Other instructions _____

In the absence of the nurse, trained volunteer district personnel may administer a stress dose or emergency dose medication to my child in an emergency situation.

I hereby authorize the school nurse to administer a stress or emergency dose medication to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the stress or emergency dose medication to my child in an emergency situation. I will supply the stress or emergency dose medication to the school nurse in the original container 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, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of the stress or emergency dose medication in accordance with this consent form and the IHP.

Parent or legal guardian signature _____ Date _____

Date Adopted: 1-12-04

Last Revised: 7-19-24

4.35F7—STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer a stress dose medication. Eligibility is **only** valid for this school for the current academic year.

- a written statement from a licensed health-care provider who has prescriptive privileges that he/she has prescribed the stress dose medication for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing adrenal insufficiency of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student:
 - Possesses the skill and responsibility necessary to use and administer the stress dose medication; and
 - Has been instructed on the details of his or her medical condition and the events that may lead to an adrenal crisis.

If the school nurse is available, the student shall demonstrate his/her skill level in administering the stress dose medication to the nurse.

Stress dose medication for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container 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.

Students who self-carry stress dose medication shall also provide the school nurse with a dose of the stress dose medication to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication included on this form while on school grounds and at school sponsored events but that distribution of the medication included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature _____

Date _____

4.41F—OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to the physical examination or screening of the student named below.

Physical examination or screening being objected to:

___ Vision test

___ Hearing test

___ Scoliosis test

___ Other, please specify _____

Name of student (printed)

Signature of parent (or student, if 18 or older)

Date form was filed (to be filled in by office personnel)

OBJECTION TO REPORTING OF BODY MASS INDEX (BMI)

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to reporting the BMI of the student named below.

I choose not to have my student's BMI measured and reported as would otherwise be required of a public school by law.

Name of student (printed)

Signature of parent (or student, if 18 or older)

Date form was filed (to be filled in by office personnel)

5.24F—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey _____

____ All surveys

Name of student (Printed) _____

Signature of parent (or student, if eighteen (18) or older)

Date form was filed (To be filled in by office personnel)

5.24F2—PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey _____

Name of student (Printed)

Signature of parent (or student, if eighteen (18) or older)

Date form was filed (To be filled in by office personnel)

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS

Name: _____

Date submitted: level one _____ level two _____ level three _____

Instructional material being contested:

Reasons for contesting the material (be specific):

What is your proposed resolution?

Signature of receiving principal _____

Signature of curriculum coordinator _____

Signature of Superintendent _____

Viola School District Title I Parent Survey

Your input is valued at Viola Public Schools. Please take a few minutes to let us know your opinion. This information will be used to help us plan parent involvement activities for our schools.

1 - Strongly Agree / 2 - Agree / 3 - Disagree / 4- Strongly Disagree

	1	2	3	4
1. I feel welcome when I enter the school.				
2. The school schedules parent/teacher conferences in a flexible way so that I can attend.				
3. I know what the School-Parent Compact is.				
4. The School-Parent Compact provides a meaningful way to communicate with my child's teacher.				
5. Teachers regularly communicate with me.				
6. My calls, emails, or notes to school staff are answered promptly.				
7. I have access to and regularly use email.				
8. I prefer teacher communication to be:				
a. Phone Calls				
b. Emails				
c. Weekly classroom letters				
d. Take home folders				
e. Assignment notebooks				
f. Other - Please specify				
9. I feel knowledgeable about the school's expectations for my child.				
10. I feel knowledgeable about what is going on at the school.				
11. I know how to help my child with his/her homework.				
12. My child receives additional academic help when needed.				
13. My child has been identified as gifted and receives additional enrichment activities.				
14. The school provides our family with workshops or informational events.				
15. The school provides our family with parenting resources.				
16. The school asks our input on family workshops and events.				
17. The school asks for my input about my child and how he/she learns best.				
18. I have been encouraged to volunteer at school.				
19. I feel that parents are involved in decision-making at our school.				
20. I have been invited to participate in school planning such as the school improvement plan, the Title I plan, parent involvement policy, etc.				
21. I feel knowledgeable about the Title I program.				
22. I feel knowledgeable about our school's status as a Title I Schoolwide school.				
23. I feel that my child has made adequate progress over the course of this school year.				